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# PROPOSAL FOR THE CREATION OF A

# FACULTY OF URBAN & ENVIRONMENTAL CHANGE

A COLLABORATIVE INITIATIVE OF THE DEPARTMENT OF GEOGRAPHY AND THE  
FACULTY OF ENVIRONMENTAL STUDIES

\*Provisional Faculty name to be confirmed by Senate prior to launch on September 1, 2019

YORK UNIVERSITY | 4700 Keele Street, Toronto, Ontario M3J 1P3 CANADA

## Executive Summary

Environmental change and urbanization represent two of the most pressing challenges facing people and the planet, and transitions to a sustainable and just future require urgent attention. These connected worldly concerns represent the framing agenda for a new Faculty at York University.

The Faculty of Urban and Environmental Change at York University will be an international leader of critical and innovative urban, environmental, and geographic knowledges and skills in pursuit of sustainability and justice. The creation of this new Faculty will draw together scholars from Geography and Environmental Studies, as well as across the university, building on existing synergies and excellence, as well as encouraging collaboration and innovation in teaching, research, and engagement activities.

The Faculty of Urban and Environmental Change will inspire students as citizens and leaders whose knowledge, skills, and values position them in careers and engagement activities that serve the public good and the nature upon which society depends. The Faculty will champion interdisciplinarity through curricular programs and scholarship; emphasize field-based and experiential learning to enhance understanding of biophysical processes and social issues; embrace global perspectives so that this understanding is derived from a broad range of places; and pursue community-engaged endeavours for the production of engaged scholarship and the training of active citizens, innovators and leaders.

The five distinct yet interconnected undergraduate programs ground the new Faculty's core identity and scholarly strengths in a purposive and efficient curricular design, and offer students structure, choice, and flexibility of programming on distinctive themes and cross-cutting approaches. Specifically, programs will include BA Urbanization; BA Global Geography; BES Environmental Arts & Justice; BES Sustainable Environmental Management; and BSc Environmental Science (with Faculty of Science, Lassonde School of Engineering, and Glendon). The new Faculty will continue to offer Masters and PhD degree programs in Geography and Environmental Studies that are well-established, well-reputed, and offer students high quality learning outcomes.

The Faculty of Urban and Environmental Change will unite a critical mass of scholars and scientists whose research excellence is world-renowned and productive across all standards. The new Faculty will amplify existing strengths, and indeed exceptionalities, in research, scholarly and creative work by further building multi-stakeholder networks for knowledge mobilization, partnerships and collaborations, and direct uptake of research by communities, industry, and government actors.

Ultimately, the Faculty of Urban and Environmental change will:

- Inspire and prepare students for careers and engaged citizenship through experiential education, critical thinking, hands-on-research, and leadership skills;
- Engage interdisciplinary perspectives and techniques that span the biophysical sciences, social sciences, and the arts;
- Advance scholarly understanding and scientific research of natural, built, and social spaces;
- Mobilize knowledge through action-oriented collaborations with change-makers, communities, and institutions;
- Inform and facilitate dialogues and strategies to globally and locally addressing mounting degradation, inequities, and injustices.

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# Introduction

Climate action in March 2019 saw youth from around the world take to the streets and raise their concerns about the sobering environmental degradation, injustices and uncertainties facing humanity today. They urged decision-makers to recognize climate change as the biggest threat in human history, and to take responsibility for solving this unprecedented crisis. Further, human destruction of nature is rapidly eroding the capacity to provide food, water and security to the global population. Environmental changes owing to human activities are mounting with rising average temperatures, extreme weather events, melting ice sheets, freshwater shortages, air pollution, habitat depletion, and species extinction. These changes disproportionately impact vulnerable communities whose ability to adapt is limited; this vulnerability is rooted in social, political and economic systems that create stark inequities between the haves and have nots. Natural resource inequities and degradation trigger migration, conflict and fear among people and threaten opportunities for the next generation. The climate emergency and rapid biodiversity loss warrant urgent attention to sustainable and just environmental transitions.

If the 21<sup>st</sup> century will be one in which humanity seeks to address and adapt to environmental crises, it will do so as an urban species in built environments. Around 2008, the planet's urbanites were, for the first time, more than half of its human population; by 2050 that proportion will be two-thirds. Cities are drivers behind many of our planet's environmental crises, as well as being a rich source for imagining and practicing new forms of sustainable and just living. In turn, urbanization presents challenges of its own. While cities are national economic engines in many countries, they are also faced with daunting problems of urban poverty, inequality and homelessness; cities are also changing our relationships to rural spaces and settlements. The dynamic culture of cities reflects both the richness and the tension created by the 'thrown togetherness' of humanity in all of its diversity. Governance challenges continue to confound urban regions everywhere, but cities are also crucibles of political struggle, activism and possibility. In Toronto, we live in one the world's most diverse and vibrant urban regions in which all of these challenges and opportunities are being lived and confronted.

Environmental change and urbanization represent two of the most pressing challenges facing people and the planet, and transitions to a sustainable and just future require urgent attention. These connected worldly concerns represent the framing agenda for a new Faculty at York University. The creation of the Faculty of Urban and Environmental Change offers York University the opportunity to consolidate, enhance and more clearly project its excellence in, and contributions to environmental, urban, and sustainability and justice realms. It will draw together scholars from Geography and Environmental Studies, as well as across the university, building on existing synergies and encouraging collaboration and innovation in teaching, research, and engagement activities. The Faculty of Urban and Environmental Change will champion interdisciplinarity through curricular programs and scholarship; emphasize field-based and experiential learning to enhance understanding of biophysical processes and social issues; embrace global perspectives so that this understanding is derived from a broad range of places; and pursue community-engaged endeavours to generate meaningful scholarship and to train active citizens, innovators and leaders.

Within this new Faculty, Geography as a discipline offers a holistic approach to understanding people, places, and environments. Spanning the physical sciences, social sciences, and humanities, Geography highlights spatial variations of human and natural phenomena and explores how social, economic, political, demographic, and environmental processes shape human lives and landscapes. Geography at York, founded in 1962, reflects a breadth of scholarship ranging from biogeochemical ecosystem change in the Northwest Territories, to experiences of displaced migrants in urban environments in Cuba, Canada, and India, to fisheries labour relations shaped by industrialization and marine ecologies in Southeast Asia. York Geography is an accomplished, well-respected department in the discipline with one of the highest global academic reputations within the Faculty of Liberal Arts and Professional Studies according to 2019 QS rankings. York Geography faculty members are widely published and actively participate in university-wide research initiatives through Organized Research Units (ORUs) such as the CITY Institute. Geographers attracted \$6.2 million in Tri-Council funding during the last Cyclical Program Review period, with virtually all faculty members currently holding a SSHRC or NSERC grant as principal or co-investigator. Geography undergraduate students benefit from pedagogical innovations in classroom, lab- and field-based learning, as well as outstanding teaching that leverages active learning. The graduate program in Geography has a long tradition of innovative and high-quality research by both doctoral and master's students.

Environmental Studies similarly offers comprehensive exploration of the relationships between humans and the environment – be it natural, built or social. At York University these explorations span a wide range of realms including polar bear ecologies in Southern Hudson Bay; sustainability informatics calculating 'ecological footprints'; climate change and sustainability transitions; and food-based performances in social gatherings. Founded in 1968, Environmental Studies has led the way in environmental research, innovative pedagogy, and action-oriented engagements in the environmental sector. It has also been a leader in urban research, from theorizing urban politics in Europe and North America, to studying the cultural landscapes of Indonesian cities, to engaging with policies and practices in the planning of suburbs. York environmental studies faculty include several Research Chairs and a Trudeau Fellow, attracting \$8.76million in Tri-Council and other research grants, contracts and gifts over the past five years. The research culture of Environmental Studies is sustained by a talented and impactful community of graduate students. Environmental Studies student learning experiences rank among the highest quality at York according to the 2018 National Survey of Student Engagement (NSSE).

Geography and Environmental Studies faculty thus share demonstrated excellence in research and teaching. Furthermore, both are inherently interdisciplinary, drawing on the full range of academic perspectives and methods; both are committed to experiential education and the mobilization of knowledge through key stakeholder engagement to address complex and dynamic challenges. Currently, Geography has 18 full time faculty members, 8 staff members (3 are technicians), ~250 undergraduate students, and 70 graduate students. Environmental Studies has 40 faculty members, 23 staff members, 460 undergraduate students, and 302 graduate students. These units have 8004 and 4500 alumni respectively. The Faculty of Urban and Environmental Change will bring together these colleagues and stakeholders into a united entity.

Notably, as highlighted by Cyclical Program Reviews in both units, the creation of the Faculty of Urban and Environmental Change offers opportunities to reverse declining undergraduate enrolment trends in these realms. A recent comparative analysis of environmental programs at York (compiled by Higher Education Strategy Associates in March 2019) identifies the divergence of environmental studies and science programs as undermining student access to and experiences of these offerings. It also reveals multiple yet disconnected pathways to studying urban issues, dynamics and environments that are confusing to students and do not provide a clear 'urban' identity for York University. Finally, it suggests untapped potential in areas such as environmental science, sustainability informatics, and environment, economy and entrepreneurship that could be brought forward more substantively.

Bringing clarity, refinement, and visibility to existing environmental, urban and geography degree programs, as well as re-imagining and innovating curriculum, will be a focal point for the Faculty of Urban and Environmental Change. As part of this effort, the new Faculty will embody a collaborative 'hub and spoke' approach intended to draw explicit and productive linkages to other York University faculties, units, and programs where cognate issues are highlighted and of concern. The new Faculty will explore existing 'spokes' or pathways and enhance dialogues with, for example, the Faculty of Science, Lassonde School of Engineering, and Glendon Campus (to invigorate collaborative BSc Environmental Science programming), the Faculty of Liberal Arts and Professional Studies (to align with programs in, for example, Disaster and Emergency Management, Urban Studies, Business and Society, and Indigenous Studies), as well as the Sustainability Office and Innovation York (to enhance curriculum via experiential education, work-integrative, and innovative sustainability transitions).

Through its collaborative spirit, scholarly excellence, and leadership, the Faculty of Urban and Environmental Change will build upon York University's globally-recognized efforts to build a more sustainable and just world. According to the Times Higher Education Ranking 2019, York University ranks #26 internationally and #5 in Canada for its contributions towards the UN Sustainable Development Goals through efforts to address environmental degradation, climate change, inequality, and poverty. York University ranks most highly in Reduced Inequalities (Goal #10), Sustainable Cities & Communities (Goal #11), Responsible Consumption & Production (Goal #12), Climate Action (Goal #13), and Partnerships to Achieve Goals (Goal #17). Geography and Environmental Studies have been vital to these efforts through, for example, their excellence in urban teaching and research, establishment of Las Nubes EcoCampus as a 'living lab' for global sustainability and community engagement, and multisided collaborations addressing injustices in labour markets, migration patterns, and natural resource depletion. The Faculty of Urban and Environmental Change will draw upon these strengths to further champion sustainability and justice at York University, as well as on the local and global stage.

## Vision and Scope

The Faculty of Urban and Environmental Change at York University aspires to the following vision:

**To be an international leader of critical and innovative urban, environmental, and geographic knowledges and skills in pursuit of sustainability and justice.**

To mobilize this vision, the Faculty of Urban and Environmental Change will:

- Inspire and prepare students for careers and engaged citizenship through experiential education, critical thinking, hands-on-research, and leadership skills;
- Engage interdisciplinary perspectives and techniques that span the biophysical sciences, social sciences, and the arts;
- Advance scholarly understanding and scientific research of natural, built, and social spaces;
- Mobilize knowledge through action-oriented collaborations with change-makers, communities, and institutions;
- Inform and facilitate dialogues and strategies to globally and locally address mounting degradation, inequities, and injustices.

The Faculty of Urban and Environmental Change will embrace the following values:

**Scholarly and research excellence**  
**Interdisciplinary learning and experiential education**  
**Engaged citizenship and leadership**  
**Local-global outreach and activism**  
**Sustainable communities and environments**  
**Social, economic, and environmental justice**  
**Reconciliation and respect for Indigenous knowledge systems**  
**Respect for rights, differences, and dignity of others**  
**Respect for place, community, and diversity**

The Faculty of Urban and Environmental Change at York University will be the first of its kind in Canada to explicitly address the distinct yet interconnected challenges of environmental change and urbanization, and innovate transitions to a sustainable and just future. This focus reflects distinctive strengths at York and differentiates York within higher education in Ontario, Canada, and beyond.



In research and teaching on **environmental change**, the new Faculty will consolidate a critical mass of physical geographers, ecologists, social scientists, and humanists who focus on the biophysical processes of environmental systems and human relationships with the natural world. Deploying field-based approaches, policy analysis, critical social theory, planning skills, geomatics, and sustainability informatics, the new Faculty will offer a major cluster of expertise to understand how earth systems are evolving and how humanity is impacting on, and impacted by, such changes. It will highlight innovative thinking and practice around sustainability transitions as a means of mitigating environmental changes that threaten the planet and people alike.



In research and teaching on **urbanization**, the new Faculty will consolidate arguably Canada's most prominent cluster of urban scholars, whose work spans innovative theoretical thinking, empirically-driven research, and policy-oriented practice. It will feature topical areas of urban history, urban ecology, rural-urban linkages, global suburbanisms, urban political economy, migration and resilience. It will serve as York's accredited provider of professional training in planning and as primary sponsor of the university-wide CITY Institute. Deploying critical social theory, planning skills, design charrettes, and impact assessments will offer a major cluster of expertise to understand changes in human settlement patterns, the growth of major urban centres, and impacts on the planet and people.



**Sustainability and justice** will reflect core expertise in the new Faculty. Understanding imbalances of ecological, economic, and social realms is key to explaining the dire challenges associated with environmental change and urbanization. Unequal distribution of power, opportunities, mobilities, resources, and wealth shapes people's daily lives and livelihoods. Issues of injustice disproportionately expose marginalized peoples to natural disasters, depleted resources, and environmental degradation. Critical thinking skills and inquiry-based learning offer ways to investigate in-depth how structures, institutions, and communities produce relations of power to the benefit of some and the detriment of many. Innovative sustainability transitions require new ways of thinking and doing for the benefit of the planet and people.



Four cross-cutting orientations will characterize the teaching and research of the new Faculty.



First, **interdisciplinarity** in the new Faculty will bring together biophysical sciences, social sciences, humanities, and the arts to address the pressing challenges of environmental change and urbanization, as well as solutions for sustainable and just transitions. For example, environmental change includes ecological systems as much as political ecologies and demographic shifts owing to climate change while urbanization includes planning and design as much as urban social theory and urban ecologies. Innovative solutions will require integration of these varied knowledges and via diverse approaches including documentary film making, critical analysis, and citizen conservation science.



Second, addressing challenges of environmental change and urbanization via sustainable and just solutions require theoretical explanation of such dynamics, as well as empirical research to explore how they manifest in particular contexts. As world-class researchers, faculty members pair conceptually rich insights with empirically-grounded investigations; they engage students in **field-based and experiential learning** through projects and in course offerings such that students are assured to acquire meaningful hands-on experiences and skills via laboratory-based science, geomatics, interviewing, and arts-based practice.

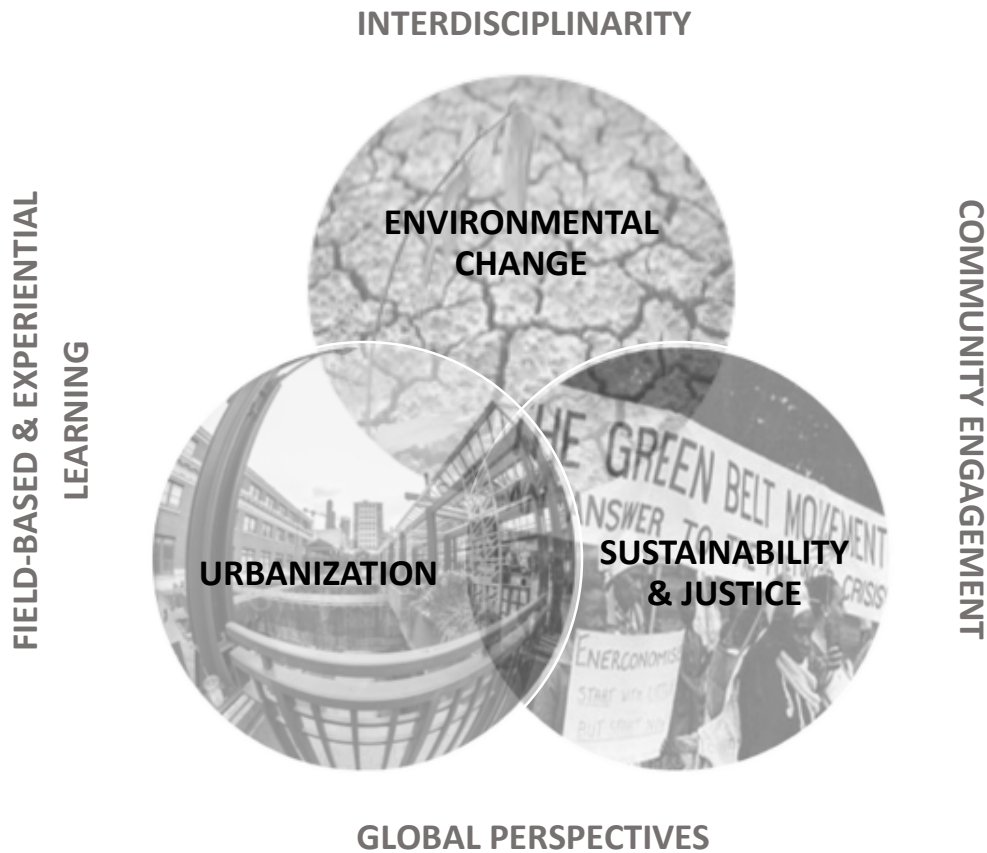


Third, **community engagement** is vital to ensuring key stakeholder participation in generating knowledge on environmental change and urbanization challenges, and in offering tangible solutions that are sustainable and just. Further, knowledges and skills are actively mobilized through community, industry, and policy-based endeavours. Faculty research brings students directly into ‘real world’ realms and issues; students appreciate the complexity of environmental issues while skills and multi-sectoral relationships position them for meaningful careers where they can make a difference in the environmental realm.



Fourth, the new Faculty will offer distinctively **global perspectives** given that their research endeavours take place around the world, including the Caribbean, Africa, Latin America, Asia, and the circumpolar North. This internationalism is woven into foundational course offerings and students benefit from various perspectives and approaches to environmental change and urbanization. The new Faculty offers students and faculty members a unique opportunity at the Las Nubes EcoCampus in Costa Rica which serves as a ‘living laboratory’ and experiential education site of neo-tropical conservation and sustainability.

In sum, the Faculty of Urban and Environmental Change core themes and cross-cutting approaches thus include:



Notably, in pursuit of sustainability and justice, the new Faculty will espouse tenets of **reconciliation** and Indigeneity as detailed in York University's Indigenous Framework. During 2019/20, Geography and Environmental Studies faculty, staff and students will seek guidance from Indigenous Council, colleagues in the LA&PS Indigenous Studies program, and other stakeholders regarding how best to build upon its existing approaches and strengths, and to explore new substantive and tangible directions for advancing York's Indigeneity and reconciliation agenda. The new Faculty offers opportunities, for example, to expand Indigenous curricular offerings; enrich experiential education through land-based learning; ensure Indigenous knowledges, perspectives and experiences are highlighted within and through research endeavours; and fully support and increase the number of Indigenous faculty, staff and students in our midst. Establishment of the new Faculty also offers an opportunity to explore an Indigenous naming by the Huron-Wendat, and the responsibility that this invitation involves.

## University Academic Plan Alignment

The Faculty of Urban and Environmental Change will align with the University Academic Plan and further advance York University priorities of academic quality, student success, and engagement and outreach.

In terms of academic quality, the new Faculty will enhance, refine, and innovate undergraduate and graduate program offerings based on distinctive themes and cross-cutting approaches detailed above. Curriculum will champion high quality student learning outcomes, experiential education, flexible pathways, and effective advisory support. The Faculty will explore collaborative programs with other faculties (e.g., Science, Lassonde, LA&PS) and units (e.g., Sustainability Office, Innovation York, CITY Institute) to enhance 'Environment @York' and 'Urban @York' programming, identity, and reputation. Further, Geography and Environmental Studies faculty members are already well-reputed given their scholarly excellence. The new Faculty will increase their visibility and profile, encourage and support their efforts to secure further funds for their endeavours, and actively connect faculty with students to provide hands-on learning, research skills, and placement opportunities.

In terms of student success, the Faculty of Urban and Environmental Change will build upon 'signature pedagogies' of learning-by-doing by enhancing student placements, internships, and research opportunities with multi-stakeholders (civil society, industry, government, academia) to ensure knowledge application, skills training and clear employability. A continued focus on experiential education will attract and retain high quality students through hands-on application of theory with practice within the classroom, the lab, and the field. In particular, the new Faculty will offer students a meaningful, globally-focused, community-engaged, and experiential education curriculum at Las Nubes Ecocampus in Costa Rica. The new Faculty will build upon existing pedagogical excellence experienced by students as reflected in NSSE and course evaluations, and thus positively impacting undergraduate retention and graduate progress to completion rates.

In terms of engagement and outreach, the Faculty of Urban and Environmental Change will amplify existing strengths, and indeed exceptionality, in building multi-stakeholder networks for knowledge mobilization, partnerships and collaborations, and direct uptake of research by communities, industry, and government actors. The new Faculty will serve as a hub and leader of York University's commitment to sustainability (through active partnership with the Sustainability Office) by advancing high quality sustainability education and research, and championing environmental enhancements across campus grounds, buildings and operations. The Faculty will also serve as a hub and leader of York's internationalization mandate (through its Las Nubes Ecocampus and embracing international student intake and educating through global perspectives), as well as equity, diversity, and inclusivity (through its commitment to reconciliation, respect for diverse worldviews, and commitment to social justice).

## Curriculum

The Faculty of Urban and Environmental Change curriculum serves as a ‘call to action’ to understand and seek sustainable and just solutions to the environmental change and urbanization challenges of our time. The new Faculty will innovate curriculum, re-vision learning outcomes, enhance program options, and offer various modes of delivery for students to facilitate meaningful career pathways and advanced study opportunities. Environmental and urban areas of study lend themselves well to experiential education, fieldwork, laboratory analysis, and community activities. Here students learn-by-doing and connect theory with practice to prepare fully for wide-ranging careers in the environmental and urban sectors and beyond be they in public, private or civil society realms.

The Faculty of Urban and Environmental Change will strive to attract, train and inspire students in dedicated programs, as well as to serve as the locus for general education and elective education in environmental change, urbanization, and sustainable and just transitions across the University. Such broad literacy is needed given the urgent and complex challenges facing us. The new Faculty will provide foundational courses for understanding our changing climate, the destruction of nature, and urbanization trends along with their effects on people, their livelihoods, lifestyles and mobilities. Students across York University will also benefit from continuing and fundamental exposure to issues related to environmental sustainability, social justice, and reconciliation of people and nature.

To do so, the Faculty of Urban and Environmental Change is committed to interdisciplinary and collaborative curriculum dialogues, planning, and implementation across academic and administrative units at York University. The new Faculty sees opportunities for cross-teaching of and multiple pathways for students at undergraduate and graduate levels to deliver a positive, high-quality student experience. We have identified areas of internal fragmentation or overlap requiring realignment to permit greater collaboration and, with reduced redundancy, offer deeper and wider offerings in those areas. We have extensively consulted with faculties, units and programs across York to this end. Further, we seek opportunities to enhance teaching and learning through the effective use of technologies and to continue bringing research directly into the classroom. With these innovations and refinements, students will be attracted by the curricula in sufficient numbers to ensure the new Faculty flourishes.

Ultimately, the Faculty of Urban and Environmental Change will inspire students as citizens and leaders whose knowledge, skills, and values position them in careers and engagement activities that serve the public good and the nature upon which society depends. Recruitment messaging could ask:

“Are you someone who thinks that environmental change, urbanization, and sustainable and just transitions are important issues today? Do you think these challenges need to be tackled both locally and globally? Do you believe that we need to understand these challenges using integrative and diverse ways of thinking from the arts, sciences and social sciences? Do you want to acquire the insights and skills to tackle these issues as a thinker, planner, analyst, policy maker, activist or organizer? Have you considered careers as a green entrepreneur, park manager, urban planner, environmental scientist or impact assessor, human rights advocate, or national policy analyst? If so, the Faculty of Urban and Environmental Change is for you!”

## Undergraduate Degree Programs

Undergraduate degree programs in the Faculty of Urban and Environmental Change will foster students' critical thinking and skills development, active learning, engaged citizenship, and career preparedness for roles within an increasingly diverse and wide-ranging environmental sector.

Five distinct yet interrelated undergraduate programs will anchor the new Faculty, namely:



Together these undergraduate programs offer multiple entry points through which to explore the challenges of environmental change and urbanization, as well as to innovate transitions to a sustainable and just future. Students can 'mix and match' programmatic options in ways that capture the breadth of their interests and their desire to acquire career-ready knowledges and skills. Core course offerings will explicitly guide students through foundational concepts, perspectives, and methodologies. To this end, keystone courses for each distinctive undergraduate program will align such that one 'signature introductory course' focused on, for example, urban ecologies may serve as a cross-cutting core for students regardless of the undergraduate program in which they are majoring or minoring. Similarly, fourth year capstone experiences may draw together students into 'teams' from across the various undergraduate programs to collectively, and from multiple entry points, explore real-world problems and innovate just and sustainable solutions. As part of their undergraduate journey, students will have options to pursue major/minor combinations that support their particular interests, as illustrated below:



E.g. Student combines BA Major in Urbanization with BES Minor in Environmental Arts and Justice given their desire for an urban-focused degree and interest in critical and creative practices for social change.



E.g. Student combines BSc Major in Environmental Science with BES Minor in Sustainable Environmental Management given their desire for a science degree complemented by policy, planning, management skills.



E.g. Student combines BES in Sustainable Environmental Management with BA Minor in Global Geography given their interest in global environmental change and urbanization through a spatial lens.

Ultimately, the five distinct yet interconnected undergraduate programs ground the new Faculty's core identity and scholarly strengths in a purposive and efficient curricular design, and offer students structure, choice, and flexibility of programming. The undergraduate curriculum specifically embodies the new Faculty's four cross-cutting approaches as follows:

**Interdisciplinarity** is embedded such that students engage with knowledges and skills from biophysical sciences, social sciences, humanities and the arts within individual courses, within each undergraduate program, and across programs as a whole. For example, a course on environmental literature draws in understanding of natural or physical processes; a program focused on environmental science draws in exploration of policies and regulations that drive degradation; and the undergraduate curriculum as a whole allows students to mix and match programs to fully embrace multiple disciplines and their integration. The curriculum will also feature interdisciplinary keystone and capstone offerings that bring students together.

**Field-based and experiential learning**, as a signature pedagogy of the new Faculty, is woven throughout the undergraduate curriculum. Students regardless of program major or minor will benefit from numerous sustained and in-depth experiential opportunities. These may include classroom-based experiential learning activities ranging from reflective journaling to case studies to guest lectures; conducting field or lab work including, for example, GIS overlay analysis or soil sampling or archival searches or textile dying or participant observation in urban communities; or field courses where students 'learn through the soles of their feet' in locales such as the Greater Toronto Area, Frankfurt Germany, and in Costa Rica.

**Community engagement** will facilitate students' direct application of issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the 'real world'. Students will benefit from work-integrated learning through placements or internships to ensure first-hand career experiences in public, private or civil sectors. Undergraduate research opportunities will also be featured for students to explore theoretical and applied questions related to challenges of environmental change and urbanization, and innovating sustainable and just solutions. Here students can connect directly with key stakeholders on pressing issues.

**Global perspectives** are woven throughout the new Faculty's undergraduate programs so as to champion internationalism, equity, and inclusivity, as well as breadth of worldviews and perspectives. Students will benefit from faculty members whose research programs are grounded in contexts around the world, including Australia, Cuba, Germany, Ghana, Guyana, Ireland, India, Thailand, and the Philippines. Those wishing to travel abroad, for example to the Las Nubes EcoCampus summer semester, will receive financial assistance and logistical support.

Each undergraduate program is detailed below in terms of a synopsis, learning outcomes and curricular overview of thematic strengths and sample courses. Program distinctiveness, demand trends, and enrolment targets are also highlighted. Each program has been developed in consultation and/or collaboration with cognate faculties, units and programs at York University. These engagements will continue as needed to ensure complementary and robust programming in these areas moving forward.



## **BA in URBANIZATION**

**Honours (120 cr) | BA (90 cr) | Minor (30 cr) | 3+2 option leading to MES Planning**

We live in an urban world. Intensive urbanization challenges our conventional understanding of the city and its relationships with suburban, exurban and rural environments. The urban now figures as both cause and consequence of many contemporary planetary issues. It is an instigator of the climate emergency, global migration, increasing inequality and poverty while also a crucible for innovation and creativity. Students will acquire the knowledge, critical thinking and technical skills to understand the deep social, economic and environmental transformations necessary to address urbanization challenges. Sustainable cities and resilient communities need to be held accountable to the highest democratic standards of social and environmental justice. Students are encouraged to reimagine the responsibilities of global urban citizenship and to help design new forms of urban governance that is inclusive and participatory, especially for those historically excluded from democratic decision-making and planning processes. Research that informs this program is supported by the CITY Institute at York University, a leading research center that combines critical urban investigation with applied research and intervention. Students with an academic record of A/A+ may enter the MES (Planning) program after their third year of study through a 3+2 program option, accredited by the Canadian Institute of Planners (CIP), the Ontario Professional Planners Institute (OPPI) and the Planning Accreditation Board.

### **Learning Outcomes**

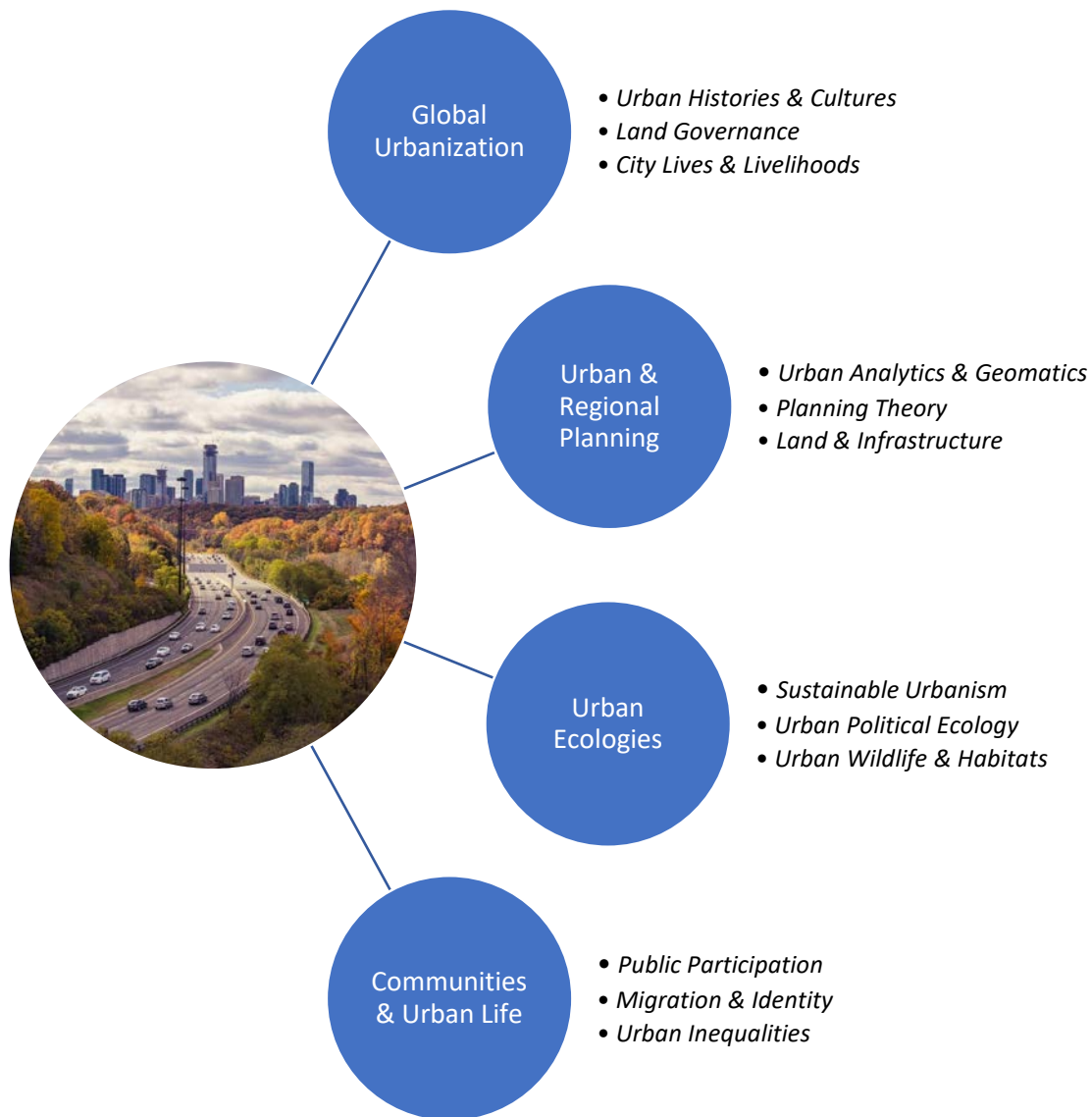
Upon completion of this degree, graduates will be able to:

- Assess critically the historical and geographical processes across multiple scales of urbanization and their implications for just and sustainable cities, nature and planning;
- Assess critically the relationships between socio-cultural, economic, political, technological, physical, governance, and ecological dimensions of urbanization and planning;
- Analyze critically the problems of social and spatial marginalization and innovate just solutions;
- Work collaboratively with communities, non-governmental organisations sector, government agencies, and the private sector to address urban challenges;
- Become local, national and global agents of urban and regional change.



## Curricular Overview

The URBANIZATION program is anchored by the following thematic strengths and sample courses:



Urban programs are in high-demand among students according to external analysis and programs at other universities. York has yet to fully benefit from this demand given fragmentation and confusion in urban programming spanning numerous units. BA Urbanization offers a fully interdisciplinary program capturing a breadth of student interests with distinctive strengths in urban planning, urban ecologies, global suburbanization, urban geomatics, critical urban theory, and urban justice. This program reflects a flagship contribution to a broader vision for 'the urban' at York, which aims to consolidate urban programming to increase coherence, encourage student mobility, and enhance excellence in urban research, curriculum, pedagogy, reputation, reach and impact. Ongoing consultations will continue through a York-wide Urban Working Group that will include, but is not limited to, LA&PS' Urban Studies program, CITY Institute, and the new Faculty. Graduate programs in Critical Urban Studies, as well as professional development courses will also be explored.



## **BA in GLOBAL GEOGRAPHY**

**Honours (120 cr) | BA (90 cr) | Minor (30 cr)**

Geographers study the formation of places and landscapes, and the dynamics that connect the world together in all of its unevenness and complexity. The Global Geography program equips students with an in-depth understanding of the rapidly changing world we live in. It explores historical legacies and contemporary systems that drive global change: human migration flows; economic production and consumption; geopolitical power relations; flows of knowledge, culture and data; networks of global cities; and environmental change and action. These dynamics are linked to an understanding of how they affect human societies and physical environments in specific places. The program highlights, in particular, feminist and postcolonial geographies of difference examining gender and construction of nature as well as inequalities among social groups that arise from differential access to power and resources. Students benefit from experiential learning through hands-on classroom activities, field and lab-based exercises, and community engagement. They gain geographical skills of spatial analysis and critical thinking to equip them for careers in Canada and abroad in government, journalism/media, development agencies, private sector corporations, and non-profit sectors.

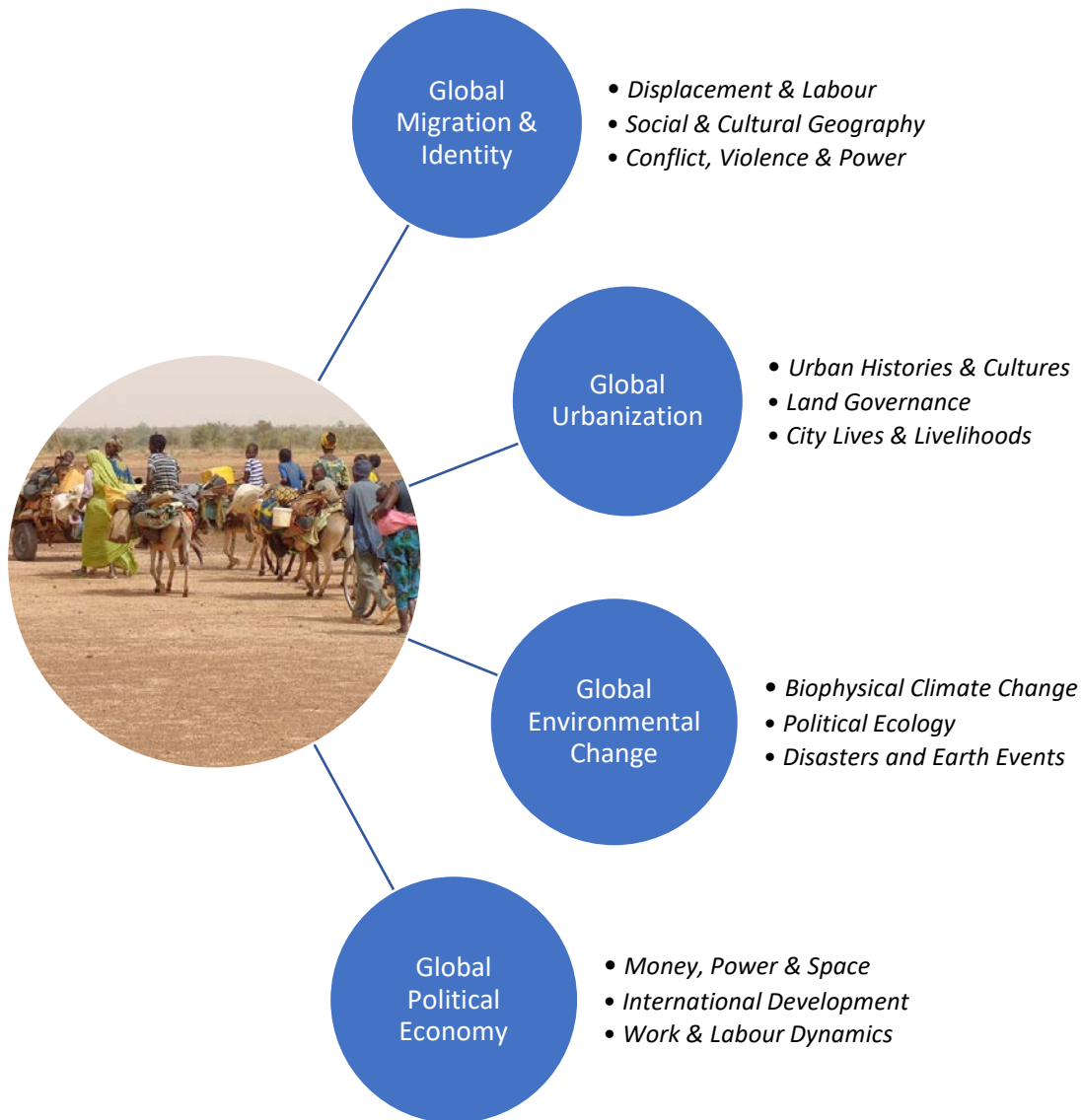
### **Learning Outcomes**

Upon completion of this degree, graduates will be able to:

- Analyze how global processes shape human mobility, urban settlements, environmental problems, and economic structures in various places around the world;
- Analyze global-local dynamics using geographical concepts of space, place, region, and landscape;
- Analyse how economies are structured based on production, trade, labour regimes, and waste flows;
- Reflect critically on how global processes create differences and inequalities among people and places;
- Apply geographical skills and techniques (spatial analysis, geomatics, critical social research) to real world problems;
- Communicate geographical concepts and data effectively using oral, written, technical, visual forms;
- Demonstrate social/spatial consciousness and active citizenship to effect social change.

## Curricular Overview

The GLOBAL GEOGRAPHY program is anchored by the following thematic strengths and sample courses:



Geography enrolments have declined in Ontario, in part because of the discipline's limited presence in primary and secondary school curricula. Nevertheless, Geography offers distinctive knowledge and skills that students appreciate once they are exposed to it – indeed Geography remains a major 'discovery' discipline because of its interdisciplinarity, its combination of sciences, social sciences and humanities, and its field-based and experiential learning components. The Global Geography offering embraces the place-based orientation of the discipline, and provides a global perspective that students are increasingly drawn to according to demand data. York's strong reputation as a university that advances the UN Sustainable Development Goals means that we are well positioned to capture students interested in contributing to these global efforts.



## **BES in ENVIRONMENTAL ARTS and JUSTICE**

**Minor (30 cr)**

How do critical thinking and creative artistic practice understand and reimagine the global environmental crisis and produce effective and just responses to it? In this specialized interdisciplinary program, issues of fairness and justice are centred as students undergo rigorous education in artistic creation (e.g. visual art, performance, curation), writing, cultural criticism, and cultural policy analysis. Students learn how political, cultural, economic and social systems and structures (e.g. colonialism, racism, sexism, ableism, and homophobia) shape the environmental crisis, and are equipped with the skills and knowledge to analyze, challenge and respond to this. Courses in literature, social science, environmental science, media production, performance and art address issues such as climate change, loss of biodiversity, resource extraction, food justice, environmental racism, Indigenous sovereignty and decolonization, space/place and land ethics, human/animal/plant relations, and gender identities and relationships. Through experiential learning and skills training in and out of the classroom, students learn to critique, create, collaborate, and communicate to make a difference at community and policy levels.

### **Learning Outcomes**

Upon completion of this degree, graduates will be able to:

- Demonstrate ecological, cultural, historical, conceptual, and media literacy in understanding causes of and responses to social/environmental challenges;
- Analyze how environmental injustices intersect with social injustices and colonial violence to impact human and ecological well-being;
- Appraise the cultural dimensions of environmental issues and how these issues play out in popular social media (e.g. television, internet, movies, literature, art);
- Apply practices of popular environmental education, media literacy, and critical social and cultural analysis to real-world issues;
- Apply cultural theory reflexively to their own lives as it relates to environmental issues;
- Mobilize active citizenship and leadership skills to effect positive local and global change;
- Work collaboratively in and with communities and various public, private, media, and arts organizations to address social and environmental challenges.

## Curricular Overview

The ENVIRONMENTAL ARTS AND JUSTICE program is anchored by the following thematic strengths and sample courses:



Environmental arts reflect a novel and robust cluster of faculty members and students in the new Faculty interested in cultural production, creative expression, and endeavours embracing art for just social change. This is a unique program strength on the current academic landscape. With already 35+ students in this stream of the BES program, and given the expertise of our new Faculty, this program has the potential to develop into a major offering. Current demand analysis suggests that while high school students are passionate about environmental justice, it is a moniker that decreases the likelihood of students selecting it as a major. York trends show that students are drawn to this area once exposed so a minor program is a viable and indeed exciting option for students to 'mix and match' with other major offerings. Ongoing consultations with Arts Media Performance and Design and the LA&PS Department of Humanities will facilitate alignment and collaboration around cognate programming.



## **BES in SUSTAINABLE ENVIRONMENTAL MANAGEMENT**

**Honours (120 cr) | BES (90 cr) | Minor (30 cr)**

Sustainable Environmental Management focuses on how the environment and its resources are managed and how transitions towards more sustainable systems are accelerated. It recognizes that addressing the climate crisis and destruction of nature require problem-solving, innovation and holistic strategies. The program combines an understanding of policy, law and regulation, economic and social dynamics with applied aspects of environmental science and technology and facilitates practical management skills. It highlights innovative approaches and sustainable transitions that can address environmental and social injustices. Students benefit from experiential learning through hands-on classroom activities, field and lab-based exercises, and community engagement. They learn first-hand about topics such as energy, water, food, and waste and in particular how transitioning towards sustainable systems, planning and monitoring is urgently needed. Students gain skills in sustainability measures and concepts, project management and critical thinking to equip them for careers in government, private sector, and non-profit sectors in Canada and abroad. Ultimately, students will gain knowledge and skills to help them make positive contributions towards a sustainable future.

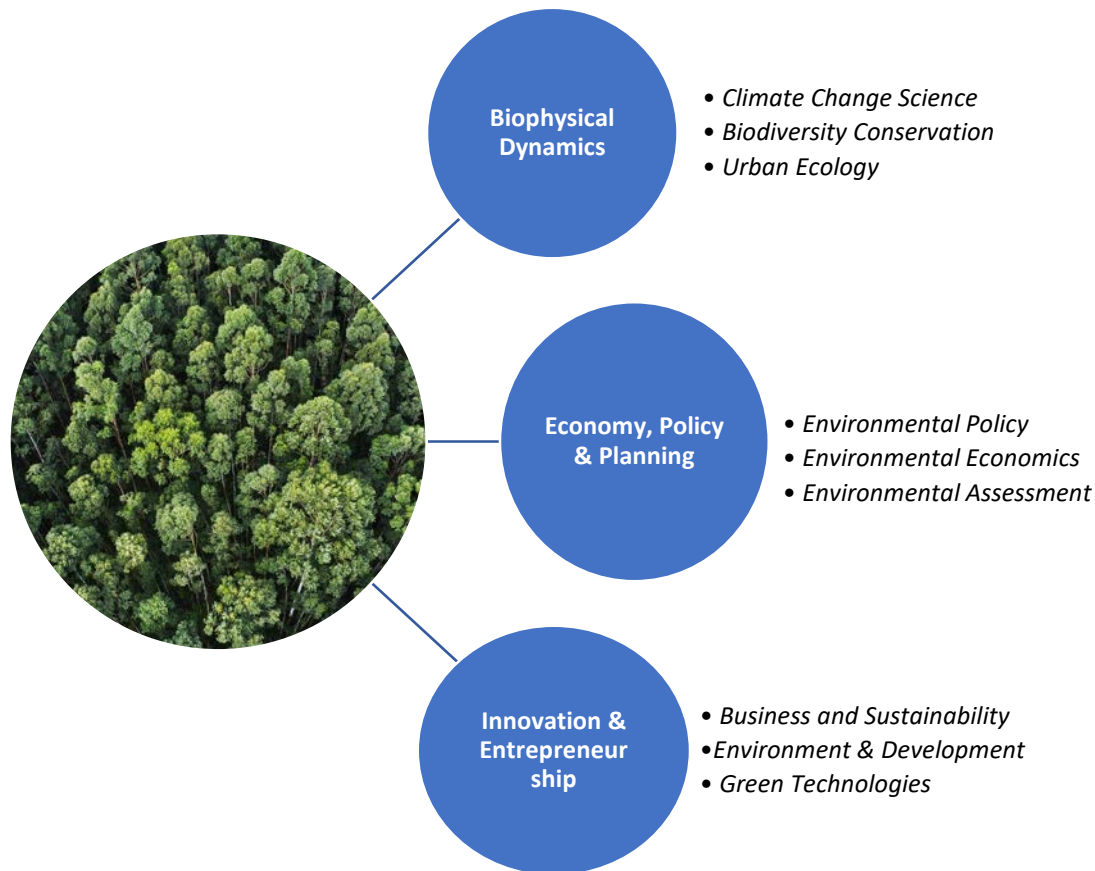
### **Learning Outcomes**

Upon completion of this degree, graduates will be able to:

- Analyze environmental issues through lenses of biophysical processes, society and economy, policy, law and planning, and sustainability transitions and innovation;
- Apply sustainability concepts and interdisciplinary approaches to understand and implement effective environmental management and transition strategies;
- Apply conventional and alternative management models and policy instruments for compatibility with ethical, justice, and reconciliation frames;
- Interrelate scientific and other forms of knowledge such as Indigenous and community worldviews to better understand environmental issues and possibilities for sustainable transitions;
- Work collaboratively with governmental institutions, multidisciplinary professional organisations, communities, and other stakeholders to address environmental and societal challenges;
- Communicate concepts and data effectively using oral, written, technical, and visual forms;
- Demonstrate critical thinking skills and active citizenship to effective positive environmental change.

## Curricular Overview

The SUSTAINABLE ENVIRONMENTAL MANAGEMENT program is anchored by the following thematic strengths and sample courses:



Environmental management remains a high-demand program among students interested in pursuing careers in the environmental sector according to recruitment and institutional planning research trends. Already one of the highest subscribed streams of the BES program, and given the expertise of our new Faculty, this program is well situated as a major offering. Enrolment is anticipated to increase to particularly given program emphasis on experiential education via work placements, opportunities to participate in the Las Nubes program in Costa Rica, and enhanced focus on innovation and entrepreneurship aimed at sustainable and just futures. Ongoing consultations are taking place especially with the LA&PS Business & Society program 'environment' stream; School of Public Policy & Administration's focus on public administration, program evaluation and policy analysis; Disaster & Emergency Management given their natural resource focus; and potentially with Lassonde School of Engineering given their strengths in green technology development and infrastructure innovation.



## **BSc in ENVIRONMENTAL SCIENCE**

**Honours (120 cr) | Specialized (120 cr) | BSc (90 cr) | Minor (30 cr)**

**With Faculty of Science, Lassonde School of Engineering, Glendon Campus**

Environmental Science is a broad technical field that integrates biology, chemistry, physics, and physical geography. Environmental scientists seek to understand processes in the natural environment and the impacts of human activities on natural systems. They generate, analyze, and interpret data collected directly from the environment and through complex simulation models. In the Environmental Science program, students will learn how systemic interactions, feedbacks, and changes affect the terrestrial, aquatic, biotic, and atmospheric domains of our planet. Students will also be trained to monitor and analyze flows of mass, energy, heat, nutrients, contaminants, and moisture in the environment. Specific areas of curriculum focus include: climate change impacts and adaptation; biodiversity and conservation of species and habitats; and, earth surface processes and water quality.

### **Learning Outcomes**

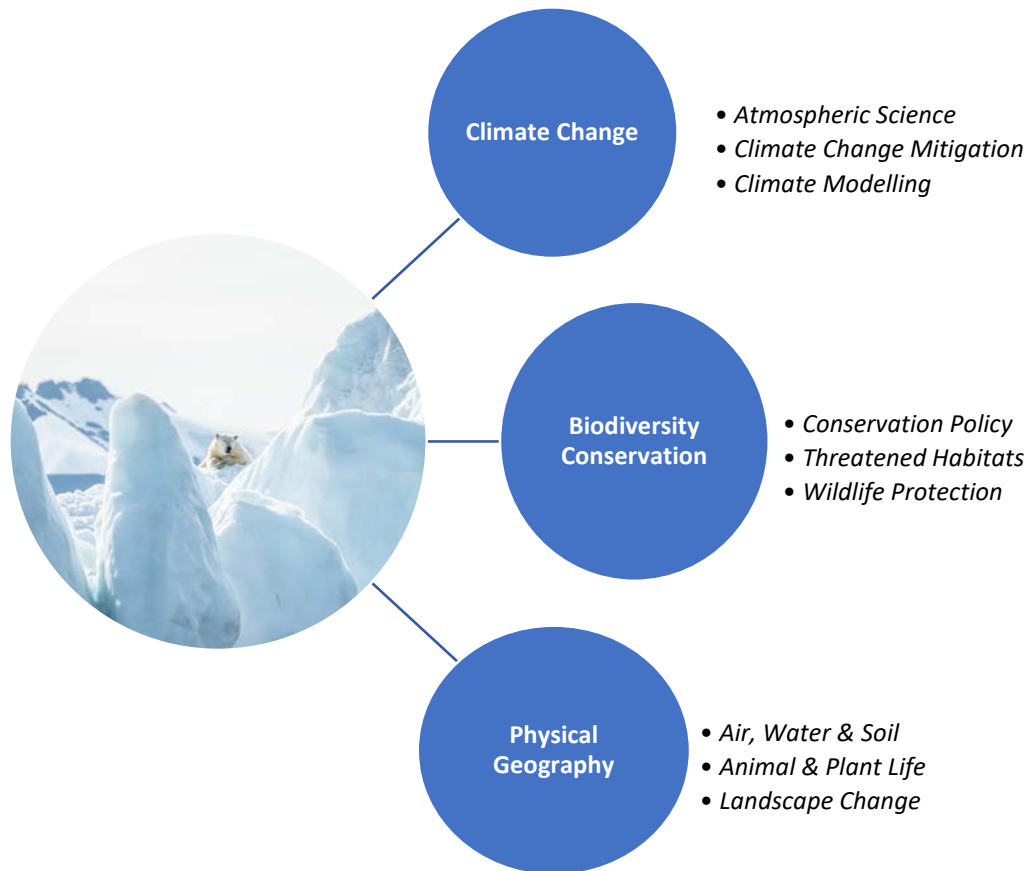
Upon completion of this degree, graduates will be able to:

- Recognize, synthesize and evaluate the causes, impacts, and solutions to environmental challenges facing our planet;
- Develop scientific, strategic and expert knowledge with sampling, measuring, investigating, analyzing, and interpreting intertwined climatological, ecological, and biophysical systems;
- Understand the complex physical processes involved in the global distribution and utilization of energy and materials and their implications;
- Develop an interdisciplinary understanding of existing and emerging strategies to prevent and manage impacts of human activities on the natural world, and adapt to those changes;
- Interrelate scientific and other forms of knowledge such as Indigenous and community worldviews to better understand the environment;
- Work collaboratively to address scientific and practical solutions to environmental challenges.



## Curricular Overview

The ENVIRONMENTAL SCIENCE program is anchored by the following thematic strengths and sample courses:



Environmental science remains a high-demand program. Current demand analysis suggests that high school students passionate about environmental issues are more likely to select a science-based environmental program. York University has not benefited from this demand relative to others given existing fragmentation and confusion in environmental science programs spanning numerous faculties. A consolidated, multiple pathway program is envisioned and being developed around issues of climate change, biodiversity conservation, and physical geography to attract and retain students. Enrolment is anticipated as approximately 50 students. This is a collaborative effort among colleagues in Faculty of Science, Lassonde School of Engineering, Glendon College, and the Faculty of Urban and Environmental Change. Further, environmental science courses will be woven throughout all undergraduate programs in the new Faculty not only to achieve true interdisciplinarity but also to ensure exposure to scientific foundations for all those interested in addressing environmental and urban challenges.

## Undergraduate Dual Credential Programs

The Faculty of Urban and Environmental Change will feature Dual Credential Programs that offer students unique pathways through college and university programming in a 3+1 or 3+2 structure. These offerings are premised on the existing BES and will be re-aligned with the proposed degrees detailed above. Programs include:

- **Environmental Management & Technology with Seneca College** whereby students receive their Honours Bachelor in Environmental Studies degree and an Advanced Diploma in Environmental Technology. Focusing on environmental technologies, resources, and applied science, this program allows completion of the Bachelor in Environmental Studies degree at York University and the advanced diploma in Environmental Technologies at Seneca College in just 5 years. Future career outcomes include environmental sampling, surveying, and transportation design.
- **Urban Sustainability with Seneca College** whereby students receive their Honours Bachelor in Environmental Studies degree and an Advanced Diploma in Civil Engineering Technology. From studying water resource to transportation planning, this program allows students to complete the Bachelor in Environmental Studies degree from York University and the Civil Engineering Technology Advanced Diploma in just 5 years. Training students in the planning, design, and construction of major services and infrastructure, future career outcomes for graduates of this program include urban planning, water management, and Geographic Information Systems.
- **International Development with Humber College** combines the Bachelor in Environmental Studies degree at York University with the post-diploma certificate in International Development Management Studies at Humber. To be completed in just 4 years, students study topics such as development, sustainability, and policy in global context preparing students for a career in an NGO or environmental law.
- **Ecosystems Management with Fleming College** explores topics such as conservation, ecological restoration, and the environmental impact on health, this program allows students to complete the Bachelor in Environmental Studies degree at York University and the Ecosystems Management Technology Advanced Diploma at Fleming College in just 5 years. Future career outcomes of this program include rural planning, habitat assessment, and Geographic Information Systems.

## Undergraduate Certificates

Undergraduate certificates offer students opportunities to enroll in a group of related classes that enhance particular thematic, technical, or disciplinary expertise in addition to their major program of study. Having certificates in a particular field 'adds value' and prepares students for more targeted employment and careers by honing in on marketable knowledge and skills.

The Faculty of Urban and Environmental Change will review its certificate offerings as part of the curriculum planning and development efforts during 2019/20. Student feedback from those within certificate programs, and broader demand analysis, will be used to determine whether certificates should be retained and what new certificates should be proposed. Key criteria in this certificate evaluation will include student demand, positive learning experiences/outcomes, enrolment numbers, collaborative and interdisciplinary opportunities among York faculties and units, and enhanced student employability in environmental careers especially related to environmental change, urban issues, and social justice.

The following certificates currently exist in Geography and Environmental Studies programming:

- GIS and Remote Sensing
- Sustainable Energy
- Migration and Refugee Studies
- Urban Studies
- Urban Ecologies
- Cultural & Artistic Practices for Environmental & Social Justice

Additional certificates may be considered in consultation and/or collaboration with cognate faculties, units and programs at York as follows:

- Sustainable Food Systems
- Environment and Human Health (with Faculty of Health)
- Indigenous Ecologies, Landscapes and Knowledges (with Indigenous Studies)
- Animal Studies and Advocacy



## Graduate Degree Programs

Graduate degree programs in Geography and Environmental Studies are well-established, well-reputed, and offer students high quality learning outcomes. The existing graduate administrative structures will remain initially in place; potential refinements will be explored based on program size, curriculum logic, course offerings, structure (e.g. Plan of Study, thesis-based, course-based options), and thematic visibility (e.g. distinctive MES in Planning). Faculty members will continue their participation in other graduate programs across the university. The Faculty of Urban and Environmental Change will offer:

- **PhD in Geography** offers two fields: Critical Human Geography and in Biophysical Processes. It requires 3 mandatory courses, 2 elective courses, the program's colloquium for two years, comprehensive examinations and a dissertation. Students are guaranteed full Teaching Assistantship and Doctoral Fellowship; they are encouraged to apply for Tri-Council or other external funding.
- **MA/MSc in Geography** requires students to take 3 mandatory courses and 1 elective course, attend the program's colloquium in their first year, and to complete a thesis; or to take an additional 2 elective courses, attend the colloquium, and complete a major research paper. The funding of all Masters students in Geography includes a full Teaching Assistantship and Masters Fellowship. Geography graduate students may also pursue graduate diplomas, such as in Migration and Refugee Studies (through the Centre for Refugee Studies).
- **PhD in Environmental Studies** encourages student to create their own program plan to examine environmental concerns and approaches related to the natural, the social, the political, the cultural, and the urban. Adopting an interdisciplinary approach to environmental research, the program connects conventional disciplines in the social sciences, humanities, arts, and biophysical sciences in ways that encourage viewing issues through a broader, more contextual perspective, with an emphasis on social justice. Students take a mandatory PhD Research Seminar and write a specific program plan, comprehensive examinations, proposal presentation and examination, and a dissertation (fieldwork, writing and examination). Students may also take more courses in their first year. Doctoral students are guaranteed full Teaching Assistantship and Doctoral Fellowship, and are strongly encouraged to apply for Tri-Council or other external funding.

- **Masters in Environmental Studies (MES)** offers a general degree and two specialized programs:
  - MES
  - MES/JD program offered jointly with Osgoode Law School
  - MES in Planning accredited by the Ontario Professional Planners Institute

The Plan of Study is the foundation of all MES programs. Except for the MES/JD program (4-yr full time), the MES program (2-yr full time) requires a minimum of 36 credits (with one mandatory course ENV5 5100 and a requirement to complete a course in research design and one in research methods) and a major research project (in the form of major paper, project, portfolio or thesis).

**Future graduate program planning** in the Faculty of Urban and Environmental Change will explore the following new graduate degrees, in consultation and/or collaboration with cognate faculties, units and programs at York:

- MSc in Environmental Science (with Faculty of Science and Lassonde School of Engineering)
- MA and PhD in Critical Urban Studies

The new Faculty will also continue discussions on the following:

- The possibility of a Critical Urban Studies diploma, in partnership with the City Institute.
- The possibility of a direct admission, accredited professional MES Planning program. The program would retain an interdisciplinary pedagogical approach and 4 specializations (environmental planning, urban and regional planning, community and social planning, and an open specialization to accommodate emergent forms of planning).
- The possibility of reorganizing the existing MES program into conventional (36 credits of coursework + non-thesis research requirement (paper/project/portfolio) and research (thesis) options (12 credits of coursework – possibly aligned with requirements of MA/MSc Geography (thesis option)).
- The possibility of formalizing MES specializations (minimum of 12 credits in addition to core) so as to cluster existing and future strengths, and provide more defined boundaries for MES advising, Plan of Study and course offerings.
- The possibility of offering a specialized one-year course-based (36 credit) graduate diploma in environmental studies.
- The possibility of joint graduate degree programs between Geography and Environmental Studies.

## Graduate Diplomas

Graduate diplomas offer students opportunities to enroll in a group of related courses that enhance particular thematic, technical, or disciplinary expertise in addition to their graduate program. Having diplomas in a particular field 'adds value' and prepares students for more targeted employment and careers by honing in on marketable knowledge and skills.

The Faculty of Urban and Environmental Change will review its diploma offerings as part of the curriculum planning and development efforts during 2019/20. Importantly, student feedback from those within diploma programs, and broader demand analysis, will be used to determine whether diplomas should be retained and what new diplomas should be proposed. Key criteria in this diploma evaluation will include student demand, positive learning experiences/outcomes, enrolment numbers, collaborative and interdisciplinary opportunities among York faculties and units, and enhanced student employability in environmental careers especially related to environmental change, urban issues, and social justice.

The following diplomas currently exist in Geography and Environmental Studies programming:

- Environmental Sustainability Education (with Faculty of Education)
- Business and Environment (with Schulich School of Business)
- Migration and Refugee Studies.

## Career Outcomes for the Class of 2025

Demand for urban and environmental focused careers has outpaced that of the rest of the workforce. To respond to the global climate crisis, destruction of nature, and mounting urbanization, as well as the United Nations' 2030 Agenda for Sustainable Development, governments are placing environmental regulations and public policies on industry that require organizations to rethink their practices and incorporate environmental and sustainable experts into their teams. Communities around the world are taking action through civil society organizations to ensure livable cities and respect for nature.



500,000 opportunities in Canada by 2025



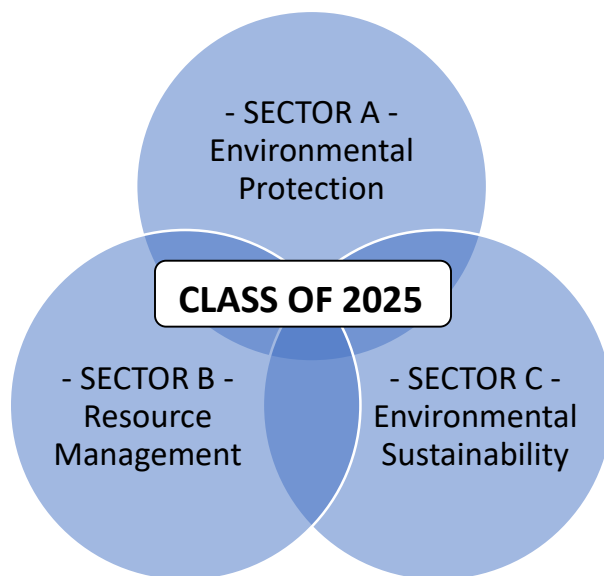
17% increase in environmental job postings



78% of environmental jobs require a university degree

The new Faculty of Urban and Environmental Change at York University will be well positioned to respond to this demand for environmental, urban and sustainable professionals in Canada and around the world. Equipped with the knowledge, skills and training from our signature undergraduate and graduate programs, our graduates will obtain successful careers in the environmental sector, urban and regional planning, sustainable development, public policy, social justice organizations, and beyond.

### ECO Canada's Environmental Sector Model <sup>1</sup>



### Anticipated Job Growth into 2025



15% increase in Natural Resource Management



15% increase for jobs in Waste Management



13% increase for jobs in Urban Planning and Development



12% increase for jobs in Energy



7% increase for jobs in Environmental Health & Safety and Water Quality

<sup>1</sup> Eco Canada Job Posting Trends 2018 <https://www.eco.ca/research/report/environmental-job-market-trends-2018/>

**Future Careers for the Class of 2025**



Chief Sustainability Officers,  
Regulators and Analysts



Energy Entrepreneurs Auditors and  
Consultants



Environmental Lawyers, Community  
Advocates and Diversity Educators



Environmental and Geoscientists,  
Technicians and Specialists



Urban Planners, Social Service  
Administrators and Infrastructure Directors

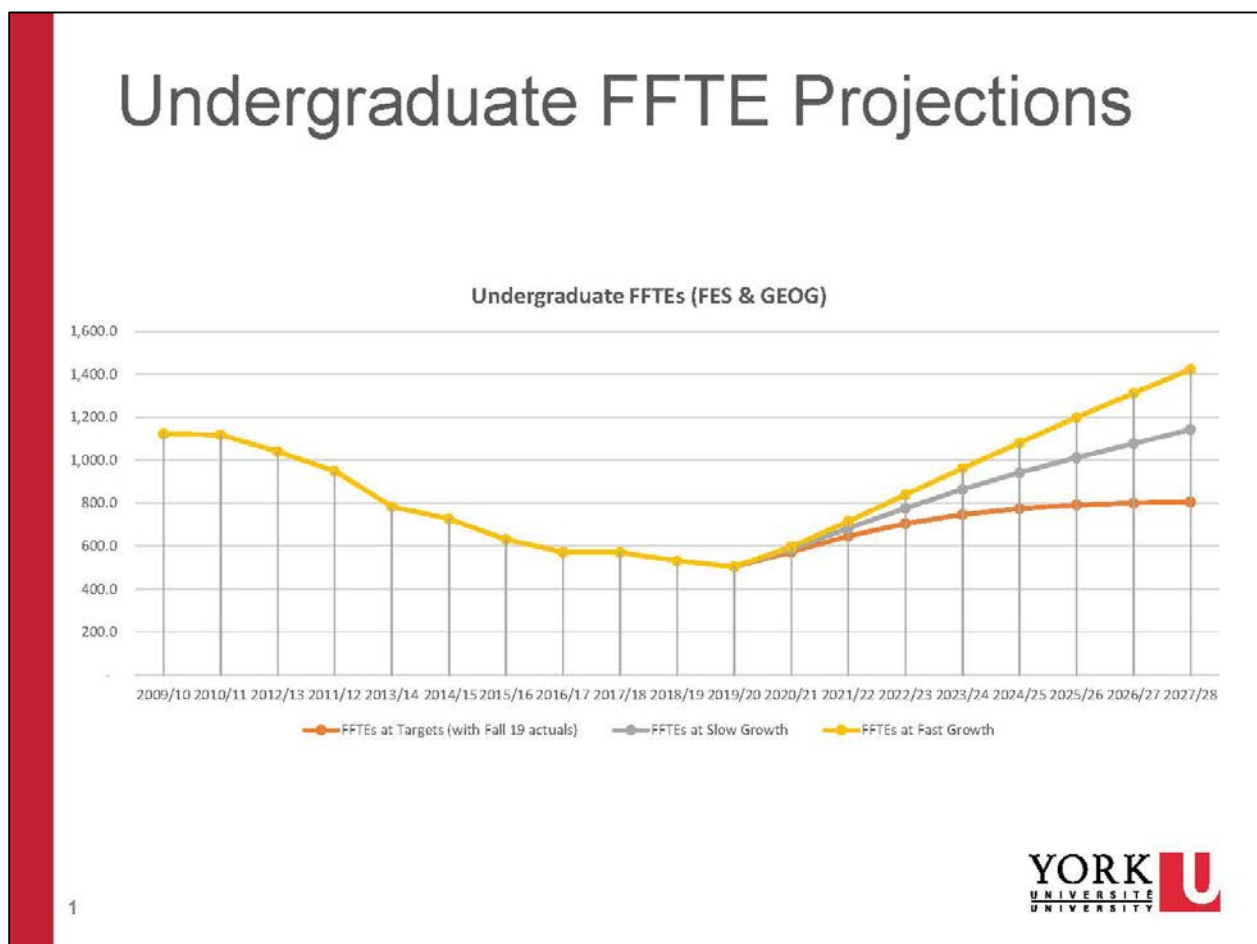


## Enrolment & Recruitment

Graduate enrolment in the Faculty of Urban and Environmental Change will be held constant for the foreseeable future and is dependent upon further discussions relating to graduate programming.

Undergraduate enrolment in the new Faculty will involve a 'slow growth' scenario based on Fall 2019/20 actual intakes and starting in 2020/21 and increase annual intakes by 10 eligible and 6 visa (total across the new Faculty) students over 2019/20 enrolment contracts. A 'fast growth' scenario would increase annual intakes by 20 eligible and 10 visa students (total across the new Faculty) over 2019/20 enrolment contracts. Enrolment trends based on these scenarios are detailed in Figure 1.

**Figure 1: Undergraduate FFTE Projections**



**Figure 2: Intake Projections**

FES		Actual		Projections							
		2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Enrolment Contract (with actual Fall 2019 intakes)	A. Eligible	75	70	130	130	130	130	130	130	130	130
	B. Int. Rate - Visa	13	10	11	11	11	11	11	11	11	11
Slow Growth	A. Eligible	75	70	135	140	145	150	155	160	165	170
	B. Int. Rate - Visa	13	10	14	17	20	23	26	29	32	35
Fast Growth	A. Eligible	75	70	140	150	160	170	180	190	200	210
	B. Int. Rate - Visa	13	10	16	21	26	31	36	41	46	51

GEOG		Actual		Projections							
		2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Enrolment Contract (with actual Fall 2019 intakes)	A. Eligible	35	12	44	47	47	47	47	47	47	47
	B. Int. Rate - Visa	5	1	7	8	8	8	8	8	8	8
Slow Growth	A. Eligible	35	12	49	57	62	67	72	77	82	87
	B. Int. Rate - Visa	5	1	10	14	17	20	23	26	29	32
Fast Growth	A. Eligible	35	12	54	67	77	87	97	107	117	127
	B. Int. Rate - Visa	5	1	12	18	23	28	33	38	43	48

The FFTE projections are produced using the undergraduate enrolment model that takes into account students flow-through from one term to the next based on historical retention rates.

Of the 1423 FFTEs in the fast growth scenario, 952 are coming from FES and 471 from Geography. The scenario assumes the intake HEADS in 2027 at 436. However, there will also be new students from 2024 (346), 2025 (376), and 2026 (406) in the system. This means projected overall HEADS would generate 1423 FFTEs.

**Figure 3: Undergraduate FFTE Projections**

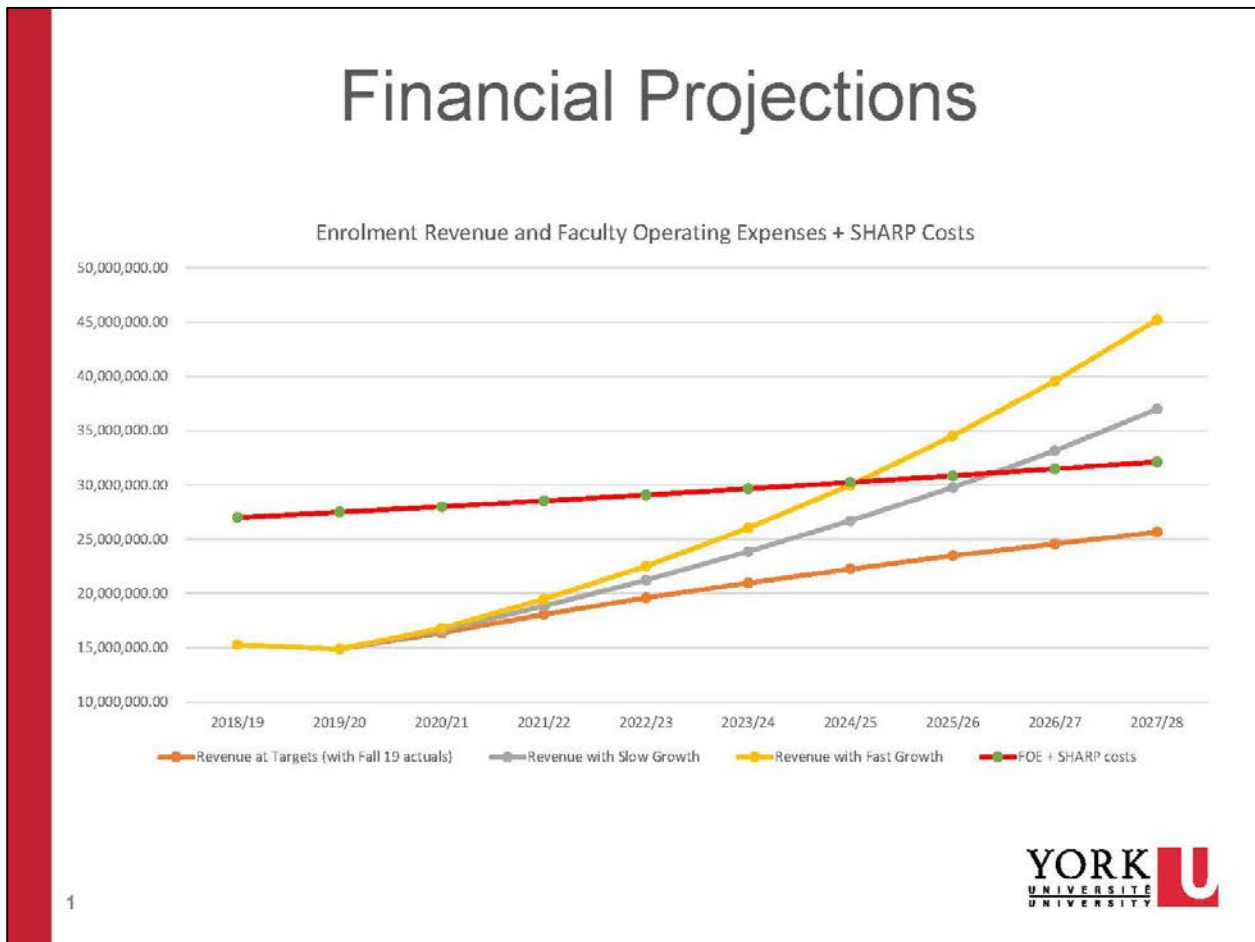
FES: UNMET FFTEs		2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Enrolment contract with actual 2019	A. Eligible	332.9	308.3	350.5	399.6	438.1	465.1	481.0	489.4	494.2	495.7
	B. Ineligible - Visa	52.4	66.4	85.6	99.5	108.3	115.1	121.0	124.7	126.3	127.3
	Env Studies Total	<b>385.3</b>	<b>374.7</b>	<b>436.0</b>	<b>499.0</b>	<b>546.4</b>	<b>580.3</b>	<b>602.0</b>	<b>614.2</b>	<b>620.5</b>	<b>623.0</b>
SLOW GROWTH	A. Eligible	332.9	308.3	354.7	410.7	459.4	499.2	528.9	552.7	571.9	589.9
	B. Ineligible - Visa	52.4	66.4	87.8	105.9	123.5	141.2	158.3	176.4	194.7	212.9
	Env Studies Total	<b>385.3</b>	<b>374.7</b>	<b>442.4</b>	<b>516.6</b>	<b>582.9</b>	<b>640.4</b>	<b>687.2</b>	<b>729.1</b>	<b>766.6</b>	<b>802.7</b>
FAST GROWTH	A. Eligible	332.9	308.3	358.9	423.1	482.2	534.6	578.4	616.3	650.7	683.6
	B. Ineligible - Visa	52.4	66.4	89.2	110.5	133.5	157.3	183.9	211.8	240.1	268.3
	Env Studies Total	<b>385.3</b>	<b>374.7</b>	<b>448.1</b>	<b>533.6</b>	<b>615.6</b>	<b>691.8</b>	<b>762.3</b>	<b>828.1</b>	<b>890.8</b>	<b>952.0</b>

GEOG: UNMET FFTEs		2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Enrolment contract with actual 2019	A. Eligible	133.0	118.4	123.1	131.3	139.6	146.3	150.7	153.8	155.8	157.7
	B. Ineligible - Visa	13.2	12.0	14.5	17.1	19.5	21.0	22.5	24.8	25.3	25.4
	GEOG Total	<b>146.1</b>	<b>130.3</b>	<b>137.6</b>	<b>148.4</b>	<b>159.1</b>	<b>167.3</b>	<b>173.3</b>	<b>178.6</b>	<b>181.1</b>	<b>183.2</b>
SLOW GROWTH	A. Eligible	133.0	118.4	127.2	142.9	161.8	181.6	199.4	217.1	234.3	251.1
	B. Ineligible - Visa	13.2	12.0	16.7	24.1	32.3	42.6	55.5	66.4	77.3	89.3
	GEOG Total	<b>146.1</b>	<b>130.3</b>	<b>143.9</b>	<b>166.9</b>	<b>194.0</b>	<b>224.2</b>	<b>254.9</b>	<b>283.5</b>	<b>311.6</b>	<b>340.4</b>
FAST GROWTH	A. Eligible	133.0	118.4	131.3	154.2	182.5	212.6	244.0	277.2	309.3	340.8
	B. Ineligible - Visa	13.2	12.0	18.1	28.4	41.4	57.7	74.6	93.4	112.1	130.4
	GEOG Total	<b>146.1</b>	<b>130.3</b>	<b>149.4</b>	<b>182.6</b>	<b>223.9</b>	<b>270.4</b>	<b>318.6</b>	<b>370.5</b>	<b>421.4</b>	<b>471.2</b>

Financial projections based on the slow growth enrolment scenario are detailed in Figure 4:

**Figure 4: Financial Projections**



Financial projections assume the following complement of the new Faculty:

- Full Time Faculty: 61 heads total for 2018/19 (41 FES & 20 GEO) or 57.4 FTEs (38.5 FES & 18.9 GEO); FTE/head counts will remain constant
- Part Time Faculty: 2018/19 level as the base with 2% annual increase
- Support Staff: Staff complement will remain at 2018/19 level
  - CPM: 4 CPMs (all FES) YUSA: 27 YUSA positions (19 FES and 8 GEO)

The recruitment plan of the Faculty of Urban and Environmental Change is based on the following goals:

1. Increase applications of high quality applicants to the undergraduate and graduate offerings through renewed curricula with more visibility for in-demand knowledge components (for example science), more direct and explicit incorporation of transferrable skills, and more obvious career relevance;
2. Develop engagement and community awareness activities to promote the new Faculty to prospective applicants and key influencers;
3. Review and redesign recruitment publications and materials to attract prospective applicants (including viewbooks, website, social media and others);
4. Establish key messages for the new Faculty and each area to be consistently delivered by recruitment team;
5. Maintain and enhance effective services and programming that yield successful outcomes.

Undergraduate recruitment will pivot on the following key events:

- Ontario Universities Fair (September) - Faculty, staff, alumni and students will be joining the YU-Team at the Metro Convention Centre to highlight the new Faculty in the York booth
- High School Teacher's Guide Mail Out Campaign (September) - Over 750 Ontario high schools briefed on programming, invited to events, and encourage personalized visits
- Change Your World (October annual eco-conference with 350 high school students)
- 3% Project: Final Summit (May follow up to Change Your World)
- Fall Campus Day (November)
- YES! For a Day Applicant Visits (November to March on-campus)
- High School Lecture Series (On- and Off-Campus throughout the year featuring faculty research)
- High School Workshop Series (On and Off-Campus throughout the year focused on careers)
- High School Fairs and Parent Nights (with Central Recruitment throughout the year)
- Field Trip to York Days with High Schools
- Fall Guidance Counsellor Day
- College Visits Series (e.g. Seneca, Humber, Fleming)
- Experience York (March Open House)
- Social media campaign (throughout the year)

Graduate recruitment will pivot on the following key events

- Online Information Sessions for prospective graduate students to visit the campus, learn more about faculty member research and course offerings, and meet with Admissions staff
- Faculty of Graduate Studies' Open House
- Special Calls for Faculty Member Research Project via social media or academic channels
- Central recruitment and Faculty of Graduate Studies targeted visits

### ***Enrolment and Budget Monitoring Plan***

It is expected that enrolment growth will be demonstrable within three years of the launch of the Faculty. Budget and enrollment will be monitored closely through existing systems and practices:

- Annual budget and forecasting exercises twice per year in November and March, including review of Faculty progress towards achieving enrolment contracts.
- Increased enrolment planning efforts must be demonstrated for projections following an enrolment shortfall.
- Regular review of intake projections and corresponding enrolment through the Enrolment Planning Group (EPG) and the Enrolment Management Group (EMG; includes Faculties). This is in addition to enrolment management and planning at the Faculty level.

## Research

The Faculty of Urban and Environmental Change will unite a critical mass of scholars and scientists whose research excellence is already world-renowned and productive across all standards. Separately and collaboratively, Geography and Environmental Studies have facilitated York University's intensive research reputation through interdisciplinary scholarship, diversity of perspectives, and commitment to environmental protection and social justice. They have contributed through robust publications and creative outputs, attracting Tri-Council and other research funding, and leading collaborative research teams that span the university and the globe. Bringing colleagues together into a new Faculty will accelerate efforts and impacts to this end through support of robust research clusters, enhance research support, and identifying strategic renewals.

The thematic cluster of environmental change, for example, will unite biophysical scientists (e.g. Bello, Colla, Drezner, Fraser, Korosi, Molot, Podur, Thiemann, Young), as well as those focused on social, political, economic, ecological, and spatial dynamics of and responses to environmental change (e.g. Birch, Bunch, Etcheverry, Gosine, Hoicka, Fawcett, MacRae, Perkins, Sandberg, Sandilands, Stiegman, Rimmel, Timmerman, Vandergeest, Warkentin, Winfield, Zalik). The thematic cluster of urbanization will draw together those focused on theoretical and/or planning oriented aspects of investigating cities and suburbs in Canada and beyond (e.g. Bain, Basu, Foster, Gilbert, Keil, Kipfer, Kusno, Lehrer, Mulvihill, Preston, Sotomayor, Taylor, Wood). The thematic cluster of sustainability and justice includes scholars offering social critique and/or tangible solutions for a better future. On the one hand, scholars focused on sustainability transitions, particularly the systems-based, technical, institutional, economic, and political innovations and processes needed to balance planet, people, and profits (e.g. Birch, Etcheverry, Hoicka, Perkins, Timmerman, Winfield); on the other hand scholars exploring how relations of power operate through broad structures and dynamics to shape people's circumstances, experiences, opportunities, and constraints in various places and contexts (e.g. De Costa, Das, Flicker, Ford-Smith, Gilbert, Haritaworn, Hyndman, McGregor, Mensah, Montoya-Greenheck, Myers, Jenkins, Kapoor, Kelly, Kipfer, Tufts, Zalik). Importantly, while faculty members are aligned here with specific thematic clusters, they often cut across other themes given their varied topical foci, theoretical and applied orientation, and interdisciplinary approaches.

The Faculty of Urban and Environmental Change will unite highly collaborative scholars and scientists who work in multi-stakeholder, multidisciplinary teams, and who have facilitated research excellence through ORUs at York University, including CITY Institute, York Centre for Asian Research, Centre for Refugee Studies, Centre for Research on Latin America and the Caribbean, Centre for Feminist Research, Global Labour Research Centre, and the Robarts Centre for Canadian Studies. The new Faculty will be a hub of numerous past and present Canada Research Chairs and York University Research Chairs (Tier 1 and 2) and industry funded chairs in a range of issues including Indigenous Environmental Justice (McGregor), Sustainability and Culture (Sandilands, Trudeau Scholar), Global Sub/Urban Studies (Keil), Environmental Law and Justice in the Green Economy (Scott), Sustainable Energy Economics (Hoicka), Environmental Conservation (Montoya-Greenheck). Building on this rich tradition of research excellence, the Faculty of Urban and Environmental Change will seek renewal opportunities to support future Canada Research Chairs.

The Faculty of Urban and Environmental Change's existing scholarly excellence and new research partnerships across and beyond the University will help operationalize York University Strategic Research Plan 2018-2023. The new Faculty of Urban and Environmental Change strongly contributes to four of the six intersecting themes:

- *Building Healthy Lives, Communities and Environments*: Research covers a vast range of interests from globalization and the spread of infectious diseases, participatory engagement with youth on reproductive health, environmental pollution and health risks (particularly on indigenous and racialized communities), food security, occupational health, provisions of green spaces for physical and mental wellbeing, aging populations, protection of ecosystems and endangered species, climate mitigation and adaptation, to urban sustainability and resilience, and including collaborations with the Faculty of Health.
- *Forging a Just and Equitable World*: Justice and equity have been predominant pillars of geography and environmental studies and research. The multi-scalar impacts of collaborative research between scholars and communities range from an active role played in the York University-TD Community Engagement Centre in the Jane-Finch community, to the study of urban services shortages and deficits for immigrant/multicultural populations, to consideration of regional overburdens of infrastructural projects or extractive industries, to national debates about land and resources conflicts caused by colonialism and development, to the contested politics of international development.
- *Analyzing Cultures and Mobilizing Creativity*: Innovative scholarship regarding issues of justice and equity is expressed through art, performance and community engagement. The existing interdisciplinary focus and opening to different worldviews to address cultural, urban, geographical and ecological issues expand the possibilities of engagement and scholarship – and a prime example of this is the existing environmental and legal scholarship on Indigenous knowledge systems. Mobilizing creativity is no longer reserved to artists and performers, it features prominently in environmental education, urban planning, sustainability transitions.
- *Integrating Entrepreneurial Innovation and the Public Good*: Current research in the fields of ecological economics, economic and labour market transformations, and sustainability transitions in energy, food, water, and resource management provide opportunities to enhance scholarship in entrepreneurial innovation and the public good.

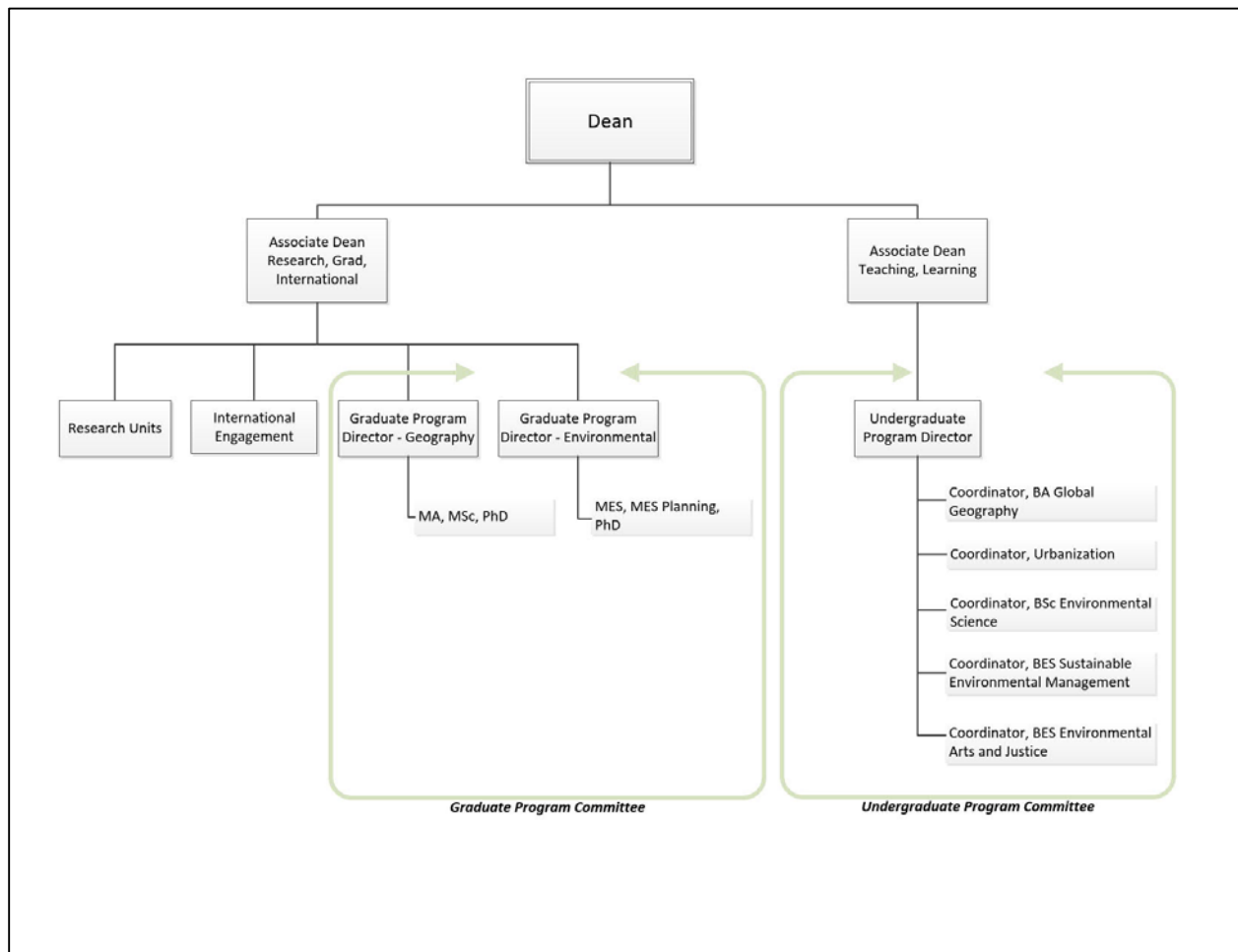
The Faculty of Urban and Environmental Change, in collaboration with other Faculties at York University, is poised to contribute to York University's areas of research opportunities: *Healthy Individuals, Healthy Communities* as health extends to natural and built environments; *Indigenous Futurities* particularly in a context of reconciliation, truth and justice; and *Public Engagement for a Just and Sustainable World* as this new Faculty is designed precisely to address some of the most important socio-environmental challenges. Notably, the Faculty of Urban and Environmental Change, in collaboration with the Sustainability Office, will champion and lead research and action regarding sustainability, climate action, and environmental justice at York University and beyond.

# Governance

## Academic Structure

The Faculty of Urban and Environmental Change academic structure is detailed in Figure 3. It is non-departmentalized to reflect efforts to embody interdisciplinary. It is streamlined administratively to encourage collegial governance and decision-making processes for academic faculty matters. A new Faculty-based transition team, in consultation with the broader Faculty, will work with this proposed academic structure to ensure it effectively incorporates collegiality and constituent interests moving forward. The academic structure will be formally reviewed three years after launch of the new Faculty to assess its effectiveness and its relevance according to academic strategic planning and resourcing.

Figure 3: Faculty of Urban and Environmental Change Academic Structure





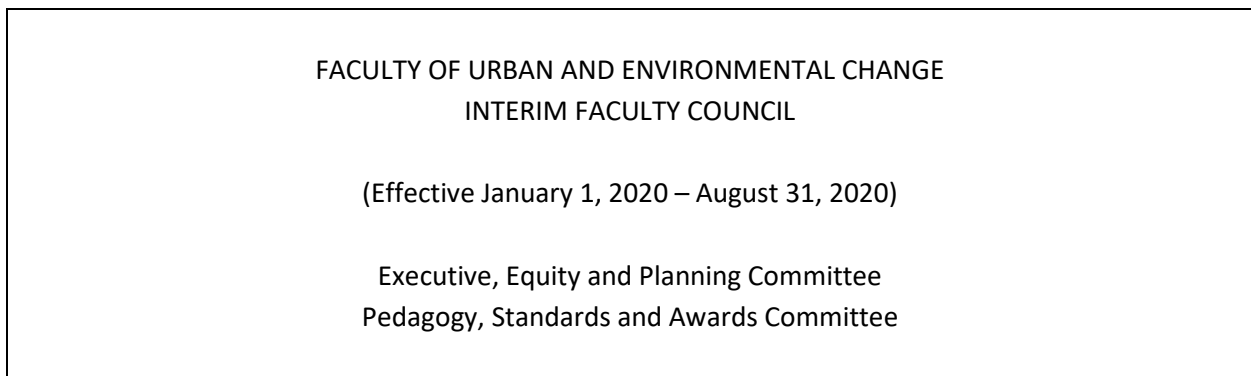
## Interim Faculty Council

Given the different structure of governance of the Department of Geography and the Faculty of Environmental Studies, and the need to take curriculum and governance decisions, an Interim Faculty Council (Figure 4) will be established for the period January 1<sup>st</sup> 2020 to June 30<sup>th</sup> 2020. An Interim Faculty Council will be the direct line to Senate committees as these proposals and plans are reviewed and approved. This Interim Council will streamline processes that now involve the Faculty Councils of the Faculty of Environmental Studies and the Faculty of Liberal Arts and Professional Studies as well as the Department of Geography. This Interim Council will allow members of the new Faculty to take full responsibility for developing proposals and implementation plans until it becomes operational on September 1<sup>st</sup> 2020.

It is important to underline that the membership and structure of the interim committees have been designed to be representative of both Geography and Environmental Studies programs within the two existing Faculties. The membership of the interim Faculty Council and each committee will have proportional representation to ensure that both programs are well represented. The membership, purpose, structure and rules of the interim Faculty Council are detailed below.

The interim Faculty Council and committees will be established concurrently with this proposal to establish the Faculty of Urban and Environmental Change. It would require approvals from the Department of Geography, Liberal Arts and Professional Studies Faculty Council (and Executive Committee prior to Council), Faculty of Environmental Studies Faculty Council (and Executive Committee prior to Council), Senate Executive Committee and Senate.

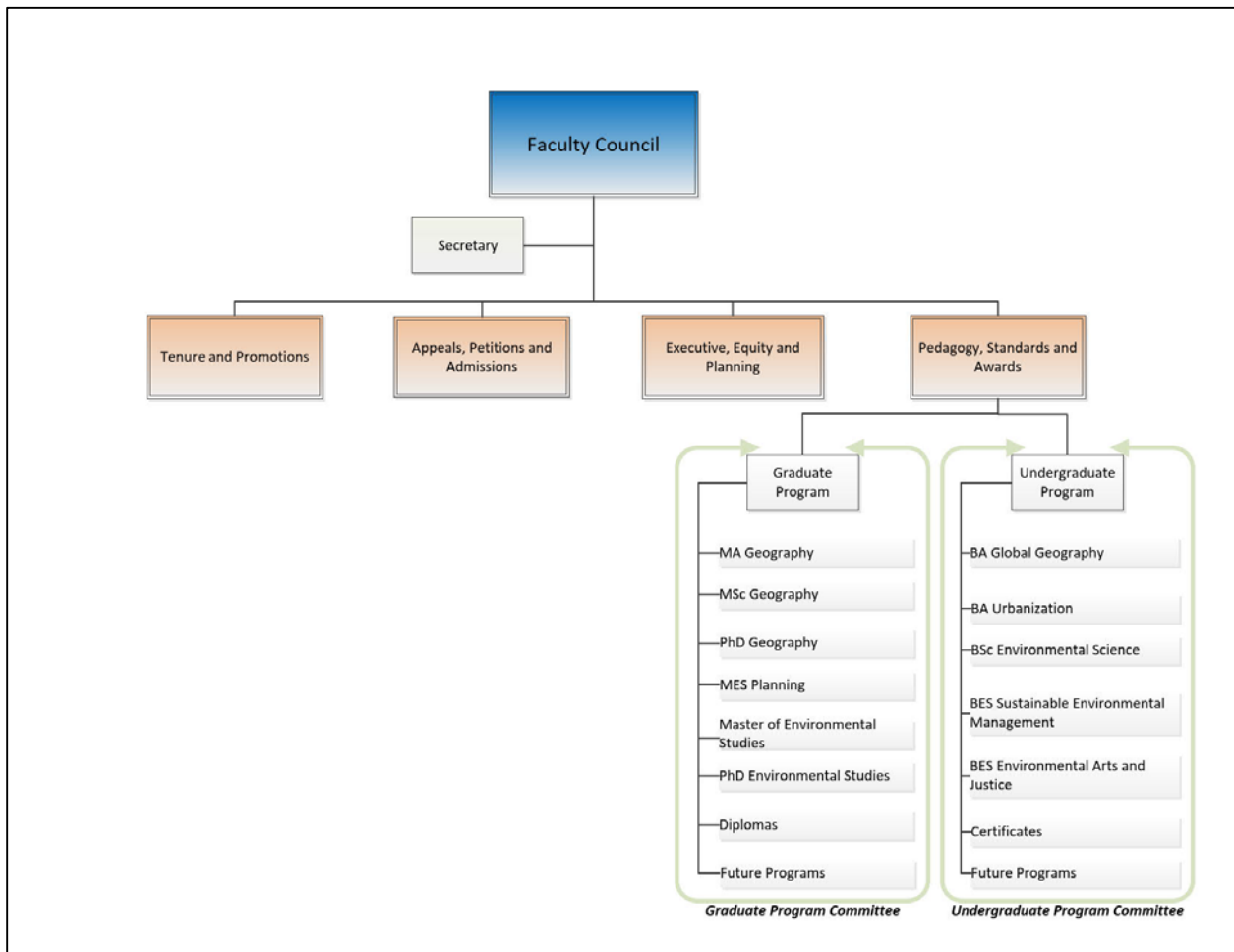
Figure 4: Interim Faculty Council



## Permanent Faculty Council

Upon approval and full launch of the Faculty of Urban and Environmental Change on September 1<sup>st</sup> 2020, a permanent Faculty Council will be established to ensure the governance of the new unit. The purpose, structure, membership and rules of this permanent Council structure align with those articulated for the Interim Faculty Council with opportunities to adjust as needed prior to full Faculty launch. The proposed permanent Faculty Council Committee Structure is detailed in Figure 5.

Figure 5: Faculty Council Committee Structure



# Implementation

## Goals Guiding Implementation

1. Create a hub of scholarly expertise on urban and environmental change at York University by enhancing visibility and recognition internally and externally;
2. Improve the clarity and visibility of interdisciplinary programs at York University;
3. Reduce internal competition for students in similar or cognate fields by reducing curricular overlap and enhancing collaboration;
4. Compete more effectively with other institutions by collaborating across academic units/faculties;
5. Increase undergraduate enrolment;
6. Improve undergraduate experiences via clarity and choice in degree types and streams, explicit emphasis on experiential learning and skills development, and guidance on career preparation;
7. Provide graduate students with an enhanced community of scholars and breadth of courses and approaches;
8. Streamline engagement activities with civil society, industry, and government partners;
9. Bring together disciplinarily-related individuals to foster collaboration in research and teaching;
10. Improve access to field equipment, computing, and lab resources without duplication;
11. Consolidate and enhance communication and promotional strategies for recruitment, funding, alumni involvement, advancement, and outreach; and,
12. Increase financial sustainability for both units by increasing undergraduate enrolments, enhancing graduate training, creating opportunity for external donation, and achieving curricular harmonization.

## Administrative Principles Guiding Implementation

1. Creation of the new Faculty will align with basic SHARP principles in terms of revenue and expenses with collaborative programs guided by York University's Cross-Faculty Degree Programs Principles;
2. Creation of the new Faculty will be cost neutral aside from central support provided for transition costs associated with its creation;
3. Detailed structure of the new Faculty will be discussed and approved through agreed upon governance processes;
4. Curricular program changes will be discussed and approved through agreed upon governance processes;
5. Provisions for faculty workload and research release programs will be discussed and approved by YUFA members in both units, and submitted to the Dean for approval, in accordance with Article 18.08.1 of the YUFA Collective Agreement;
6. Tenure and promotion criteria for existing faculty will be based on criteria at time of hire unless faculty choose new process operative within new unit;
7. Staff positions will be protected for a minimum of 18 months from September 1, 2020;
8. Registrar arrangements, retroactive grand-parenting, and academic standards will be addressed through appropriate channels so as not to disrupt students' programs of study; and,
9. The new Faculty will seek co-location on campus over time.

## Initial Proposal Genesis and Relationship to University Planning

This proposal is the culmination of collegial planning efforts over more than three years. An open meeting was held in May 2016 to discuss potential merger between the Department of Geography and the Faculty of Environmental Studies and to create an ad hoc committee of 4 faculty members (2 in Geography and 2 in Faculty of Environmental Studies) to come up with a proposal on how to proceed to establish a new Faculty. A proposal was submitted in November 2016. Motions were brought to respective governing bodies for adoption that legitimize our continued discussions.

At their meeting of December 1<sup>st</sup> 2016, the Faculty of Environmental Studies Committee of Instruction adopted the following motion:

“May it be resolved that faculty, staff and students represented in the Committee of Instruction at the Faculty of Environmental Studies approve, in principle, an intensification of discussions on a possible merger of FES with the Department of Geography and potentially other cognate units in the University.”

“May it be resolved that the Committee of Instruction of the Faculty of Environmental Studies requests that the University provide assistance to facilitate a merger of FES with the Department of Geography at York University (and possibly other units in the University). FES specifically requests that the University provides information on processes, support staff and course releases for faculty to work on a merger in the most expedient way feasible.”

At their meeting of December 7<sup>th</sup> 2016, the Department of Geography adopted the following motion:

“May it be resolved that faculty represented at the Department Meeting of the Department of Geography within the Faculty of Liberal Arts & Professional Studies approve, in principle, an intensification of discussions on a possible merger of FES with the Department of Geography and potentially other cognate units in the University.”

“May it be resolved that the Department of Geography within the Faculty of Liberal Arts & Professional Studies request that the University provide assistance to facilitate a merger of FES with the Department of Geography at York University (and possibly other units in the University). The Department of Geography specifically requests that the University provides information on processes, support staff and course releases for faculty to work on a merger in the most expedient way feasible.”

On May 25<sup>th</sup> 2017, the Faculty of Environmental Studies Committee of Instruction adopted this motion in principle for Senate:

“May it be resolved that faculty, staff and students represented in the Committee of Instruction at the Faculty of Environmental Studies approve a “Motion in Principle” that the Faculty of Environmental Studies join with the Department of Geography, and potentially other cognate units in the University, under a new Faculty.”

On May 16<sup>th</sup> 2017, the Department of Geography adopted this motion in principle for Senate:

“May it be resolved that faculty represented at the Department Meeting of the Department of Geography within the Faculty of Liberal Arts & Professional Studies approve a “Motion in Principle” that the Department of Geography join with FES, and potentially other cognate units in the University, under a new Faculty.”

On May 17<sup>th</sup> 2017, Interim Provost Lisa Philipps recorded her “support for a motion for approval in principle of this merger” between the Faculty of Environmental Studies and Geography Department in a Memo to L. Jacobs (Chair, Senate APPRC) and L. Farley (Chair, Senate ACSP), Interim Vice-President Academic & Provost.

On June 15<sup>th</sup> 2017, Senate approved in principle a motion presented by APPRC for the creation of a new Faculty “comprising the Faculty of Environmental Studies, the Liberal Arts and Professional Studies Department of Geography, and potentially other departmental units or programs.”

On August 29<sup>th</sup> 2017, underscoring the need for a bottom-up collegial process, members of the Faculty of Environmental Studies and Department of Geography and individuals from cognate programs met to discuss degrees, programs, organizational structure, governance structure, naming and branding. The result was a report “Planning for a new Faculty: Progress Report for APPRC and ASCP”.

On January 12<sup>th</sup> 2018, an initial Geography-Environmental Studies Retreat was held to establish some consensus around programs to go forward for development (representatives of Urban Studies, Disaster and Emergency Management Studies, and Business and Society programs were also present).

During Winter 2018, a series of meetings of the Undergraduate Curriculum Working Group and Graduate Curriculum Working Group fleshed out proposals of existing, proposed, and new degrees. The planning process was suspended at the request of the co-coordinators in April 2018 given the perceived lack of broad institutional support required to continue (and the CUPE strike that lasted from March 5 to July 25, 2018). A Memo in May 2018 memo from the APPRC chair acknowledged that APPRC has been “remove[d] from the process” and identifying the need for “authentic, visible, dedicated championship at the senior level to augment and support collegial effort”.

In October 2018, the process was restarted with the arrival of a new dean in the Faculty of Environmental Studies and the appointment of an interim dean in LA&PS. A Facilitating Group was formed to champion the process for reaching a decision on a new Faculty in the 2018/19 academic year. The Facilitating Group emphasized the need for continuing bottom-up consultations among Geography and Environmental Studies colleagues and other units/programs, discussion with YUFA and YUSA on collective agreements, the deference of other restructuring proposals, and the need to report to APPRC and ASCP.

On February 27<sup>th</sup> 2019, a second Geography-Environmental Studies retreat was held to discuss the name, vision, and broad curriculum themes and programs of the new Faculty. An initial draft proposal emerged from this collaborative process.

## Timeline to Date and Beyond

The following represent milestones in the consultation and proposal development; each point was supported by numerous informal meetings, discussions, feedback loops, working group discussions, and planning meetings of the various actors involved in this process.

- May 2016 Open meeting to discuss potential merger and creation of a 4-member committee (Elizabeth Lunstrum, Tarmo Rimmel, Roger Keil and Gail Fraser) to come up with a proposal on how to proceed to establish a new Faculty – identified as Faculty Blue.
- Nov 2016 Presentation by the group of 4 of possible scenarios for integration of teaching programs and consensus to accelerate the process (representatives of the Urban Studies program were in attendance).
- Dec 2016 Faculty of Environmental Studies Merger motion adopted at the Committee of Instruction of December 1.  
Department of Geography Merger motion adopted at the Department Meeting on December 7.
- Mar 2017 Report & Motion Merger Discussions among Geography, the Faculty of Environmental Studies and Others submitted by group of 4 presenting Motions in Principle for Senate.
- May 2017 Faculty of Environmental Studies Motion in Principle for Senate adopted at Faculty Council on May 25.  
Geography Motion in Principle for Senate adopted at Department Meeting on May 16.  
Interim Vice-President Academic & Provost, Lisa Philipps, in a memo to L. Jacobs (Chair, Senate APPRC) and L. Farley (Chair, Senate ACSP) dated May 17, 2017 and entitled “Proposal for Merger of Faculty of Environmental Studies and Geography Department” recorded her “support for a motion for approval in principle of this merger.”
- Jun 2017 On June 15, Senate approved, in principle, the creation of a new Faculty “comprising the Faculty of Environmental Studies, the Liberal Arts and Professional Studies Department of Geography, and potentially other departmental units or programs.” Motion presented by APPRC.
- Aug 2017 Retreat for members of the Faculty of Environmental Studies and Geography held in HNES 140 on August 29 to get to know each other, to have initial collective discussion about degrees, programs, organizational structure, governance structure and naming and branding.
- Sep 2017 Discussion of tentative structure for new Faculty approved at Faculty of Environmental Studies Faculty Council of September 28, notably joint Undergraduate Curriculum Working Group (based on clusters) and Graduate Curriculum Working Group.

Gail Fraser and Patricia Wood chosen as co-coordinators of the planning process for the new Faculty.

- Jan 2018 Geography-Environmental Studies Retreat held on January 12 to establish some consensus around the suite of programs to go forward for development (with some representatives of Urban Studies, Disasters and Emergency Management Studies, and Business and Society programs);
- Coordinators Gail Fraser and Patricia Wood submitted "Planning for a new Faculty: Progress Report for APPRC and ASCP."
- Winter 2018 Twelve meetings of the Undergraduate Curriculum Working Group and Graduate Curriculum Working Group were held during the term to flesh out proposals of revised and new degrees.
- Apr 2018 Co-coordinators Gail Fraser and Patricia Wood resigned on April 24; they recommended that the planning process be suspended given lack of broad institutional support required to continue. (CUPE strike from March 5 to July 25, 2018).
- May 2018 Co-coordinators Gail Fraser and Patricia Wood participated to APPRC meeting at which the Chair and Secretary of ASCP were also participants.
- APPRC memo (Tom Loebel, Chair) acknowledging AAPRC "remove from the process" and the need for "authentic, visible, dedicated championship at the senior level to augment and support collegial effort".
- Oct 2018 Alice Hovorka starts 5-yr dean appointment in the Faculty of Environmental Studies and JJ McMurtry named interim Dean of Liberal Arts and Professional Studies on October 1.
- Memo from Lisa Philipps, Provost & Vice-President Academic to APPRC, cc Alice Hovorka (Dean of FES), JJ McMurtry (Interim Dean, LAP&PS), Joseph Mensah (Chair, Geography), Kim Michasiw (Chair ASCP), Alice Pitt (Vice-Provost Academic) dated October 18 and entitled "Process for Considering New or Revisioned Faculty" outlining process for reaching a decision on a new or revisioned Faculty in 2018-2019. The memo suggests the creation of a Facilitating Group, the need for collegial consultations in Geography/ Environmental Studies and other units/programs, discussion with YUFA on collective agreement rights, the deference of other restructuring proposals, and the need for the Facilitating Group to report to APPRC and ASCP.
- Nov 2018 Discussion of re-engagement based on Provost's memo presented in Faculty of Environmental Studies at Committee of Instruction on November 1 and later in Geography.
- First meeting of Facilitating Group on November 9.
- Jan 2019 Meetings of the Facilitating Group co-chaired by Lesley Jacobs (Chair APPRC) and Kim Michasiw (Chair, ASCP)

New Co-coordinators Tarmo Remmel (Department of Geography) and Liette Gilbert (Faculty of Environmental Studies) named to work on planning process of new Faculty.

- Feb 2019 Merger Retreat 2.0 “Out of the Blue” (February 27) with members (faculty, staff, student representatives) to agree on a vision for the new faculty, broad curriculum themes and name for the new Faculty.
- Mar 2019 Ongoing meetings among the Facilitating Group, co-coordinators, workload working group, and curriculum working group to inform the drafting of a proposal for the new Faculty of Environment. Assessment report received from Higher Education Strategy Associates.
- Apr 2019 Circulation of Draft of Proposal for the establish of the Faculty of Environment on April 10<sup>th</sup> to Geography, Environmental Studies, the Facilitating Group, and all other relevant stakeholders with feedback sought by April 24.
- May-Aug 2019 ASCP Senate Sub-Committee organized and held consultations to discuss synergies and potential collaborations as follows:
- School of Administrative Studies (DEM) on May 30
  - School of Public Policy and Administration on June 12
  - Department of Social Science (BUSO, IDS, URST) on June 12
  - Indigenous Studies Program on June 18
  - CITY Institute on July 10
  - Lassonde School of Engineering & Faculty of Science on July 18
  - Department of Earth and Atmospheric Sciences on Aug 13
  - Art, Media, Performance & Design and Department of Humanities on Aug 13

Geog/ES Working Groups on Curriculum developed two-page synopses of signature undergraduate programs and discussed graduate program structure for the new Faculty. Extensive consultation took place via email and in-person meetings during July and August.

Continuing participation of Geog/ES colleagues, new Faculty co-coordinators, and Dean in the Environmental Science working group co-chaired by Kim Michasiw and Alice Pitt.

Curriculum program marketing potential expertise offered by Lily Piccone and Alison Ozog, including development of ‘career pathways’ overviews for students.

Geog/ES Working Group on Governance discussed academic structure and faculty council details with assistance from Robert Everett. Consultation took place via email and an in-person meeting on July 16 to discuss new Faculty name, academic structure, and interim Faculty Council.

Polling for new Faculty name took place in early August with n=370 responses from faculty, staff, graduate students, undergraduate students, and alumni.



OIPA Environmental Studies Conjoint Survey distributed on August 10 with market analysis anticipated by early September.

Notice of Intents (NOIs) submitted to VP Academic for all proposed curriculum changes.

Circulated revised Proposal for the Creation of the new Faculty on August 22.

Open Forum scheduled to discuss revised proposal on August 29.

Sep 2019 ASCP Senate Sub-Committee continued with a second round of consultations as follows:

- September 9 Department of Earth and Atmospheric Sciences; School of Public Policy and Administration
- September 11 Department of Social Science
- September 16 Faculty of Science; Lassonde School of Engineering; Equity Studies; CITY Institute
- September 18 Art, Media, Performance & Design; Department of Humanities; Indigenous Studies; School of Administrative Studies (DEM)

Fall 2019 Approval process for the creation of the new Faculty anticipated as follows:

Meeting/Agenda	Date
FES Council Agenda	19 September 2019
FES Council Meeting	26 September 2019
Geography Agenda	19 September 2019
Geography Meeting	27 September 2019
LAPS Council Agenda	3 October 2019
LAPS Council Meeting	10 October 2019
APPRC Special Meeting Agenda <b>documents due</b>	10 October 2019
APPRC Special Meeting	17 October 2019
Senate Executive Agenda <b>documents due</b>	10 October 2019
Senate Executive Meeting	15 October 2019
Senate Meeting Agenda <b>(Notice of Motion) documents due</b>	10 October 2019
Senate Meeting <b>(Notice of Motion)</b>	24 October 2019
Senate Executive Agenda docs due	13 November 2019
Senate Executive Meeting	19 November 2019
Senate Meeting Agenda <b>documents due</b>	21 November 2019
Senate Meeting	28 November 2019
Board Academic Resources Committee Agenda <b>documents due</b>	3 December 2019
Board Academic Resources Committee Meeting	12 December 2019
Board of Governors Agenda <b>documents due</b>	3 December 2019
Board of Governors Meeting	13 December 2019

Geog/ES Working Groups to continue the following activities:

- Finalize undergraduate program proposals & submit into approval cycle
- Continue discussion and refinement of graduate programs
- Review certificates, diplomas, and dual credential programs
- Plan recruitment and admissions into new Faculty programs
- Plan communications, branding, and promotion of new Faculty
- Conduct space and facilities inventory and explore co-location options

Transition Team to be established to spearhead and coordinate efforts around communications, space and facilities, student program transitions, identity branding, and other transitional elements as needed. Particular attention to be paid to Geography and Environmental Studies legacy practices and/or structures to ensure continuity of academic programs during the transition period.

Jan 1, 2020	Launch of Interim Faculty Council
Sep 1, 2020	Launch of the new Faculty of Urban and Environmental Change and its Faculty Council Dissolution of Department of Geography and Faculty of Environmental Studies
Sep 2021	First cohort of Faculty of Urban and Environmental Change students