

Dr. Nicholas Lynch

**Assistant Professor
Department of Geography**

**Tenure
Assessment File**

October 2021

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Faculty of Humanities and Social Science

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Promotion & Tenure Committee
Department of Geography

To the Committee:

At the start of my sixth year of service, I am pleased to submit my assessment file to the Department of Geography Promotion and Tenure Committee. I am applying for both tenure and promotion, having completed five years of service at the rank of Assistant Professor (Collective Agreement 11.08 and 12.16a). Submitted with this file, the committee will find documentation of my research, teaching, and service activities since my appointment at Memorial on July 1, 2016.

I am an urban cultural geographer and a specialist in the study of the built environment. My research centres on the social and cultural geographies of urban, neighbourhood and architectural change – particularly in Canada. I am known as an expert on the context and impacts of building closure, adaptive reuse, and transformation, and the implementation of sustainability policy (i.e., Circular Economy) in Canada. I am also a founder and co-lead of two leading research and knowledge mobilization projects: Adaptive Cities and Engagement Space (ACE-Space), a research collective at Memorial University promoting social justice in smaller cities, and the After Church Atlas, a multidisciplinary research and knowledge building project exploring the transformations of sacred places.

Since my appointment at Memorial, I have obtained **\$377, 685** in research funding, **86%** of which is from external funding sources, and **81%** of which I am the Principal Investigator. In 2016, I began collaborating with Dr. Barry Stephenson (Memorial, Religious Studies) on a multidisciplinary and multimedia research project called *After Church: Exploring Transformations in Sacred Space*, the first of its kind to comprehensively study the closure and transformation of worship spaces in Canada. With initial funding through the VP SSHRC grant (\$7,000), we built and piloted a multi-media and multidisciplinary crowdsourced web-based tool call the *After Church Atlas* (www.afterchurchatlas.org). Since its development, the Atlas has directly informed two publications (both in the journal of *Social and Cultural Geography*) exploring the adaptive reuse of worship spaces in Canada.

In 2020 and 2021, this project was awarded internal funding (MUN Multidisciplinary Grant, **\$10,000**) and the SSHRC Insight Grant (**\$222,484**), on both of which I am the Principal Investigator. These grants are supporting the next phases of work, including: i) launching an

improved Atlas web-tool (using an ESRI ArcGIS platform); ii) funding for two current graduate students in Geography (we expect to recruit three additional students in the coming years); iii) new research partnerships with key organizations in Canada; and, iv) the development of journal and book manuscripts. One journal manuscript has recently been accepted in *Geography Compass*, and our co-authored book proposal (of which I am the first author) has been accepted by *Oxford University Press*.

Since my appointment, my research has also taken three other principal directions. First, and foremost, in 2016 I began a research project examining the development and implementation of the Circular Economy. With the support of internal grants (MUN Startup Grant, **\$14,000**) and a SSHRC IDG (**\$45,390**), I have collaborated on four publications in international journals (*Futures*, *Environmental Innovations and Societal Transitions*, *International Journal of Life Cycle Assessment*, and *Sustainability*) which explore a range of issues in Circular Economy research relating to the social and cultural politics of consumption and life cycle assessment. Furthermore, the SSHRC IDG, of which I am the **Principal Investigator**, supported one MA student in geography, one manuscript under review (*Environment and Planning A*), and one manuscript in development (*Canadian Geographer*). Second, in 2020, I launched a new externally funded research collaboration through the Ocean Frontiers Institute (OFI) Large Research Project which explores the closure and transformation of historic lighthouses in Atlantic Canada. This project was awarded **\$55,000** and is supporting one MA student's research, and a co-authored manuscript for the *International Journal of Heritage Studies*. Third, I have developed collaborative work with a focus on the cultural geographies of the urban periphery. This research has involved novel work exploring the digital media sector in Atlantic Canada (*Canadian Geographer*), the spatial and planning outcomes of the creative agenda in St. John's (*Canadian Journal of Urban Research*), and contributions to world leading research on polarization in Canadian cities (chapter in *Changing Neighbourhoods: Social and Spatial Polarization in Canadian Cities*).

While Assistant Professor at Memorial, I have published **12 peer-reviewed publications**, this list includes **9 peer-reviewed journal articles**, and **3 book chapters**. I have also given a total of **14 scholarly presentations** at professional and community meetings -- two of which were **invited presentations** and four of which were international presentations. I continue to share my expertise and knowledge in media appearances in local print (*The Independent*, *Le Gaboteur*) and radio/podcast broadcasts (*Happy City Radio* and *Crosscurrents*).

Overall, my research funding has allowed me to recruit **5 graduate students** to date (MAs) whose thesis topics range from the implementation of rural Circular Economies to the socio-economic transformations of lighthouses in Atlantic Canada. As per our department's policy, I have only recruited students for whom I can guarantee funding at a minimum level of \$19,500 per year for MA students for two years. My expertise in urban and cultural geography has resulted in invitations to serve on several graduate student committees in geography. These students form the heart of the Adaptive Cities and Engagement (ACE) Space, the only urban geography research collective in Atlantic Canada and one of a few centres devoted to the study of small-and medium-sized cities. ACE Space members have been very successful. As well as recruiting ACE Space undergraduate students into our MA program, ACE Space members have been admitted to many of the top urban planning programs in Canada (UBC, McGill, Calgary, Dalhousie, Guelph), to MA programs in geography at McGill and Carleton, and to the PhD program in Global Governance at the Balsillie

School. Three of my recent publications have graduate student co-authors, reflecting my commitment to the ethical production of scholarship as well as mentorship in scholarly writing.

I would also like to note that the **COVID-19 pandemic** has resulted in disruptions and challenges to my research file. In particular, three of my recent manuscripts (one under review and two recently accepted) were unusually delayed in the peer review process; and two manuscripts in preparation (one for the *Canadian Geographer* and one for *cultural geography*) have been severely delayed in the data collection phases due to travel restrictions and limited interviewee/participant availability.

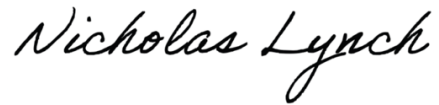
My success is also evident in my **teaching record** across the **4 different geography courses** I have taught at Memorial. As the teaching load norm in our department is 4 courses per year, my regular teaching roster consists of our first-year introductory geography course (100+ students), a second-year course in Cultural Geography (50+ students), a third-year course in Urban and Community Planning & Development (20 to 30 students), and a fourth-year seminar in Regional Development (10-15 students). My teaching philosophy centers around the belief that students *enjoy* learning and *want* to be challenged. In short, I consider it my responsibility to design and lead courses that engage, interest and challenge students. In the context of university life and the discipline of geography, this means integrating, negotiating, and facilitating three broad areas: i) Building & shaking foundations; ii) Balancing geographic theory and practice to support dynamic learning; iii) Supporting students through effective mentoring. For example, in every course I find ways to encourage students to casually but critically reflect on real-world examples connected to course content and to critically question ‘everyday’ aspects of their lives and lived experiences. Furthermore, my teaching strategy always seeks to build a balance between theory and practice, a strategy that includes setting practical applications and skills building within established and emerging critical theory throughout the (sub)disciplines. Last, my philosophy includes ‘following through’ on mentorship, from presenting content, to helping students develop key skills and, importantly, to guiding students through the academic process, inside and outside the classroom.

Finally, I have a demonstrated record of **academic service**. Since my appointment at Memorial, I have served on the Curriculum and Planning Committee, the Graduate Committee, one search committee, and I am the Chair of the Geography Research and Teaching Group. At the university level, I have served on award and grant review committees, and have acted as the Dean’s Delegate for two comprehensive exams. I am also serving as a board member for the Harris Centre-Multi Material Stewardship Board Waste Management & Innovation Advisory Board (HC-MMSB). In the community more broadly, my expertise on sustainability and the built environment has resulted in important service work in both a roundtable working group (National Roundtable on Heritage Education) and a local advisory council (St. John’s Built Heritage Advisory Council) of which I am the Chair.

Please find with this letter a copy of my curriculum vitae, my research, teaching, and service dossiers, and a list of five potential external referees. As specified by the Collective Agreement (11.29), “the areas of assessment for tenure” are research, teaching, and service with the greatest weight” placed on a “documented effectiveness and scholarly competence as a teacher” and a demonstrated record, since the date of appointment, of research, scholarship and critical, creative,

professional or developmental work appropriate to the rank.” Accordingly, in my assessment file, I have placed my research and teaching dossiers first following my CV.

Sincerely,

A handwritten signature in black ink that reads "Nicholas Lynch". The script is fluid and cursive, with the first letters of "Nicholas" and "Lynch" being capitalized and prominent.

Dr. Nicholas Lynch

**CURRICULUM VITAE
NICHOLAS LYNCH, Ph.D.**

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Memorial University of Newfoundland
St. John's, Newfoundland, Canada
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ACADEMIC POSITIONS:

2016-Present	Assistant Professor Department of Geography, Memorial University of Newfoundland, Canada.
2015-2016	Postdoctoral Research Associate School of Geography and the Environment, University of Oxford, Oxford, UK
2013-2015	Assistant Teaching Professor Department of Geography, The University of Victoria, Victoria, BC., Canada

Areas of research interest: Built Environment, Cultural Geography, Urban Geography and Planning; Adaptive Re-use, Religion, Heritage, Circular Economy, Sustainability.

EDUCATION:

2013	Ph.D., Geography, University of British Columbia
2005	M.A., Geography, University of Toronto
2003	B.A.H., Environmental Studies and Geography, Queen's University <i>With distinction</i>

RESEARCH GRANTS & FELLOWSHIPS:

External Grants

Principal Investigator

2021-2026	Principal Investigator “After Church: Transformations in Sacred Space” Insight Grant , Social Science and Humanities Research Council of Canada. CI: Barry Stephenson (Religious Studies, Memorial).
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Amount Awarded: \$222,484. [Status: In progress]

2018-2020 **Principal Investigator** “Circular is Smart? Building the Circular Economy in Canada”, **Insight Development Grant**, Social Science and Humanities Research Council of Canada.

Amount Awarded: \$45,390. [Status: In progress, extended due to COVID]

2017 **Principal Investigator, Regional Development Fund**, Department of Tourism, Culture, Industry and Innovation (TCII), Province of Newfoundland and Labrador.

Amount Awarded: \$5,000. [Status: Complete]

External Grants

Co-Investigator / Co-Applicant

2020-2023 **Co-Investigator** “Future Ocean and Coastal Infrastructures [FOCI]: designing safe, sustainable, and inclusive coastal communities and industries for Atlantic Canada.” **Ocean Frontier Institute Large Research Project, \$4,000,000.** Co-PIs: Paul Foley (Science & Environment, Memorial-Grenfell) and Lorenzo Moro (Engineering, Memorial). Project 9: “Inclusion, social justice, and equity in urban and rural coastal communities.” Project 9 Team: Lead Nicole Power (Sociology, Memorial); CIs: Julia Christensen (Geography, Memorial), Madeleine Gustavsson (Environment and Human Health, Exeter), Christine Knott (Geography, Memorial), **Nicholas Lynch**, Robert Mellin (Architecture, McGill), Yolande Pottie-Sherman (Geography, Memorial), and Roza Tchoukaleyska (Science and Environment, Memorial-Grenfell). Amount awarded to Project 9: \$423,105. Amount Awarded to Project 9.2 (Nicholas Lynch and Roza Tchoukaleyska): \$55,000 [Status: In progress]

External Grants Under Review

2021- **Stage 1 EOI** “Canada and the Circular Economy”, **Imaging Canada’s Future (ICF) Ideas Lab**, Social Science and Humanities Research Council of Canada. Two Stage Competition (1. Workshop (Oct 13th and 15th), 2. Funding Opportunity), with shared award amount: \$250,000.

2021- **Principal Investigator** “Digital Churches: New Geographies of (Co)Working and the Adaptive Reuse of Worship Spaces”, **Human Geography Journal - Small Grants Program**, Human Geography Journal. [Co-PI: Mr. Emmanuel de los Santos Costa, PhD Candidate, State University of Santa Catarina, Brazil] Grant amount: \$5,000 (USD) [Submitted: Sept 2021].

Internal Grants

Principal Investigator

- 2020 **Principal Investigator**, “The After Church Atlas”, **MUN Multidisciplinary Grant**, Memorial University, Co-I Dr. Barry Stephenson, Religious Studies, Amount Awarded: \$10,000. (Status: In progress)
- 2018 **Principal Investigator**, “The After Church Atlas”, **VP SSHRC**, Co-I Dr. Barry Stephenson, Religious Studies, Amount awarded: \$7,000 (Status: Completed).
- 2019 **Principal Investigator**, “Zero Waste and Circular Economy Event”, **Public Engagement Accelerator Grant**, Memorial University, Project Team: Viviana Ramirez Luna (Zero Waste Canada), Amount awarded: \$2,600 (Status: Completed).
- 2016 **Principal Investigator**, “Smart, Modular, Productive? Housing in the Circular Economy”, Dean of Humanities and Social Sciences/Vice President (Research), **Startup Grant**, Memorial University, Amount awarded: \$14,000 (Status: Completed).

OTHER FUNDING, AWARDS & HONOURS:

- 2018 Scholarship in the Arts: with Drs. Yolande Pottie-Sherman and Julia Christensen ACE-SPACE Visiting Scholars Series, Memorial University, \$6,500
- 2018 Scholarship in the Arts: with Dr. Yolande Pottie-Sherman, ACE-SPACE Visiting Scholars Series, Memorial University, \$4,291.
- 2017 Scholarship in the Arts (with T. Sanguinetti, J. Waters, L. Ashworth, Pottie-Sherman, Y), Small Adaptive Cities Conference, Memorial University, \$5,420.
- 2016 Andy Thomas Memorial Bursary, Housing Studies Association, \$1,000.
- 2015 University of Victoria Department of Geography: Geography Chair Distinguished Service Award
- 2011-2013 Walter G. Hardwick Scholarship in Urban Studies, \$5,000.
- 2008-2012 Pacific Century Scholarship, \$10,000.
- 2007-2009 University of British Columbia: University Graduate Fellowship, value: \$15,000.
- 2006-2012 University of British Columbia: PhD Tuition Award, \$15,000.
- 2004-2005 University of Toronto: Graduate Fellowship, \$10,000.
- 2003 Queen’s University: B.A.H. Distinction in Geography

PUBLICATIONS:

* = *student*

Refereed Journal Articles (N=13)

(under review) **Lynch, N.** Borrowing Privileges: The Geographies of ‘Libraries of Things’ in the Canadian Sharing Economy, *Tidjschrift voor Sociale Geographiska*

- 2022 **Lynch, N.** Unbuilding the city: Deconstruction and the circular economy in Vancouver. *Environment and Planning A: Economy and Space*, 0308518X221116891.
- 2022 **Lynch, N.** Remaking the Obsolete: Contemporary Geographies of Adaptive Reuse, *Geography Compass*, 20(1), e14506
- 2021 Costa, E* & **Lynch, N.** Sense of place on the periphery: Exploring the spatial practices of the creative class in St. John's, *Canadian Journal of Urban and Regional Research*, 30(2), (Accepted and in process, Aug 2021)
- 2020 **Lynch, N.** & LeDrew, R.* Adaptations on the Edge: Postsecular placemaking and the adaptive reuse of worship spaces in Newfoundland, *Social and Cultural Geography*, DOI: 10.1080/14649365.2020.1737961
- 2019 Pottie-Sherman, Y. & **Lynch, N.** Gaming on the Edge: Mobile labour and global talent in Atlantic Canada's video game industry, *Canadian Geographer*. 63(3), 4250439. DOI: 10.1111/cag.12522.
- 2018 Sajid, Z.* & **Lynch, N.** Financial modelling strategies for Social Life Cycle Assessment: A project appraisal of biodiesel production and sustainability in Newfoundland & Labrador, Canada, *Sustainability*, 10 (3289), 1-19. DOI: 10.3390/su10093289
- 2018 Hobson, K., **Lynch, N.**, Lilley, D., & Smalley, G. Systems of practice and the Circular Economy: Transforming mobile phone product service systems, *Environmental 10.2747/0272-3638.33.7.1055 and Societal Transitions*, 26, 1-11. DOI: 10.1016/j.eist.2017.04.002
- 2018 Hobson, K. & **Lynch, N.** Ecological modernization, techno-politics and Social Life Cycle Assessment: A view from human geography, *International Journal of Life Cycle Assessment*, 23(3), 456-463. DOI: 10.1007/s11367-015-1005-5
- 2016 Hobson, K. & **Lynch, N.** Diversifying and de-growing the Circular Economy: Reconsidering the consumer and the sharing economy in a resource-scarce world, *Futures*, 82, 15-25. DOI: 10.1016/j.futures.2016.05.012
- 2016 **Lynch, N.** Domesticating the church: the reuse of urban churches as loft living in the post-secular city. *Social & Cultural Geography*, 17(7), 849-870. DOI: 10.1080/14649365.2016.1139167
- 2014 **Lynch, N.** Divine living: branding and selling redundant churches in Toronto, Canada, *Housing, Theory and Society*, 31(2), 192-212. DOI:10.1080/14036096.2013.837840

2012 Quastel, N., Moos, M. & **Lynch, N.** Sustainability as density and the return of the social: the case of Vancouver, British Columbia, *Urban Geography*, 33(7), 1055-1084. DOI: 10.2747/0272-3638.33.7.1055

2011 **Lynch, N.** Converting space in Toronto: the adaptive reuse of the former Centennial Japanese United Church to the ‘Church Lofts’, *Journal of the Society for the Study of Architecture in Canada*, 36(1), 65-76.

Refereed Journal Articles Under Review:

Lynch, N. Unbuilding the City: Deconstruction and the Circular Economy in Vancouver, *Environment and Planning A: Economy and Space*, (submitted November 2020; Note: peer review has been delayed due to Covid 19).

Books in Process:

Lynch, N. and Stephenson, B. After Church: Transformations of Sacred Spaces, Oxford University Press: Toronto. *Contract awarded, Apr 2021.*

Book Chapters:

2022 **Lynch, N.** & Pottie-Sherman, Y. ‘Spaces of Division: Gentrification, gated communities and social mixing’, in Bain, A. and L. Peake, (eds.) *Globalization in an Urban Context: 2nd Edition*. Chapter 6 - Urban Forms, Oxford University Press: Toronto.

2020 Ley, D. & **Lynch, N.** ‘The Social Geography of Uneven Incomes in Metropolitan Vancouver’, in Grant, J., Walks, A., and Ramos, H., (eds.) *Changing Neighbourhoods: Social and spatial polarization in Canada’s cities*, UBC Press: Vancouver, 127-148.

2017 **Lynch, N.** & Pottie-Sherman, Y. ‘Chapter 11: Gentrification, gated communities and beyond’, in Bain, A. and L. Peake, (eds.) *Globalization in an Urban Context*. Oxford University Press: Toronto. 173-189.

2010 **Lynch, N.** & Ley D. “The changing meanings of urban places”, in Bunting, T., P. Filion, and R. Walker, (eds.). *Canadian Cities in Transition: New Directions in the Twenty-First Century City, Fourth Edition*, Oxford University Press: Toronto, 325-341.

Research Reports & Strategic Policy Documents:

2021 **Lynch, N.**, Ross, S., Deom, C., Inanloo Dailoo, S., Wiebe, C., ‘Strategic Plan 2020-2025: The National Roundtable on Heritage Education’, *National Trust for Canada*, online:

https://nationaltrustcanada.ca/wp-content/uploads/2021/01/NRHE-Draft-Strategic-Plan-2020_E.pdf

2012 Ley, D. & **Lynch, N.** ‘Divisions and disparities in Lotus Land: socio-spatial polarisation in Greater Vancouver, 1970-2005’, *Research Paper 223: Cities Centre University of Toronto*, available online: <http://neighbourhoodchange.ca/documents/2012/08/divisions-and-disparities-greater-vancouver-1970-2005.pdf>.

Manuscripts in Process:

Lynch, N. Brewing Religion: Craft breweries and the contemporary geographies of church reuse, *cultural geographies*.

Lynch, N., & Greenough, B.* Points of Light: The Closure and Reuse of Historic Lighthouses in Atlantic Canada, *International Journal of Heritage Studies*.

Lynch, N., Stephenson, B., & Wood-Daly, M. Closing Time: Contemporary Geographies of Church Closure in Canada, 1960-2019, *Environment and Planning D*.

PROJECT TOOLS & WEBSITES:

Tools:

The After Church Atlas - www.afterchurchatlas.org

Websites:

After Church - www.afterchurch.org

Adaptive Cities and Engagement (ACE) Space - www.munacespace.com

CONFERENCES & PRESENTATIONS:

• = Presenting Author

Invited Presentations:

2021 “Heritage Education Reset: Specialization or Integration into Mainstream Disciplines?”, presentation at the National Trust for Canada, Oct, online.

2019 “The Circular Economy Roundtable”, as Invited Expert, Government of Canada: Environment and Climate Change Canada, Ottawa, Mar.

2015 “Prepare to Be Converted!”: New Geographies of Loft Living in the Post-Secular City”, invited presentation for Department of Geography, Memorial University, St. John’s NFLD, Blue-Box Lecture Series, Sept.

- 2013 “*Altared Places: Religion and Gentrification in the Post-Secular City: Exploring the Urban Spatiality of Canadian Religion and the Gentrification Aesthetic*”, invited presentation for PLAN 350, University of Waterloo, Prof. Markus Moos, Feb.
- 2013 **Lynch, N.*** and D. Ley. “Divisions and Disparities in Lotus Land: Socio-Spatial Polarisation in Greater Vancouver, 1970-2005”, invited presentation for the BCIT: Sustainable Resource Management Program, Feb.
- 2012 **Lynch, N*** and D. Ley “*Altared Places: Religion and Gentrification in the Post-Secular City*” and “Divisions and Disparities in Lotus-Land: Socio-Spatial Income Polarization in Greater Vancouver, 1970-2005”, invited presentation for GEOG 450, University of British Columbia, Jan.

International Conferences & Presentations:

- 2021 “Smart Living in the Circular City? Closing loops in posthuman domestic space”, presentation at the American Association of Geographers Annual Conference, Seattle, WA., Apr. (Online)
- 2020 “Unbuilding the City: Deconstruction, Reuse and the Circular Economy”, presentation at the American Association of Geographers Annual Conference, Denver, CO., Apr. (Online)
- 2018 “Future Proofing the City? Circular Economies and the sustainability of the built environment”, presentation at the Architecture, Media, Politics, Society (AMPS) Conference, Kent State University, Cleveland, OH, Nov.
- 2017 “Smart, Adaptive, Livable: Exploring the City in the Circular Economy”, presentation at the American Association of Geographers Annual Conference, Boston, MA. May.
- 2016 **Lynch, N.*** and J. Penney. “Crashing In: The making and meaning of property guardians in neoliberal London.”, presentation at the Housing Studies Association, University of York, York, UK. Apr.
- 2015 “Marketing Palimpsests: Real estate Advertising, Critical Infrastructure and the Production of Urban Space”, presentation at the Association of American Geographers, Chicago, Ill., Apr.

Canadian Conferences & Presentations

- 2020 “The Circular Economy and CR&D Industry in Canada”, presentation at the Canadian Association of Geographers Annual Conference, Victoria BC, May. (Cancelled due to Covid-19).

- 2019 “Drinking in Pews: Church Brew Pubs and Placemaking through Religious Heritage”, presentation at The National Trust for Canada conference, Winnipeg, MB. Oct.
- 2019 “Unbuilding the City: Deconstruction, Reuse and the Circular Economy”, presentation at the Atlantic CAG conference, Memorial University, St. John’s, NL. Oct.
- 2019 Stephenson, B* and **Lynch, N.** “New Geographies of Religious Change”, presentation at the SubText conference, Memorial University, St. John’s, NL. Apr.
- 2018 LeDrew, R* and **Lynch, N.** “Adaptations on the Edge: Post-secular placemaking and the adaptive reuse of worship spaces in Newfoundland”, presentation at the National Trust for Canada’s Annual Conference, Fredericton, NB. Oct.
- 2017 “Approaching a Wicked Problem: Researching and Mobilizing Knowledge about the closure and reuse of historic worship space”, presentation at Adapting Heritage Conference, St. John’s, NL. Oct.
- 2017 Pottie-Sherman Y* and **Lynch, N.** “Gaming on the Edge”, presentation at the Canadian Association of Geographers Annual Conference, Toronto, ON. Jul.
- 2016 “Diversifying and de-growing the circular economy: radical social transformation in a resource-scarce world”, presentation at the Canadian Association of Geographers Annual Conference, Halifax, NS. May.
- 2014 “Marketing Palimpsests: Real estate Advertising, Critical Infrastructure and the Production of Urban Space”, presentation at the Western Division of Canadian Geographic Society, Victoria, BC, Mar.
- 2010 “The Re-Use of Urban Churches in Toronto ON: An Exploration of the Intersections of Religion, Gentrification and Heritage in the Post-Modern City”, presented at the Canadian Association of Geographers Annual Conference, Regina, SK. Jun.
- 2010 “The Re-Use of Urban Churches in Toronto ON: An Exploration of the Intersections of Religion, Gentrification and Heritage in the Post-Modern City”, presented at the Society for the Study of Architecture in Canada (SSAC) annual conference, Lunenburg, NS, May.

Conference and Workshop Organization

- 2021 Co-Organizer, “The After Church Atlas Workshop: Using, Developing, and Applying the After Church Atlas”, Online, May.
- 2019 Co-Organizer, “The Zero Waste and the Circular Economy in Newfoundland and Labrador: Challenges, Opportunities and Ways Forward”, Public Event, St. John’s, Oct.

2019 Public Presentation, “Zero Waste and the Circular Economy”, presentation at the Zero Waste and the Circular Economy in Newfoundland and Labrador: Challenges, Opportunities and Ways Forward, Public Event, St. John’s, Oct.

2017 Co-Chair: Small and Adaptive Cities Conference, St. John’s, Sept.

Colloquia, Seminars and Workshops

2019 “Adaptations on the Edge: Post-secular placemaking and the adaptive reuse of worship spaces in Newfoundland”, presentation for Department of Geography, Memorial University, St. John’s NFLD, Blue-Box Lecture Series, Jan.

2017 “Future Proofing the City: Technology, Circular Economies and the Built Environment”, presentation at MUN NEXUS Centre, St. John’s, Oct.

2015 Delegate: Summer Institute in Urban Studies (SIUS), University of Manchester. Jul.

2013 “Prepare to Be Converted! Redundant Worship Spaces as Loft Living in the Post-Secular City”, invited presentation for Department of Geography, University of Victoria, Lecture Series, Nov.

TEACHING:

Courses taught at Memorial University (W = Winter; F = Fall; * = in process)

Geog 1050: Geographies of Global Change (W 2016 x2, F 2017, W 2017, W 2018, F 2020)

Geog 2001: Cultural Geography (W 2016, F 2016, F 2018, W 2019, W 2020, W 2021)

Geog 3350: Community and Regional Planning and Development (F 2017, F 2018, F 2019, F 2020, F 2021*)

Geog 3228: Field Methods in Geography (F 2021*).

Geog 4230: Regional Development (W 2019, W 2020, W 2021)

Course taught at other institutions

Assistant Teaching Professor, University of Victoria, Sept 2013-April 2015:

Geog 211: Political and Economic Geography

Geog 327: Qualitative Methods in Human Geography

Geog 340: Geography of the City

Geog 344: Challenges in Pacific Rim Developing Nations

Geog 388: Regional Geography of Europe

Geog 391: New Media and Human Geography

Geog 440/491: Interpreting Suburban Landscapes

Geog 448: Urban Social Geography and Planning

University of British Columbia, (Sept 2009-2015)
Geog 350: Introduction to Urban Geography (Online and In-class)

Langara College (Vancouver, BC), (2011)
Geog 2230: Urban Canada

SUPERVISION:

Graduate Students Supervised

- | | |
|-----------|---|
| 2021- | Master's Thesis: Siyi Zhou, Title TBD, (Geography; Co-supervisor, Dr. Barry Stephenson). |
| 2021- | Master's Thesis: Markus Reiner, Title: TBD, (Geography; Co-supervisor, Dr. Barry Stephenson). |
| 2020- | Master's Thesis: Bronwyn Sinclair, Title: The Siren Call of Preservation, (Geography, Co-supervisor, Dr. Roza Tchoukayleska). |
| 2018-2019 | Ph.D. (exchange student): Emmanuel De Costa, Title: TBD, Universidade Federal de Santa Catarina, Department of Architecture and Urbanism, Florianopolis, Brazil. Emerging Leaders in the Americas Program (ELAP). Student awarded: \$10,000. [Status: Complete] |
| 2018-2021 | Master's Thesis: Rebecca LeDrew, Title: Circularity on the Periphery? Exploring the Circular Economy in Rural and Peripheral Geographies (Geography). |
| 2016- | Master's Thesis: Jake Humphrey, Title: Regionalization on the Edge: Local municipal politics and the regionalization debate in the St. John's Metropolitan Area (Geography; Co-Supervisor, Dr. Yolande Pottie-Sherman). |
| 2016-2018 | Master's Thesis: Tomas Sanguinetti, Title: Accessibility and Urban Form in St. John's Newfoundland (Geography). |

Undergraduate Honours Theses Supervised:

- | | |
|-------|--|
| 2021- | Morgan Manuel, Title: From Sacred to Profane: Exploring the Tensions and Conflicts in the Adaptive Reuse of Historic Worship Spaces (Geography). |
| 2021- | Bryhanna Greenough, Title: Building Social Enterprise Through Adaptive Reuse (Geography). |

2020-2021	Melissa Roche, Title: Cool Cities: The Planning and Politics of Climate Haven Cities in Atlantic Canada (Geography).
2018-2019	Anika Bursey, Title: The State of Climate Change Adaptation Planning on the Island of Newfoundland (Geography).
2016-2017	Zachary Coughlin, Title: Heritage development, architectural design and the politics of aesthetics in Bonavista, Newfoundland and Labrador (Geography).
2014-2015	Colin Crawford, Title: Performing Urban Futures: Screening Los Angeles (Geography, University of Victoria).
2014-2015	Tim Nugent, Title: Transit Governance in the Capital Regional District (Geography, University of Victoria).
2014-2015	Graham Allison, Title: Planting the Seeds: Effective practices of agricultural and nature education in North American and European cities' (Geography, University of Victoria).
2013-2014	Caleb Horn, Title: Consolidation and Fragmentation: Regional Governance in Greater Victoria (Geography, University of Victoria).

Research Assistant Supervision

2020-	Bryhanna Greenough, (National Roundtable on Heritage Education, Circular Economy and Heritage in Canada), BA Geography
2020	Siyi Zhou, (Co-op Student, MUN), BA Geography
2019-2020	Cherish Blackmore, (The After Church Atlas; Geography 3550 Pedagogical Tools), BA Geography
2019	Melissa Roche, (The After Church Atlas), BA Geography
2017-2018	Rebecca LeDrew (Circular Economies in Canada), BA Geography
2016	Jacob Humphrey (After Church Atlas), MA Geography
2016	Shannon Reid (Crashing In: Property Guardianship in the Popup City), BA Political Science

PROFESSIONAL RESEARCH EXPERIENCE:

- 2011-2013 Research Assistant Department of Geography, University of British Columbia, Vancouver, BC.
- 2008-2009 Research Coordinator, University of British Columbia, Sustainability Office Vancouver, BC.
- 2004-2005 Research Assistant, 2004-2005. Department of Geography, University of Toronto, Toronto, ON.
- 2002 Strategic Policy Analyst, 2002. Health Canada, Office of Sustainable Development, Ottawa, ON.

UNIVERSITY SERVICE:

- 2021- Advisory Board Member, MUN Harris Centre, Multi-Materials Stewardship Board
- 2020 Harris Centre Post-Doctoral Fellowship Award Selection Committee
- 2016, 2018 Dean's Delegate Engineering Comprehensive Oral Exam

DEPARTMENTAL SERVICE:

- 2021- Appointments Committee
- 2021- Curriculum and Planning Sub-Committee: Strategic Planning for 2000-level Geography Courses
- 2019-2021 Geography Graduate Committee, Memorial University
- 2019-2020 Search Committee, Joint Archeology/Geography Hire, Memorial University
- 2018- Chair, Geography Research and Teaching Group (GRTG)
- 2018 Thesis Examiner, WANG, Memorial University, Department of Geography
- 2016-2021 Geography Curriculum and Planning Committee, Memorial University
- 2013 Comprehensive Exam Committee Chair, University of British Columbia.

SERVICE TO PROFESSION:

SSHRC Insight Grant Reviewer (2015)

Journal Reviewer for:

Urban Affairs Review (2015)
CITY (2017)
International Journal of Heritage Studies (2018, 2019)
Canadian Geographer (2018)
Canadian Journal of Urban and Regional Research (2018)
Urban Geography (2019)

Sustainability (2019)
International Journal of Urban and Regional Research (2019)
Urban Studies (2020)
Buildings (2020)
Journal of Religious Review (2020)
Journal of Cultural Geography (2021)

OUTREACH/COMMUNITY INVOLVEMENT:

2020- Chair, Built Heritage Experts Panel, City of St. John's.
2018- Committee Member, The National Roundtable for Heritage Education Strategic
Planning Committee, Coordinated by the National Heritage Trust for Canada.
2019 Public Workshop Event, Co-coordinator: The Road to Zero Waste and the
Circular Economy in Newfoundland: Challenges and Opportunities, St. John's,
Oct 25.
2017 Conference Coordinator: Adapting Heritage, Oct 25-28. St. John's, NL.
2016-2019 Co-Chair, Local Community Working Group: Ecclesiastical Properties and
Heritage Management in St. John's Ecclesiastical District, with co-chairs:
Heritage Foundation of Newfoundland and Labrador (Executive Director: Jerry
Dick), Dr. Barry Stephenson (MUN Religious Studies)
2015 Exhibitor - Bath Taps into Science: Educational outreach of CLEVER project,
Bath UK.
2015 STEM Ambassador - Science, Technology, Engineering and Maths (STEM):
Educational outreach of CLEVER project at the Madani Girl's School, Leicester
UK.
2016 Exhibitor, Ecobuild and Resource Trade Show: Excell Centre, London; with
Creative Outreach for Resource Efficiency (CORE) and Closed Loop Emotionally
Valuable E-Waste Recovery projects.
2015 Creative Outreach for Resource Efficiency (CORE) Member: University of
Oxford and the Closed Loop Emotionally Valued E-Waste Recovery

MEDIA COVERAGE:

Print Media:

Le Gaboteur: Renovation and Reuse, Oct 2021.

The Independent: "Getting St. John's Looped In On Circular Economies — An
Application", May 2021.

The United Church Observer: "Lofty Living", Dec 2011.

The Capilano Courier: "Divisions and Disparities in Canada and Vancouver", Apr 2011.

Television Media:

CHEK News Channel, “Land-Use Change and Revitalization in Downtown Victoria”, Jan 2014.

CTV News Channel: National News, “Divisions and Disparities in Canada and Vancouver”, Mar 2011.

Radio Media/Podcasts:

Crosscurrents, “Episode 13 - After Church: Exploring Transformations of Sacred Space”, The Nexus Centre, Memorial University (Podcast), Aug 2021.

Happy City Radio, “The Circular Economy”, (Podcast), Jul 2019.

University of British Columbia - CiTR, ‘The City’ with Andy Longhurst: “Divisions and Disparities in Lotus Land”, Apr 2013.

RESEARCH DOSSIER

Dr. Nicholas Lynch
OCTOBER 2021

1. RESEARCH STATEMENT

My research goals are to:

- Contribute to scholarship in urban and cultural geography.
- Establish interdisciplinary collaborations which strengthen the study of the built environment through geographical perspectives.
- Develop and support my two principal research and knowledge mobilization projects: the Adaptive Cities and Engagement (ACE) Space and the After Church Atlas.
- Contribute to informed policy and public dialogue concerning issues of the built environment.

I am an urban cultural geographer and a specialist in the study of the built environment. My research centres on the social and cultural geographies of urban, neighbourhood and architectural change – particularly in Canada. I am known as an expert on the context and impacts of building closure, adaptive reuse, and transformation, and the implementation of sustainability policy (i.e., Circular Economy) in Canada. I am also a founder and co-lead of two leading research and knowledge mobilization projects: Adaptive Cities and Engagement Space (ACE-Space), a research collective at Memorial University promoting social justice in smaller cities, and the After Church Atlas, a multidisciplinary research and knowledge building project exploring the transformations of sacred places.

Theoretically, my research focuses on the impacts of various societal transformations (i.e., secularism & post-secularism, environmental transitions, creative economy & post-industrialism) in the contemporary built environment and on the consequences of these transformations for local and regional communities.

Methodologically, I take a critical discourse analysis approach – which assumes a relationship between language and power – drawing on policy documents, interviews, and site/participant observation. Over the course of my career, I have conducted over 250 qualitative interviews on projects related to the built environment and sustainability, including with urban and regional planners, government officials, non-profit organizations, sustainability consultants, builders and contractors, realtors, architects and, building users/consumers/owners. Over the last few years, I have increasingly incorporated digital humanities, especially critical cartographic approaches, in both my research practice and its dissemination. This methodological approach focuses on a multimedia and multidisciplinary research Atlas which presents researchers and interested stakeholders with dynamic geographic and cultural information.

The following summarizes my research-funding trajectory since arriving at Memorial, and outlines the specific projects comprised in my research program and their accomplishments. Overall, my research is focused on four major projects: i) The transformation and adaptive reuse of sacred space; ii) Critical geographies of the Circular Economy in Canada; iii) The transformation of

lighthouses in Atlantic Canada; iv) Cultural geographies and creative economies in peripheral spaces; and v) Collaborations with my research team, Adaptive Cities and Engagement Space (ACE Space).

2. RESEARCH PROJECTS AND FUNDING OVERVIEW

2.1 *After Church: Transformations of Sacred Space (2016-Present)*

Since arriving at Memorial in 2016, I began collaborating with Dr. Barry Stephenson (Memorial, Religious Studies) on a multidisciplinary and multimedia research project called *After Church: Exploring Transformations in Sacred Space*. This project is the first of its kind to comprehensively study the closure and transformation of worship spaces in Canada. Often reported in the media, church closure is a socio-cultural phenomenon of major and growing significance. In recent decades, societal, demographic, architectural, financial, and other pressures have led to the shuttering of vast numbers of worship spaces throughout North America and Europe, in both urban and rural settings. Church closure is generally researched from the perspectives of architectural history, built heritage, and planning and policy. This project complements the existing research by offering a unique perspective combining the expertise of cultural and urban geography with religious/ritual studies, focusing on the dynamic and processual transformation of church buildings as lived spaces and addressing critical questions surrounding the loss of tangible and intangible culture.

To date, this project has received funding through both internal and SSHRC IG grants, of which I am the Principal Investigator. The current project budget is **\$232,484**.

Funding

2021-2026	Principal Investigator “After Church: Transformations in Sacred Space” Insight Grant , Social Science and Humanities Research Council of Canada. Co-I: Barry Stephenson (Religious Studies, Memorial). Amount Awarded: \$222,484 (Status: In progress).
2020	Principal Investigator , “The After Church Atlas”, MUN Multidisciplinary Grant , Memorial University, Co-I Dr. Barry Stephenson, Religious Studies, Amount Awarded: \$10,000. (Status: In progress)
2018	Principal Investigator , “The After Church Atlas”, VP SSHRC , Co-I Dr. Barry Stephenson, Religious Studies, Amount awarded: \$7,000 (Status: completed).

Project Publications

2021	Lynch, N. Remaking the Obsolete: Contemporary Geographies of Adaptive Reuse, <i>Geography Compass</i> , (Accepted, minor revisions, Oct 2021).
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- 2020 **Lynch, N. & LeDrew, R.** Adaptations on the Edge: Postsecular placemaking and the adaptive reuse of worship spaces in Newfoundland, *Social and Cultural Geography*, DOI: 10.1080/14649365.2020.1737961
- 2016 **Lynch, N.** Domesticating the church: the reuse of urban churches as loft living in the post-secular city. *Social & Cultural Geography*, 17(7), 849-870.
- Lynch, N. & Stephenson, B.** After Church: Transformations of Sacred Spaces, Oxford University Press: Toronto. *Contract awarded, Apr 2021.*

The theoretical roots of this collaborative project were established during my PhD work which compared the adaptive reuse of worship spaces in Toronto and London (UK). In 2016, Dr. Stephenson and I recognized that though sacred space is a well-established subfield of study, the patterns, processes, and outcomes, indeed the *geographies*, of church closure and reuse has received little attention across the humanities and social sciences. This focus was fundamental to my sole-authored manuscript in *Social and Cultural Geography* (Impact factor: 3.606) in 2016, which explored both the transformation of worship spaces into premium loft housing and the impacts of reuse on neighbourhood change.

Since the beginning of our collaboration, a central **theoretical** focus of our project has been to acknowledge and understand that worship spaces have life histories: they are conceived, they grow, undergo transformations, eventually die, and in some cases, are reborn. In this theoretical approach, we adopt a working heuristic that we call ‘After Church’ – a reference to the process of un- and re-making that overtakes consecrated buildings and locales undergoing transformation.

In 2017-2018, with support from an internal grant (*VP SSHRC*) and two student research assistants, we built and piloted a web-based tool called the After Church Atlas (hereafter, Atlas; www.afterchurchatlas.org). The pilot Atlas was a testing period for the first step in our **methodological** practice and had four main objectives. The first objective was to collect and share data. In particular, the Atlas used crowdsourcing functions (i.e., the voluntary collection of information and opinions online) to collect and share global data (e.g., locations, case studies, stories, images, videos, academic research) of closed and/or repurposed worship spaces.

Our second objective, born from the data collection, was to develop case studies and typologies. With over 200 entries in the Atlas, we were able to organize over ten typologies and cases of closure and reuse, ranging from purposeful ‘ruination’ to novel adaptations like mixed-use social enterprises.

With these typologies in hand, our third objective was to investigate the relationships, linkages and shared experiences of church closure and reuse at a variety of scales and contexts. This process resulted in the publication of a manuscript co-authored with my MA student in the journal *Social and Cultural Geography*. Our article contributes to the literature on postsecular urbanism and the politics of adaptive reuse in small/medium sized cities and peripheral communities. In particular, we explore the pathways and impacts of two different reuse typologies: the adaptation of a church in St. John’s to a social enterprise; and the adaptation of an historic convent in a rural community to a globally-inspired gastropub and B&B. This work is the first to critically explore the evolving geographies of the postsecular in Canada, and highlights the

complex ways that adaptive reuse not only frames how the secular and the religious are valued, but also how it reimagines socio-cultural space on the periphery.

Our fourth, and last, objective involved evaluating the viability of the Atlas as multi-sector and multipurpose tool. In 2019-2020, Dr. Stephenson and I developed a working group with two clear goals: collecting feedback on the Atlas from expert academics in geography, religious studies, and allied disciplines; and building a global professional network to connect and share knowledge about the transformations of worship spaces.

In 2020 and 2021, we were awarded internal funding (*MUN Multidisciplinary Grant*) and the *SSHRC Insight Grant*. These grants are supporting the After Church project in four specific ways. First, with the pilot complete, we have begun to modify and augment the Atlas program to better meet the needs of our research team and other academic/public stakeholders interested in the transformation of worship spaces. At present, we have migrated the Atlas to a new platform (ESRI ArcGIS suite) and have begun integrating new cartographic elements, digital functions, and enhanced crowdsourcing capabilities. We expect to relaunch the Atlas in late Fall 2021. Second, the SSHRC grant is currently funding two Master's students in Geography (expected graduation in 2023) who are working on case studies and typologies connected to the Atlas. Third, these grants have supported new research partnerships with key organizations in Canada, namely, the National Trust for Canada, the Trinity Centre Foundation, the Heritage Foundation of Newfoundland and Labrador, and the Halo Canada Project. Along with supporting our current and future graduate student work, these partnerships are vital in developing new avenues for research. Our work with the Halo Canada Project, for instance, has resulted in a new research direction exploring methods for collecting longitudinal data (1960-present) on church closure across Canada.

These grants are also supporting several manuscripts. The first manuscript, in *Geography Compass* (Impact factor: 4.833; accepted, minor revisions Oct 2021), is a sole-authored paper which surveys current geographic research on adaptive use. A key aspect of this work is acknowledging the role of reuse and its enquiry outside of the mainstream urban and architectural literature, one that explores the contexts and consequences of reusing former institutional properties and public spaces and engages with reuse in increasingly diverse geographic contexts, including smaller cities, rural areas, and the Global South.

More recently, Dr. Stephenson and I have also begun working on a new **book manuscript** with Oxford University Press of which I am the primary author (proposal accepted April 2021). The book, tentatively titled *After Church: Transformations of Sacred Spaces*, is proposed as a 250-page study about the contemporary phenomenon of church closure and transformation and will be linked to the Atlas through a series of specially curated audio-visual and textual/narrative exhibits. The ten chapters range in theme from the practice/process of 'deconsecration', the growing phenomena of church lofts and other reuses, to the parting out closed churches (i.e., the marketing and reuse of parts, pieces, and artifacts). We expect to complete the manuscript in the Summer of 2022.

Lastly, I have recently submitted a grant proposal (Co-I Mr. Emmanuel Costa, State University of Santa Catarina) to the *Human Geography Journal Small Grants Program* for new research on the role of co-working in former worship spaces – what we are calling 'digital churches'. This research project takes a political-economic and critical social lens to explore how these spaces operate as tools in the development of urban life – either as sites of post-secular and post-corporate resistance or as novel places for the advancement of urban neoliberal growth in several Canadian and American contexts.

Funding Under Review

Principal Investigator “Digital Churches: New Geographies of (Co)Working and the Adaptive Reuse of Worship Spaces”, **Small Grants Program**, Human Geography Journal. [Co-PI: Mr. Emmanuel Costa, PhD Candidate, State University of Santa Catarina, BRA.] Grant amount: \$5,000 (USD) [Submitted: Sept 2021].

Overall, this project has also resulted in 4 national conference presentations.

2.2 Critical Geographies of the Circular Economy in Canada (2016-Present)

In 2016, I began a research project examining the development and implementation of the Circular Economy. Across China, Western Europe and now parts of North America, the Circular Economy (CE) has become a mainstream ‘future proofing’ agenda argued by its proponents to offer a meaningful pathway to resource efficiency and societal sustainability. In short, the CE is an agenda that replaces linear approaches to consumer goods (i.e., take-make-waste) with products and assets that are inherently durable and repairable, and available through practices of refurbishment, reuse, and disassembly.

My work in this field began during my postdoctoral fellowship at the University of Oxford and has expanded since my appointment at Memorial. Overall, the goal of my research is to both challenge the normative discourses of the CE developed by technical experts, and to offer a critical social science lens to the conceptualization and implementation of local CE agendas.

Funding for this research came from the following grants on which I was the Principal (and sole) Investigator:

- | | |
|-----------|--|
| 2018-2020 | Principal Investigator “Circular is Smart? Building the Circular Economy in Canada”, Insight Development Grant , Social Science and Humanities Research Council of Canada
Amount Awarded: \$45,390. [Status: In progress, extended due to COVID-19] |
| 2019 | Principal Investigator , “Zero Waste and Circular Economy Event”, Public Engagement Accelerator Grant , Memorial University, Project Team: Viviana Ramirez Luna (Zero Waste Canada), Amount awarded: \$2,600 (Status: Completed). |
| 2016-2017 | Principal Investigator , “Smart, Modular, Productive? Understanding the Circular Economy’, Dean of Humanities and Social Sciences/Vice President (Research), Startup Grant , Memorial University, Amount awarded: \$14,000 (Status: Completed). |

Project Publications:

- 2018 Sajid, Z. & **Lynch, N.** Financial modelling strategies for Social Life Cycle Assessment: A project appraisal of biodiesel production and sustainability in Newfoundland & Labrador, Canada, *Sustainability*, 10 (3289), 1-19.
- 2018 Hobson, K., **Lynch, N.**, Lilley, D., & Smalley, G. Systems of practice and the Circular Economy: Transforming mobile phone product service systems, *Environmental Innovations and Societal Transitions*, 26, 1-11.
- 2018 Hobson, K. & **Lynch, N.** Ecological modernization, techno-politics and Social Life Cycle Assessment: A view from human geography, *International Journal of Life Cycle Assessment*, 23(3), 456-463.
- 2016 Hobson, K. & **Lynch, N.** Diversifying and de-growing the Circular Economy: Reconsidering the consumer and the sharing economy in a resource-scarce world, *Futures*, 82, 15-25.
- (Under Review) **Lynch, N.** Unbuilding the City: Deconstruction and the Circular Economy in Vancouver, *Environment and Planning A: Economy and Space*, (submitted November 2020; Note: peer review has been delayed due to Covid 19).

From 2016 to 2018, the central focus of this work has been collaborative in nature and has explored a range of issues in CE research relating to the social and cultural politics of consumption and life cycle assessment. My co-authored manuscript in 2016 in the journal *Futures* (Impact Factor: 3.073), represents an important intervention in understanding how the CE operates as an alternative, though non-radical, form of capitalism. This work uncovers deeper political and social motivations of ‘circular thinking’ beyond the approbatory literature and discourses of the CE produced by technical experts. My co-authored manuscript in 2018 in the journal *Environmental Innovations and Societal Transitions* (Impact Factor: 9.68), deploys novel methodological approaches (i.e., business origami interviews) to explore how the implementation of circular business models (i.e., product service systems) in the retail sector are taken up by consumers. Like the previous, this work has challenged mainstream assumptions of the CE as an easily adapted, practical and, most importantly, sustainable agenda.

My work in this theme has also explored the techno-politics of ‘social life cycle assessment’ (SLCA), a methodological approach that allows us to assess the social and sociological aspects of products along their life cycles, and its role in informing wider circular thinking. In 2018, I co-authored two manuscripts exploring these issues. The first manuscript, in *International Journal of Life Cycle Assessment* (Impact factor: 4.141), offers a political-ecological view of SLCA, one that challenges mainstream life cycle analysis as an objective apolitical tool in meeting sustainability and circular agendas. The second manuscript, in *Sustainability* (Impact factor: 3.251), tests the viability of SLCA methods through an examination of the local biodiesel sector. This work supports more flexible approaches to life cycle assessments and stresses the need of SLCA practitioners to address increasingly complex social categories, cultural values, and geographic specificity.

In 2018, SSHRC IDG funding supported **the natural extension of this work** to the Canadian context. Here, my research shifted to explore the development of the CE in Canada with a

particular concern for the relationships and implications of circular thinking in the built environment. This involves understanding how CE ideas and policies are influencing established practices in the Construction, Renovation and Demolition (CR&D) sectors, the sharing economy, and adaptive reuse. This work has resulted in one manuscript currently under-review and has supported an **MA student** who conducted 25 interviews with CE experts and policymakers in rural Europe (Netherlands and UK) in 2019.

The first manuscript, prepared for *Environment and Planning A*, explores the emergent green demolition and deconstruction sectors in Vancouver. Using in-depth interviews (22 in total), this work highlights the various challenges of meeting a regional circular agenda for the building industry and the obstacles in the way of a meaningful and widescale deconstruction practice in a city experiencing tremendous growth and housing renewal (i.e., wasteful teardowns). I will note that this paper has been delayed due to Covid 19 – both in the fieldwork/data gathering phase and in the peer review phase.

A second manuscript under development is being prepared for *The Canadian Geographer*. This work investigates the development of Canadian ‘Libraires of Things’ (LoT), public and non-profit spaces that share household items and DIY tools, and its linkages to the Sharing and Circular Economies. Using in-depth interviews (28 in total), this work compares the production and sustainability of LoTs across Canada and highlights the enduring role of public ‘sharing spaces’ as key to maintaining circular approaches in cities and communities. As above, I note that this paper has been delayed due to Covid 19 – both in the fieldwork/data gathering phase and in the peer review phase.

In 2019, I was awarded an internal grant (MUN Public Engagement Accelerator) to fund a **local workshop and knowledge building exercise** concerning local tactics and applications of the CE. In partnership with the local chapter of Zero Waste Canada, this grant supported a two-day public forum and workshop, entitled: *The Road to Zero Waste and the Circular Economy in Newfoundland: Challenges and Opportunities*, and involved 85 participants, three Memorial student-volunteers, and three volunteers from Zero Waste Canada. This team produced and disseminated a post-event white paper sharing workshop reflections and next steps.

Lastly, I have recently been successful in reaching the first of two stages in the upcoming SSHRC Imaging Canada’s Future (ICF) Ideas Lab. Stage 1 of the ICF Ideas Lab brings together researchers from across Canada to explore the theme of Canada and the Circular Economy, linked to the global challenge of Living Within Earth’s Carrying Capacity. At the end of this stage, participants will develop preliminary proposals, and if successful, will be awarded funding for new research addressing the implementation of the CE for diverse sectors throughout Canada.

Funding Under Review

Stage 1 EOI “Canada and the Circular Economy”, Imaging Canada’s Future (ICF) Ideas Lab, Social Science and Humanities Research Council of Canada.

Two Stage Competition: 1. Workshop (Oct 13th and 15th), 2. Funding Opportunity with shared award amount: \$250,000.

Overall, this project has also resulted in 7 national and international conference presentations, and one invited presentation for a federal government scoping conference on challenges and prospects for adopting the Circular Economy in key sectors in Canada.

2.3 Points of Light: Heritage, Climate Change, and the Lighthouses of Atlantic Canada (2020-2022)

In 2020, I launched a new externally funded research collaboration through the Ocean Frontiers Institute Large Research Project (collaborator Dr. Roza Tchoukayleska, Assist. Professor, Science and Environment, Memorial-Grenfell). “Points of Light” examines the closure and transformation of historic lighthouses in Atlantic Canada. This project is funded as “Work Package 9.2” by the Ocean Frontier Institute Phase 2, \$4 million grant on which I am Co-Investigator (PIs Paul Foley and Lorenzo Moro). The specific budget assigned to my sub-project (WP9.2) is **\$55,000**:

2020 – 2023 **Co-Investigator** “Future Ocean and Coastal Infrastructures [FOCI]: Designing safe, sustainable, and inclusive coastal communities and industries for Atlantic Canada.” **Ocean Frontier Institute Large Research Project, \$4,000,000.** Co-PIs: Paul Foley (Science and Environment, Grenfell) and Lorenzo Moro (Engineering, Memorial). Project 9: “Inclusion, social justice, and equity in urban and rural coastal communities.” Project 9 Team: Lead Nicole Power (Sociology, Memorial); CIs: Julia Christensen (Geography, Memorial), Madeleine Gustavsson (Environment and Human Health, Exeter), Christine Knott (Geography, Memorial), Yolande Pottie-Sherman (Geography, Memorial), Robert Mellin (Architecture, McGill), **Nicholas Lynch**, and Roza Tchoukaleyska (Science and Environment, Grenfell). Amount awarded to Project 9: \$423,105. Specific amount dedicated to Project 9.2 (**Nicholas Lynch** and Roza Tchoukayleska): \$55,000 [Status: in progress]

These funds are supporting novel research on the evolving context of historic lighthouses in Atlantic Canada. Over the last several decades, various pressures ranging from coastal dynamics, climate change, advances in marine technology, and local economic and community decline have put the future of most lighthouses in jeopardy. By and large, this once vital infrastructure is experiencing wide-scale disinvestment leading to cuts in maintenance, closure and decommissioning, abandonment, and even the sale of properties in local real estate markets. Within these complex contexts, lighthouses across Atlantic Canada continue to play meaningful roles both in defining local/regional/national heritage, and as important sites of tourism and placemaking. While there is a dearth of research and writing on specific, often nationally significant lighthouses (e.g., Cape Spear, Peggy's Cove), there is a remarkable lack of research on the regional geographic trends and contexts of smaller and peripheral Atlantic lighthouses. This gap includes a wider understanding of the local and regional contexts of closure, abandonment, ruination, and reuse.

With these gaps in mind, this project focuses on several **key objectives**: 1) Document and map the landscape of historic lighthouses in Atlantic Canada. This includes building both a comprehensive lighthouse database with vital historic and operational information (e.g., status on lighthouse decommission/closure, ruins, and adaptive reuses), and an interactive ‘living’ map which documents regional lighthouse geographies; 2) Identify and investigate significant case studies across the Atlantic provinces with a focus on highlighting understudied lighthouses of local and regional significance; 3) Examine the central challenges of lighthouse preservation and conservation. This includes investigating challenges in heritage and conservation policymaking,

local community engagement and planning, and responses to climate change; 4) Share information, stories, histories, policies, and reuses of Atlantic lighthouses through visual communication outputs (i.e., project websites).

The **methodology** for this project combines complementary techniques of semi-structured in-depth interviews, architectural/site analysis, and critical cartographies which merge climate and archival data. Fieldwork involves interviews (virtual and in-person where possible), site visits and archival work. Specifically, this entails approximately 30-40 interviews with marine infrastructure experts, heritage policymakers, climate scientists, regional/local planning experts, municipal leaders, community advocates (i.e., heritage/lighthouses societies), and lighthouse owners.

Site visits are made to significant lighthouses with the objective to document lighthouse infrastructure and the wider lighthouse landscape (i.e., associated outbuildings and historic built environment). Site visits are also complemented with archival research which aims to place lighthouse case studies in historical context.

The project supports **one MA student** over a two-year period (2020-2022), whose work focuses on the changing legal and regulatory context of lighthouse preservation and protections. This work is ongoing, and I am currently working on a co-authored manuscript with my MA student for submission to the *International Journal of Heritage Studies*.

2.4 Cultural Geographies on the Edge: Socio-spatial change in small and medium sized cities and rising inequalities in urban margins (2016-2022)

While at Memorial, I have begun collaborative work with Dr. Yolande Pottie-Sherman (MUN, Geography) and Mr. Emmanuel Costa (PhD. Candidate, Territorial Planning, State University of Santa Catarina) exploring various aspects of the creative economy in Canadian cities and regions.

Project Publications:

- | | |
|------|--|
| 2021 | Costa, E & Lynch, N. Sense of place on the periphery: Exploring the spatial practices of the creative class in St. John's, <i>Canadian Journal of Urban and Regional Research</i> , 30(2). Accepted Aug. 2021. |
| 2021 | Lynch, N. & Pottie-Sherman, Y. 'Spaces of Division: Gentrification, gated communities and social mixing', in Bain, A. and L. Peake, (eds.) <i>Globalization in an Urban Context: 2nd Edition</i> . Chapter 6 - Urban Forms, Oxford University Press: Toronto. |
| 2020 | Ley, D. & Lynch, N. 'The Social Geography of Uneven Incomes in Metropolitan Vancouver', in Grant, J., Walks, A., and Ramos, H., (eds.) <i>Changing Neighbourhoods: Social and spatial polarization in Canada's cities</i> , UBC Press: Vancouver, 127-148. |
| 2019 | Pottie-Sherman, Y. & Lynch, N. Gaming on the Edge: Mobile labour and global talent in Atlantic Canada's video game industry, <i>Canadian Geographer</i> . DOI: 10.1111/cag.12522. |

- 2017 **Lynch, N. & Pottie-Sherman, Y.** ‘Chapter 11: Gentrification, gated communities and beyond’, in Bain, A. and L. Peake, (eds.) *Globalization in an Urban Context*. Oxford University Press: Toronto. 173-189.

The first direction of this work involves new research exploring the development of the digital media sector in Atlantic Canada. With a focus on the emerging video game sector, my published manuscript with Dr. Pottie-Sherman in the *Canadian Geographer* (Impact factor: 1.500) highlights the growth of digital media industries across smaller/medium sized cities in Atlantic Canada, from Moncton to St. John’s. This work shows how employers in the gaming sector have become both vocal advocates for local immigration and the recruitment of international students as workers, and key boosters in the branding of small/medium sized cities, or ‘edges’, as worthy live-work places for creative labour.

A continued focus on the cultural geographies of the ‘edge’ has also resulted in collaborations with Mr. Costa, a Brazilian PhD Candidate in territorial planning. This work focuses on the spatial and planning outcomes of the creative city, an urban-economic agenda that focuses on building labour sectors tied to innovation, knowledge, and creativity. Our recently accepted manuscript in the *Canadian Journal of Urban Research* explores how creative labour (a.k.a. the creative class) influence place-making practice and local planning initiatives in St. John’s – an important yet peripheral urban hub. This research was partially funded through the Emerging Leaders in the Americas Program (ELAP), a Canadian scholarship that provides students from post-secondary institutions located in Latin America and the Caribbean with short-term exchange opportunities for research in Canadian post-secondary institutions.

A second direction of my work in this theme involves continued collaborations with Dr. David Ley (UBC, Geography, Professor Emeritus) and the Neighbourhood Change Research Partnership (NCRP; PI: Dr. David Hulchanski, University of Toronto; project concluded). Since 2012, this collaboration has examined the social and urban outcomes of income inequality and polarization in Vancouver. Methodologically, our work extended from previous spatial analyses in the Toronto region, work that highlighted distinct patterns, or ‘three cities’, of socio-economic and income division in Canada’s largest metropolitan area. In Vancouver, our work uncovered similar trends of urban division: inner urban spaces of consolidated wealth, income declines in the older suburbs, and the loss and displacement of middle-income neighbourhoods across the region. In short, this research highlights a new geography of rising income inequality and polarization in Vancouver. Our findings have resulted in media features (CTV National News), local consultations with housing stakeholders, the publication of a research report and, more recently, a chapter published in an edited volume with globally recognized urban scholars, *Changing Neighbourhoods: Social and Spatial Polarization in Canadian Cities* (eds. J. Grant, A. Walks, and H. Ramos, 2020).

2.5 Adaptive Cities and Engagement Space (ACE Space) (2017- Present)

In 2017, I co-founded the Adaptive Cities & Engagement (ACE) Space research collective at Memorial University. ACE-Space is an initiative led by me, Drs. Yolande Pottie-Sherman and Julia Christensen in the Geography Department, Dr. Daniel Kudla in the Sociology Department, and Dr. Roza Tchoukaleyska in the School of Science and the Environment (Memorial’s Grenfell

campus). Our collective goal is to understand and explore themes and challenges of critical importance to small- and medium-sized cities in Canada and the wider world. Specifically, we aim to highlight research along five pillars: 1) adaptable economies; 2) adapting to socio-cultural change; 3) Northern cities; 4) adapting the built environment, and 5) governance and adaptability.

We officially launched ACE-Space via the Small & Adaptive Cities Conference held at Memorial in the Fall of 2017, funded by the Smallwood Foundation and Scholarship in the Arts. This conference brought together attendees from Canada and abroad to share research and expand conversations on small cities. Since the initial launch, we have continued these conversations via the ACE Space Speakers' Series. ACE Space's Urban Geography Research Group had 13 student members in the 2019-2020 academic year, including 9 graduate students and 4 undergraduate students.

We have also connected with other Canadian researchers and have recently secured a grant through the Université du Québec à Montréal (PI: Dr. Hien Pham) for a collaborative workshop in the Summer of 2022, entitled "Ecole thématique: Étudier et enseigner les petites et moyennes villes au Canada" (Theme School: "Studying and teaching about small and medium sized cities in Canada").

3. RESEARCH PROJECT PRODUCTIVITY

Student co-authors are underlined; * = presenting author.

3.1 After Church: Transformations of Sacred Space

This project has resulted in the following 3 peer-reviewed articles:

- 2021 **Lynch, N.** Remaking the Obsolete: Contemporary Geographies of Adaptive Reuse, *Geography Compass*, (Accepted, minor revisions, Oct 2021).
- 2020 **Lynch, N.** & LeDrew, R. Adaptations on the Edge: Postsecular placemaking and the adaptive reuse of worship spaces in Newfoundland, *Social and Cultural Geography*, DOI: 10.1080/14649365.2020.1737961
- 2016 **Lynch, N.** Domesticating the church: the reuse of urban churches as loft living in the post-secular city. *Social & Cultural Geography*, 17(7), 849-870.

This project has resulted in 1 peer-reviewed book proposal:

Lynch, N. & Stephenson, B. After Church: Transformations of Sacred Spaces, Oxford University Press: Toronto. *Contract awarded, Apr 2021.*

This project has resulted in the following 4 scholarly presentations:

- 2019 "Drinking in Pews: Church Brew Pubs and Placemaking through Religious Heritage", presentation at The National Trust for Canada conference, Winnipeg, MB. Oct.

- 2019 Stephenson, B* and **Lynch, N.** “New Geographies of Religious Change”, presentation at the SubText conference, Memorial University, St. John’s, NL. Apr.
- 2018 LeDrew, R* and **Lynch, N.** “Adaptations on the Edge: Post-secular placemaking and the adaptive reuse of worship spaces in Newfoundland”, presentation at the National Trust for Canada’s Annual Conference, Fredericton, NB. Oct.
- 2017 “Approaching a Wicked Problem: Researching and Mobilizing Knowledge about the closure and reuse of historic worship space”, presentation at Adapting Heritage Conference, St. John’s, NL. Oct.

I also co-organized one related academic conference/knowledge exchange sessions related to this research:

- 2021 Co-Organizer, “The After Church Atlas Workshop: Using, Developing, and Applying the After Church Atlas”, Online, May.

Manuscripts in process:

Lynch, N. Brewing Religion: Craft breweries and the contemporary geographies of church reuse, *cultural geographies* (research delayed due to Covid 19).

Lynch, N., Stephenson, B., & Wood-Daly, M. Closing Time: Contemporary Geographies of Church Closure in Canada, 1960-2019, *Environment and Planning D*

3.2 Critical Geographies of the Circular Economy in Canada (2016-Present)

This project has resulted in the following 4 peer-reviewed articles:

- 2018 Sajid, Z. & **Lynch, N.** Financial modelling strategies for Social Life Cycle Assessment: A project appraisal of biodiesel production and sustainability in Newfoundland & Labrador, Canada, *Sustainability*, 10 (3289), 1-19.
- 2018 Hobson, K., **Lynch, N.**, Lilley, D., & Smalley, G. Systems of practice and the Circular Economy: Transforming mobile phone product service systems, *Environmental Innovations and Societal Transitions*, 26, 1-11.
- 2018 Hobson, K. & **Lynch, N.** Ecological modernization, techno-politics and Social Life Cycle Assessment: A view from human geography, *International Journal of Life Cycle Assessment*, 23(3), 456-463.

- 2016 Hobson, K. & **Lynch, N.** Diversifying and de-growing the Circular Economy: Reconsidering the consumer and the sharing economy in a resource-scarce world, *Futures*, 82, 15-25.

This project has resulted in the following 8 scholarly presentations:

- 2021 “Smart Living in the Circular City? Closing loops in posthuman domestic space”, presentation at the American Association of Geographers Annual Conference, Seattle, WA., Apr. (Online)
- 2020 “Unbuilding the City: Deconstruction, Reuse and the Circular Economy”, presentation at the American Association of Geographers Annual Conference, Denver, CO., Apr. (Online)
- 2020 “The Circular Economy and CR&D Industry in Canada”, presentation at the Canadian Association of Geographers Annual Conference, Victoria BC, May. (Cancelled due to Covid-19).
- 2019 “Zero Waste and the Circular Economy”, presentation at the Zero Waste and the Circular Economy in Newfoundland and Labrador: Challenges, Opportunities and Ways Forward, St. John’s, Oct.
- 2019 “Unbuilding the City: Deconstruction, Reuse and the Circular Economy”, presentation at the Atlantic CAG conference, Memorial University, St. John’s, NL. Oct.
- 2019 “The Circular Economy Roundtable”, as Invited Expert, Government of Canada: Environment and Climate Change Canada, Ottawa, Mar.
- 2018 “Future Proofing the City? Circular Economies and the sustainability of the built environment”, presentation at the Architecture, Media, Politics, Society (AMPS) Conference, Kent State University, Cleveland, OH, Nov.
- 2017 “Smart, Adaptive, Livable: Exploring the City in the Circular Economy”, presentation at the American Association of Geographers Annual Conference, Boston, MA. May.
- 2016 “Diversifying and de-growing the circular economy: radical social transformation in a resource-scarce world”, presentation at the Canadian Association of Geographers Annual Conference, Halifax, NS. May.

I also co-organized one related academic conference/knowledge exchange sessions related to this research:

- 2019 Co-Organizer, “The Zero Waste and the Circular Economy in Newfoundland and Labrador: Challenges, Opportunities and Ways Forward”, Public Event, St. John’s, Oct.

One manuscript based on this work is under review:

Lynch, N. Unbuilding the City: Deconstruction and the Circular Economy in Vancouver, *Environment and Planning A: Economy and Space*, (submitted November 2020; Note: peer review has been delayed due to Covid 19).

Two manuscripts based on this work is in preparation:

Lynch, N. Borrowing Things & Sharing Spaces: The geographies of ‘Libraries of Things’ in the Canadian Sharing Economy, *The Canadian Geographer*.

Lynch, N., The Renovation Economy in Canada: Sustainable solutions and Circular Approaches to Renovation Waste. *Journal of Cleaner Production*.

3.3 Points of Light: Heritage, Climate Change, and the Lighthouses of Atlantic Canada

One manuscript is currently in preparation:

Lynch, N., Sinclair, B., & Greenough, B. Points of Light: The Closure and Reuse of Historic Lighthouses in Atlantic Canada, *International Journal of Heritage Studies*.

3.4 Cultural Geographies on the Edge: Socio-spatial change in small and medium sized cities and rising inequalities in urban margins

This project has resulted in the following 2 peer-reviewed articles:

2021 **Costa, E & Lynch, N.** Sense of place on the periphery: Exploring the spatial practices of the creative class in St. John’s, *Canadian Journal of Urban and Regional Research*, 30(2). Accepted Aug. 2021.

2019 Pottie-Sherman, Y. & **Lynch, N.** Gaming on the Edge: Mobile labour and global talent in Atlantic Canada’s video game industry, *Canadian Geographer*. DOI: 10.1111/cag.12522.

This project has resulted in the following 3 peer-reviewed book chapters:

2021 **Lynch, N. & Pottie-Sherman, Y.** ‘Spaces of Division: Gentrification, gated communities and social mixing’, in Bain, A. and L. Peake, (eds.) *Globalization in an Urban Context: 2nd Edition*. Chapter 6 - Urban Forms, Oxford University Press: Toronto.

- 2020 Ley, D. & **Lynch, N.** ‘The Social Geography of Uneven Incomes in Metropolitan Vancouver’, in Grant, J., Walks, A., and Ramos, H., (eds.) *Changing Neighbourhoods: Social and spatial polarization in Canada’s cities*, UBC Press: Vancouver, 127-148.
- 2017 **Lynch, N.** & Pottie-Sherman, Y. ‘Chapter 11: Gentrification, gated communities and beyond’, in Bain, A. and L. Peake, (eds.) *Globalization in an Urban Context*. Oxford University Press: Toronto. 173-189.

This project has resulted in the following 1 scholarly presentation:

- 2017 Pottie-Sherman Y* and **Lynch, N.** “Gaming on the Edge”, presentation at the Canadian Association of Geographers Annual Conference, Toronto, ON. July.

I also co-organized one related academic conference/knowledge exchange sessions related to this research:

- 2017 Co-Chair: Small and Adaptive Cities Conference, St. John’s, September

4. MARKERS OF SCHOLARLY ACHIEVEMENT

4.1 The publication of books, monographs, and contributions to edited books; papers in both refereed and non-refereed journals (12.13b)

Since my appointment at Memorial, I have published **12 peer-reviewed publications**. This list includes **9 peer-reviewed journal articles**, and **3 book chapters**. To date, I have published in many of the top-ranked geography and social science journals, including *Environmental Innovations and Societal Transitions*, a prominent international journal (Impact Factor 9.68), *Social and Cultural Geography* (Impact factor of 3.606) and *Geography Compass* (Impact Factor 4.833). I have also published in highly ranked sustainability journals, including *Futures* and *the Journal of Life Cycle Assessment* (Impact Factors 3.073 and 4.141, respectively). I also publish in the most important Canadian journals in my field: *The Canadian Geographer* and the *Canadian Journal of Urban Research*. Two of my publications have included student co-authors, reflecting my commitment to student training.

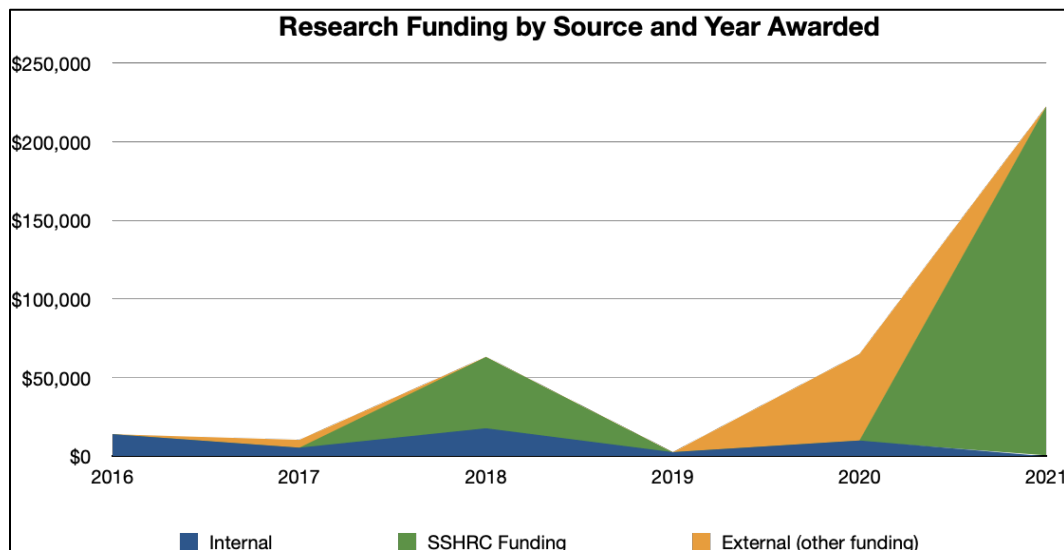
At present, I have **one accepted book proposal** and **one manuscript under review** (*Environment and Planning A*). It is important to note that these items have been severely delayed due to the Covid 19 pandemic which has stalled both fieldwork opportunities and the publication process.

As per the CA (12.13b), “promotion recommendations and decisions shall be based on the entire career.” Over the course of my career, I have authored **16 publications**: including 12 peer-reviewed journal articles, 4 peer-reviewed book chapters. The rest are policy reports/working papers aimed at a public or policy audience. My publication record builds on the record I

established prior to starting at Memorial, where I also published in high impact journals such as *Urban Geography* and *Housing, Theory and Society*.

4.2 Success in grant competitions and obtaining external funding (12.13b)

I have had consistent success in securing external research funding as a PI since arriving at Memorial. In total, since my appointment, I have been awarded **\$377,685** in research funding, **87%** of which is from funding sources external to Memorial, and **70%** on which I am the PI or sole applicant. The figure below summarizes my funding trajectory over the last five years. During this period, I secured \$267,874 SSHRC grants (shown below in green), two as PI (the Insight Development Grant in 2021 and the Insight Grant in 2018). In 2020, I also received external funding from the Ocean Frontier Institute Phase 2 (shown below in yellow). I have successfully leveraged internal research support from Memorial (shown below in blue) to secure external research funding.



4.3 Scholarly presentations delivered at professional and community meetings (12.13b)

Since my appointment at Memorial, I have given a total of **14 scholarly presentations** at professional and community meetings -- two of which were **invited presentations** and four of which were international presentations. Since my appointment at Memorial, I have continued to deliver scholarly presentations at both **Canadian and US association meetings** (e.g., the Canadian Association of Geographers and Association of American Geographers conferences). My conference participation has allowed me to disseminate research knowledge to academic audiences in geography, as well as other humanities and social science meetings (planning and architecture), and **across academic, policy, and non-profit sectors** through regular involvement in the National Trust for Canada Annual Conference, a national cross-sector conference on heritage, culture, and the built environment.

4.4 Maintaining research collaborations and partnerships (12.13b)

I have consistently built and maintained research collaborations and partnerships in Canada since my arrival at Memorial. Since 2018, I have been one of five members of the National Roundtable on Heritage Education (NRHE) steering committee, formally organized by the National Trust for Canada. While my work has largely been in a service role, the NRHE has recently developed a strategic plan which includes specific collaborative research-based action items. Over the last year, in partnership with research colleagues at Carleton University and the Université de Montréal, I have led the development of a heritage education database and literature review, and I am part of new collaborative outreach activities seeking to develop more robust heritage education in post-secondary institutions.

I have also begun new collaborations and partnerships with one not-for-profit research organization and one local environmental consultant. The first is an ongoing partnership with Halo Canada Project and involves developing methodological approaches to quantifying and mapping the closure of worship spaces across Canada. The second is a new partnership and collaboration with Planet Consulting that explores local policy responses to the adopting of the Circular Economy agenda.

4.5 Contributions as a public intellectual (12.13b) and non-traditional forms of scholarship (11.29b)

Since starting at Memorial, I have made media appearances in local print and radio/podcast broadcasts. In print, I have shared my expertise and research on the implications of circular economies for regional policy (*The Independent*) and the role of adaptive reuse in rural communities in Newfoundland (*Le Gaboteur*). On radio/podcasts (*Happy City Radio* and *Crosscurrents*) I have discussed the development, challenges, and early findings in both of my main research projects, the Circular Economy and closure/reuse of worship spaces.

In my work with the National Roundtable for Heritage Education (an expert panel co-ordinated by the National Trust for Canada), I have also had the opportunity to contribute to the group's new strategic plan and strategic actions which include non-traditional scholarship. Specifically, I have led the development of an industry survey exploring the current state of heritage education, including training, and academic programs in Canada. I am also now leading the development and dissemination of a bibliographic collection and literature review designed for all stakeholders engaged with heritage education and training.

4.6 Peer refereeing duties (11.29b)

I am an engaged reviewer in my field and have reviewed manuscripts in the top-ranking geography journals. I am also committed to interdisciplinary scholarship in built heritage studies and regularly review papers related to urban geography and planning. To date, I have reviewed for the following journals:

Urban Affairs Review (2015)
CITY (2017)
International Journal of Heritage Studies (2018, 2019)
Canadian Geographer (2018)
Canadian Journal of Urban and Regional Research (2018)
Urban Geography (2019)
Sustainability (2019)
International Journal of Urban and Regional Research (2019)
Urban Studies (2020)
Buildings (2020)
Journal of Religious Review (2020)
Journal of Cultural Geography (2021)

TEACHING DOSSIER

Dr. Nicholas Lynch
OCTOBER 2021
(11.29C & 12.13C)

The MUNFA Collective Agreement states that the areas of assessment for tenure (11.29a) and promotion (12.13a) shall be the following, with the greatest weight placed on (a) and (b), where (a) is “documented effectiveness and scholarly competence as a teacher,” and (b) is “a demonstrated record, since the date of appointment, of research, scholarship, and critical, creative professional or developmental work appropriate to the rank.” In my Teaching Dossier, I have included the components suggested by Memorial’s Centre for Innovation in Teaching and Learning’s “Suggested Framework for a Teaching Dossier,” which complies with the Canadian Association of University Teachers Teaching Dossier.

1. TEACHING RESPONSIBILITIES

(Canadian Association of University Teachers (CAUT) 3.2.1)

Since starting at Memorial, I have taught **four different undergraduate courses** and was **content co-author** for one course (see course syllabi in Appendix 2B). These include:

1. GEOG 1050 - Geographies of Global Change: This is a required first-year core course and provides perspectives on the major geographical challenges and changes facing the contemporary globe, including: climate and environmental change, sustainability, human development, economic globalization, cultural change, and population and migration. Using the integrative skills of geographical analysis, the course prepares students for advanced study in geography and citizenship in the modern world.
2. GEOG 1050 – Geographies of Global Change (Online): Content co-author, 2017
3. GEOG 2001 - Cultural Geography: This second-year core course offers an introduction to the study of culture in geography in a global scope, emphasizing both the history of the field from classic studies of landscapes to contemporary scholarship and themes of recent importance, including: i) the politics of cultural production and consumption; ii) critical spaces of cultural production and consumption, past and present, from around the world, including: cities, landscapes, texts, media, performance, and cyberspace; iii) advanced concepts that are widely explored by cultural geographers, such as the notion of corporeality, materiality, identity and space/place.
4. GEOG 3350 - Urban and Community Planning & Development: This third-year course offers an introduction to the study of urban, community and regional planning and their various development theories, techniques, and approaches. In this course we explore a range of issues in contemporary planning, including: urban/regional sustainability; health and accessibility; land use changes; planning in/for indigenous communities (i.e. intergovernmental planning), and, planning

for small- and medium-sized cities. While much of the focus concerns the Canadian urban experience, the course also explores planning approaches from around the world.

5. GEOG 4320 - Regional Development: This fourth-year seminar course explores the connections between the contemporary economy and planning at the regional scale. Every term the course explores three central themes from contemporary debates, including: innovation/automation, sustainability, disruptive economies, heritage, pandemics, aging cities.

1.1 Undergraduate Courses Taught (2009-2021)

Term	Institution	Course Code: Title	Enrolment
Winter 2021	Memorial, Geography	4320: Regional Development	8
Winter 2021	Memorial, Geography	2001: Cultural Geography	48
Fall 2020	Memorial, Geography	3350: Urban and Community Planning and Development	20
Fall 2020	Memorial, Geography	1050: Geographies of Global Change	97
Winter 2020	Memorial, Geography	4320: Regional Development	22
Winter 2020	Memorial, Geography	2001: Cultural Geography	65
Fall 2019	Memorial, Geography	3350: Urban and Community Planning and Development	32
Winter 2019	Memorial, Geography	4320: Regional Development	33
Winter 2019	Memorial, Geography	2001: Cultural Geography	74
Fall 2018	Memorial, Geography	3350: Urban and Community Planning and Development	26
Fall 2018	Memorial, Geography	1050: Geographies of Global Change	108
Winter 2018	Memorial, Geography	1050: Geographies of Global Change	99
Winter 2018	Memorial, Geography	2001: Cultural Geography	68
Fall 2017	Memorial, Geography	3350: Urban and Community Planning and Development	28
Fall 2017	Memorial, Geography	1050: Geographies of Global Change	97
2017	Memorial, Geography	1050: Geographies of Global Change <i>Content Co-author</i>	N/A
Winter 2017	Memorial, Geography	2001: Cultural Geography	67
Winter 2017	Memorial, Geography	1050: Geographies of Global Change	99
Winter 2017	Memorial, Geography	1050: Geographies of Global Change	83
Fall 2016	Memorial, Geography	2001: Cultural Geography	60
Winter 2015	University of Victoria, Geography	448: Urban Social Geography and Planning	~25
Winter 2015	University of Victoria, Geography	391: New Media and Human Geography	~30

Winter 2015	University of Victoria, Geography	344: Challenges in Pacific Rim Developing Nations	~30
Winter 2015	University of Victoria, Geography	211: Political and Economic Geography	~50
Fall 2014	University of Victoria, Geography	491: Suburban Landscapes	~25
Fall 2014	University of Victoria, Geography	388: Regional Geography of Europe	~40
Fall 2014	University of Victoria, Geography	340: Geography of the City	~40
Fall 2014	University of Victoria, Geography	211: Political and Economic Geography	~50
Winter 2014	University of Victoria, Geography	448: Urban Social Geography and Planning	~25
Winter 2014	University of Victoria, Geography	391: New Media and Human Geography	~30
Winter 2014	University of Victoria, Geography	344: Challenges in Pacific Rim Developing Nations	~30
Winter 2014	University of Victoria, Geography	211: Political and Economic Geography	~50
Fall 2013	University of Victoria, Geography	440: Suburban Landscapes	~25
Fall 2013	University of Victoria, Geography	388: Regional Geography of Europe	~40
Fall 2013	University of Victoria, Geography	340: Geography of the City	~40
Fall 2013	University of Victoria, Geography	211: Political and Economic Geography	~50
Fall 2011	Langara College, Geography	2230: Urban Canada	~50
2009-2014	UBC, Geography	350: Introduction to Urban Geography (Online) (six sections in total)	~50-80 per session

1.2 Graduate Student Supervision/Advising (2016-2021)

Student	Degree/Year	Role	Thesis Title/Topic
Siyi Zhou	MA (ongoing) 2021-	Co-supervisor (with Dr. Barry Stephenson)	TBD / The geographies of church closure, transformation, and reuse
Markus Reiner	MA (ongoing) 2021-	Co-supervisor (with Dr. Barry Stephenson)	TBD / The geographies of church closure, transformation, and reuse
Bronwyn Sinclair	MA (ongoing) 2020-	Co-supervisor (with Dr. Roza Tchoukayleska)	“The Siren Call of Preservation” / The Future of Coastal Historic Lighthouse Infrastructure in Atlantic Canada

Emmanuel Santos De Costa	PhD (ongoing) 2017-	Supervisor (Exchange Student, ELAP program)	“Creatives on the Edge” / Geographies of the creative class and innovation spaces in small and medium sized cities
Rebecca LeDrew	MA (completed)	Supervisor	“Circularity of the Periphery” / The Circular Economy in non-urban spaces
Jake Humphrey	MA (ongoing) 2016-	Co-supervisor (with Dr. Yolande Pottie-Sherman)	“Regionalization in the East” / Local municipal politics and the regionalization debate in St. John’s
Tomas Sanguinetti	MA (completed)	Supervisor	“Accessibility and Urban Form in St. John’s” / Mapping and Evaluating urban accessibility in the contemporary city

2. STATEMENT OF TEACHING PHILOSOPHY AND PRACTICE

After teaching four undergraduate courses at Memorial (and nine undergraduate courses at three other Canadian institutions) and working with well over a thousand students, the overarching philosophy guiding my teaching practice is that students *enjoy* learning and *want* to be challenged. Based on this philosophy, I consider it my responsibility to design and lead courses that engage, interest and challenge students. In the context of university life and the discipline of geography, this means integrating, negotiating, and facilitating three broad areas: i) Building & shaking foundations; ii) Balancing geographic theory and practice to support dynamic learning; iii) Supporting students through effective mentoring.

2.1 Building & Shaking Foundations

A central aspect of my teaching philosophy involves encouraging students to ask questions about the world and their place in it. To do so, my courses not only build but ‘shake’ the foundations of geographical thought, a practice which intentionally promotes critical thinking and critical skills. Overall, my courses build and shake geographical foundations through three ways.

First, my strategy when lecturing typically begins with short warm-up segments that ask students to casually but critically reflect on real-world examples connected to course content. These segments include, “What in the World!?” (GEOG 1050); “Culture Shock” (GEOG 2001); and “MultipliCity: Wild, weird, and crazy stories about cities, planning and the people involved” (GEOG 3350). In each case, I present recent news stories, research findings, or interesting ideas that have links to course themes but most importantly capture attention and build relevancy. As several students explained: “I liked the lectures, and the material is interesting. They made my brain hurt (in a good way)” (F16-GEOG 2001); “Dr. Lynch’s lectures were the most engaging I’ve ever experienced here throughout the course of my time at MUN. Keeping students’ attention for

75 minutes can be difficult, and I often found myself looking at the clock and class being almost over without even knowing it.” (W19-GEOG 2001).

Second, building and shaking foundations is the underlying narrative of each course. In GEOG 1050, a central aim is to encourage students to engage with complex ideas about the world, and to explore key geographical concepts and methods that illuminate contemporary global challenges and their solutions. In short, the goal is to shake foundations early in the undergraduate degree, that is, to move students beyond thinking like “I ... wish there had been some actual geography – studying the world map” (W17-GEOG 1050), toward deeper critical engagement with their world: “I was initially very concerned that this course was not about “maps and mountains” because that meant that it was going to be about the doom and gloom of the current state of the world. These are all the things I typically shy away from, but Nick made the course light and interesting” (W17-GEOG 1050).

In GEOG 2001 (Cultural Geog), a required 2nd year course, I challenge students to confront complex themes in contemporary human geography. Framed around the social and spatial politics of cultural consumption and production, this course encourages students to critically question several ‘everyday’ aspects of their lives and lived experiences, including relationships with cyberspace, the politics of bodies in space (e.g., corporeality), and the impact of urban/architectural design on cultures, communities and individuals. Several students reflected on the conceptual depths of the course: “Interesting analyses and skills gained for key discourses and important things we experience daily in modern society” (W18-GEOG 2001), and “He uses creative and striking examples that stimulate students’ interest in course material. The courses I’ve taken with him have taught me things that will stay with me forever, and have taught me to think more critically in my everyday life.” (W19-GEOG 2001)

In GEOG 3350 (Community/Reg. Planning and Dev), the only comprehensive introductory urban planning course at Memorial, I invite students to reflect on their expectations of urban planning and specifically encourage them to demythologize and question planning as a practice. Early in the course I encourage students to question their understanding of planning as a profession and practice beyond mainstream archetypes like those constructed in popular media, especially those portrayed in games like SimCity. Indeed, students often enter the course with simplified views of planning stripped of deep social, cultural, and political ethics. Critical reading and writing assignments (also called, CREW) paired with in-class debates, discussions and design workshops are one clear way that this course encourages student to assess and renegotiate their preconceptions. As two students commented: “The number of opportunities for growth and learning in the course were fantastic. Nick facilitated discussions and encouraged the use of personal examples from students and himself” (F18-GEOG 3350); and, “Nick was terrific, probably the best instructor I’ve have in my 4 years at MUN. He was very knowledgeable in this course, he was funny, he brought a lot of energy to every class he was about to teach, and seemed to be *very motivated in creating an urban planning vision in every student in his class*. I went into the class really knowing nothing about urban planning which he called us all out on in the first class of the semester, and now I feel like I want to take more urban planning classes and thinking about the possibly going from minor to major in geography along with my major in physical education” (F19-GEOG 3350; emphasis added).

This course also presents a lengthy social history of urban planning, highlighting its role in framing and legitimizing past, present and future (urban) inequities, racialized policies, and ongoing practices that marginalize and silence voices in community building and placemaking (i.e. indigenous communities, feminist perspectives, LGBTQ2+). Here, the course takes a critical (and

often critical feminist) case study approach following closely with the course text (Ren Thomas' *Planning Canada*) to present students with real-life Canadian examples of planning theory and practice. Course case studies range from analyses of housing affordability planning in Toronto, cases highlighting intergovernmental planning (planning *with* instead of *for* indigenous communities) in BC's Lower Mainland and Powell River (BC), to heritage planning and cultural programming in St. John's.

Last, in GEOG 4320 (Reg. Development), I invite students to take what they have learned from previous courses (especially 2nd and 3rd year courses urban geography/planning, political and economic geography) and interrogate contemporary issues of urban and economic change. In particular, this course centers around several relevant but interchanging themes of importance: 'Intelligence' (e.g., automation, artificial intelligence, SMART cities; creative economies), 'Disruption' (circular, sharing and gig economies) and 'Crises' (e.g., aging communities, pandemics, heritage conservation, climate change and sustainability). In each core theme, students are tasked with confronting key ideas, often in small group settings, and exploring the impacts of urban and economic practices/policies in global and local contexts. A typical day in this course is structured around three sections, including an introductory lecture dealing with relevant theoretical and academic understanding of the issue, followed by group exercises which include in-class research and sharing, and culminating in student-led seminar presentations of course readings and themes. Overall, GEOG 4320 is vital in helping students not only bridge skills and knowledge developed from previous courses but to build and, indeed, question those foundations in contexts that continue to shape global, regional, and local experiences.

2.2 *Balancing Theory and Practice:*

My teaching philosophy also centres on striking a balance between key theoretical and practical aspects of human geography. Across my courses, my teaching strategy always includes setting practical applications and skills building within established and emerging critical theory throughout the (sub)discipline. This balancing act is a prime catalyst for supporting student engagement particularly since I believe that students seek dynamic learning opportunities that not only include theoretical explanations of their world, but also hands-on practical learning and skills-building that they can use in their undergraduate and post-graduate lives.

One cross-cutting application that I use in every course is what I call in-class or case study exercises. Case study exercises involve student participation and engagement with ideas and skills relevant to the day's lecture/readings. I have learned to perfect this practice through my teaching of GEOG 1050, a multi-section course built on years of instructor collaboration and a space of experimentation with creative in-class exercises engaging students in critical reading, group discussions, and quantitative reasoning. With the help of my colleagues, these in-class exercises represent flashpoints where students variously interact, visualize, deconstruct and interrogate key course ideas, theories and trends. As one student put it, "(Dr. Lynch) didn't just read off the PowerPoint and always gave us examples that are happening right now. He was very current, *the ICA (in-class exercises) were great, quick ways to make you interested and create learning*" (W2017-GEOG1050, emphasis added). In GEOG 3350, for instance, these short exercises demand that students test and evaluate, both independently and as a group, key planning skills ranging from land-use mapping to urban design techniques. Focusing on real life case studies offers students tangible ways to engage with local planning challenges and experiment with their own design and policy solutions.

I use a similar approach in GEOG 4320 (Reg. Development). Here I use short case studies to encourage the students to explore advanced ideas, issues, and theories in urban and economic geography, ranging from the impacts of automation to the rise of sharing economies and their impacts on local and regional economies. These exercises are dynamic and require students to put theory into practice through small group/class discussions, in-class research, and short presentations.

A second approach involves practical ‘GeoHubs’ and planning ‘Studios’ (GEOG 2001 and 3350, respectively) -- group-based skills and project building exercises linked to course assignments. In GEOG 2001, Geohubs mimic co-working environments and encourage students to brainstorm, reflect, share, and present work in group settings throughout the term. One student remarked: “I actually really loved the GeoHubs – and I originally didn’t think I would! They really helped with getting me thinking about the assignment and meant I wasn’t left to do it all at the last minute! If the class was left to do the assignment alone with no preparation, I doubt the vast majority of us would have passed!” (F16-GEOG 2001).

In GEOG 3350, planning studios are key skills-based and milestone-driven tutorials framed around group planning projects. These studios culminate in the Planning Charrette project, a term-ending collaborative session in which student groups draft and present solutions to local design/planning problems. Overall, the studios and Charrette are vital in simulating group project tasks that many students will experience in graduate and professional settings (i.e., urban planning, architecture, and landscape architecture). As several students commented: “...this course teaches things that one can apply in everyday life and better understand how the world around us works. It is a super important course, and I would love to see the Geog Dept. go further with this idea in Geography” (F17-GEOG 3350); and, “I believe that I found my choice of career through this course.” (F18-GEOG 3350).

A third, and last example of balancing theory and practice, involves integrating my own research and writing into the course experience. In GEOG 1050, I include elements of my research dealing with inequality and polarization as it relates to debates concerning uneven development and resource use/demand. Here, I include innovative data and maps that show the spatialization of income inequality and polarization in Canadian cities, particularly as they related to my own research in Vancouver. This content, along with recorded media interviews on the topic, marry key theoretical aspects of the course with practical and methodological applications, including mapping exercises, quantitative data (i.e., the application of Gini coefficients), and the presentation and translation of geographic knowledge for wider audiences.

In GEOG 2001, I routinely use my research and writing on adaptive reuse and the cultural transformations of cities and neighbourhoods to showcase cultural geography in practice. Throughout the course, but particularly in the early modules, I use real life research case studies from my field work (i.e., closed/reused churches in Toronto, Montreal, London) to highlight research approaches, techniques, and analyses. As part of the course GeoHubs dealing with assignment skills, I routinely use my publications to highlight the do’s (and don’ts!) of writing for geography.

Lastly, I routinely integrate my research and writing as key readings and assignments throughout GEOG 4320. With reference to my own manuscript and publication work, this strategy includes taking students through the practice and process of academic writing, from thesis conceptualization to peer-review processes. This also involves asking students to read and evaluate my own written work, particularly those pertaining to key course topics like the Circular Economy, the built environment, and adaptive reuse.

2.3 Following Through: Mentoring inside and outside the classroom

Good post-secondary teaching is not merely about classroom instruction. Mentoring, inside and outside of the classroom, is a vital practice that builds confident learners and strong graduates at all levels. Acknowledging that not all students plan to pursue graduate studies or see themselves carving out a career in geography or planning, my courses stress the value of geographical training and transferable skills across the discipline, preparing students for a variety of careers.

As a professor my philosophy includes ‘following through’, from presenting content, to helping students develop key skills and, importantly, to guiding students through the academic process. Inside the classroom, my mentorship involves encouraging students to engage with local professionals and to conduct career visioning practices. In terms of the latter, in both GEOG 3350 and 4320, I routinely invite local planning and policy professionals and other relevant experts into the classroom to not only share their working experiences but also their career pathways. Guest lecturers have included planners/landscape architects from local consultancies, the City of St. John’s and the province of NL, experts from the NL heritage foundation, and local councillors and regional policy makers. Several students noted these enriching experiences, particularly with regards to GEOG 3350: “...The class is also resourceful, we got to talk to urban planners who work for different cities in the class.” (F17-GEOG 3350), and, “The guest lectures provided a good real-world insight into urban planning.” (F18-GEOG 3350).

Beyond the classroom, I make myself available during and, often beyond, hours office not only to students who wish to discuss their coursework, but also for students wanting to discuss career options and future plans. On this point, over the course of my time at Memorial, I have experienced a steady increase in the number of students not only enquiring about but applying for graduate studies in urban geography and planning and have routinely offered an urban planning and geography-specific graduate workshop for interested undergrads to support their next steps.

3. EVIDENCE OF TEACHING EFFECTIVENESS

3.1 Summary of Course Evaluation Questionnaires (CEQs):

Summary statistics and ratings for Course Evaluation Questionnaire Question 7: Quality of instruction

Course Title Semester	Course Average	Department Average	Faculty Average	MUN Average	Response Rate
Urb and Comm. Plan and Dev Fall 2019	4.85	4.50	4.17	4.09	23.3%
Reg. Dev. Winter 2019	5.0	*Too low for comparisons			
Cultural Geog Winter 2019	4.76	4.50	4.25	4.14	32.4%
Urb and Comm. Plan and Dev Fall 2018	4.9	4.45	4.23	4.08	41.67%
Geog Global Chg. Fall 2018	4.77	4.45	4.23	4.08	29.52%

Geog Global Chg Winter 2018	4.75	4.32	4.15	4.12	30.93%
Cultural Geog Winter 2018	4.37	4.32	4.15	4.12	28.79%
Urb and Comm. Plan and Dev Fall 2017	4.89	4.52	4.22	4.11	38.46%
Geog Global Chg. Fall 2017	4.47	4.52	4.22	4.11	36.84%
Cultural Geog Winter 2017	4.20	4.22	4.11	4.05	24.62%
Geog Global Chg. Winter 2017	4.57	4.22	4.11	4.05	30.12%
Geog Global Chg. Winter 2017	4.88	4.22	4.11	4.05	25.51%
Cultural Geog Fall 2016	4.83	4.33	4.17	4.06	38.33%
Average	4.71	4.38	4.17	4.08	

3.2 Course Evaluation Questionnaire (CEQ) Comments:

Please see Appendix 2A for complete comments from CEQs for all courses I have taught to date at Memorial University. The following are verbatim, complete comments for Questions 14 and 15 in the CEQ **with the highest response rate to date:**

GEOG 3550, Fall 2018, (41.67% response rate)

Question 14 = If you had to select the best aspects of this course, what would they be?

- This course was by far my favorite course. I enjoyed every bit of it. I believe I found my choice of career through this course.
- This course has been a very positive experience for me. The City Studio project has increased my interest in planning, and the lectures are always informative without being boring. Dr. Lynch is also very approachable and is willing to answer any questions that he is asked. He also provides helpful answers and makes is clear what he wants to see on his assignments and on the tests.
- Loved the course! The major planning project was amazing and super fun!
- Discussion and learning environments. Instructor gave students every opportunity to learn and do well in this class.
- Being able to focus on the final project instead of having a final. I think many people learn a lot more from applying concepts to real problems than memorizing things for exams.
- It was great interactive course with a lot of student-instructor interaction, plus I really enjoyed the CityStudio concept!

- The best aspect of this course was Dr. Lynch. The information in the class could be a bit dry sometimes but he made the information exciting, and you could tell his enthusiasm about the information he was teaching.
- The case studies were very helpful. Nick is clear about the course requirement. Readings are helpful and not too long.
- The number of opportunities for growth and learning in the course were fantastic. Nick facilitated fantastic discussions and encouraged the use of personal examples from students and himself. Nick was incredibly engaged and involved in the course and all the content he taught.

GEOG 3550, Fall 2018, (41.67% response rate)

Question 15 = What aspects of this course could be improved and how could they be improved?

- It was too good. Now there are too many people going into the 4000-level planning course.
- More City Studios earlier in the semester would have helped a lot!
- When answering the study guide, some of the material was not in the course notes.
- There are a lot of stuff to go through in the class. I enjoyed it but some students may find it too much.
- The only aspect of the course that I think could be improved are the class assignments. Most the time they could not be finished in class and ended up becoming homework and having the extra time between classes often threw off my study schedule. So, in the future I think the in-class assignments should either be strictly done in class or they should be put in the syllabus as regular assignments so we can work them into our schedule.
- I think the speed of the lecture could be increased without it being overwhelming.

3.3 Unsolicited Feedback from students:

REDACTED

4. PROFESSIONAL LEARNING AND DEVELOPMENT IN TEACHING

4.1 Formal professional learning and development in teaching

2020 Webinar Participant, Preparing to Teach Remotely, Centre for Innovation in Teaching & Learning, Memorial University (May)

4.2 Informal professional learning and development in teaching

2016 – Chair and Participant, “Geography Research and Teaching Group,” Memorial University (bi-weekly discussions with colleagues)

5. TEACHING LEADERSHIP AND SERVICE

5.1 Service on committees related to teaching and learning

2021 – Sub-Committee for 2nd-Year Undergraduate Curriculum Review, Curriculum and Planning, Department of Geography

2019 – Graduate Committee, Department of Geography

2016-2021 Curriculum and Planning Committee, Department of Geography

6. TEACHING GOALS

Given the Covid-19 pandemic, Memorial’s Fall 2021 semester will proceed with a hybrid teaching approach and my courses are offered through face-to-face instruction. A central challenge in the upcoming year will be re-building a learning space that is flexible and adaptive to rapidly changing contexts and student learning needs. In this case, flexibility not only includes working around ongoing social distancing requirements, but also about finding creative ways to re-invigorate classroom instruction and re-imagine classroom dynamics, group learning, and student engagement.

An important element of my teaching strategy over the last year has been to listen to students and colleagues about their experiences and find ways to improve course delivery. This practice has included workshops on remote teaching and leading effective online discussions and regular participation in our departmental Geography Research and Teaching Group (GRTG). My **short-term undergraduate teaching and graduate supervision goals are to:**

1. Improve my proficiency with platforms for online and hybrid teaching, devising ways to use Memorial’s learning management system (Brightspace) to meet learning objectives.
2. Build my upcoming courses around an ethic of equity and access. Given the in-person nature of my fall courses combined with the ongoing uncertainty with the global pandemic, I am exploring creative ways to deliver the course experience (e.g., offering online and in person content, creating flexible course assignments and designing online forum discussions).

3. Foster a welcoming community for new and continuing graduate students in ACE Space. In the Fall of 2021, ACE Space will consist of new and ongoing graduate students from Canada, U.S., China, Iran, and Austria. Given the evolving context of Covid restrictions and limitations, I will lead several hybrid-style workshops to encourage student engagement and skills training. These workshops will include welcoming sessions (in person and online) for new students, group-based graduate mentoring sessions, and collaborative research sessions that explore remote and hybrid data collection strategies.

In the **medium- to long-term**, my goals are to incorporate lessons learned from remote teaching into face-to-face delivery, continue to develop ACE Space, and to develop one or more graduate-level courses in urban and cultural geography. This vision includes delivering graduate courses on emerging themes and topics like the Circular Economy, and specialty courses on the built environment (e.g., focusing on architectural geographies, urban morphology, and neighbourhood change). Furthermore, I see tremendous opportunity to build on the present success of ACE Space as a critical locus for undergraduate and graduate development. In collaboration with my ACE Space partners, I aim to build new learning, research, and mentoring programs for our student members, such as: CV building, grant writing, and research methodologies. I am also dedicated to continuing my role and participation in the undergraduate curriculum planning that began in my first year of appointment. As a someone who routinely teaches at all levels of the undergraduate curriculum, particularly in core courses, I am well situated to support our ongoing effort to improve the undergraduate experience at Memorial.

SERVICE DOSSIER

Dr. Nicholas Lynch
OCTOBER 2021
(11.29C & 12.13C)

As per the MUNFA Collective Agreement (11.29c), the assessment of tenure (11.29c) and promotion (12.13c) includes the Faculty Members’ “demonstrated record of academic service,” although the “principal duties and responsibilities of Faculty Members” will be in the areas of research and teaching (3.01c). Service includes, but is not limited to: “participating in University, Faculty, and Department Committees; service in professional organizations and associations, for example, through holding office on executive boards and committees; general administrative duties; and, community services where the individual has made a contribution by virtue of special academic competence” (11.29c).

1. SERVICE STATEMENT

My service work in the department, faculty, university, and community can be summarized in two key themes which shapes my service philosophy: 1) supporting geography and geographic education; and 2) leading an informed public dialogue concerning geography, sustainability, and heritage issues.

1.1 Supporting geographic research and education

Since my appointment at Memorial, I have focused my service efforts on work that fulfills my “collegial responsibilities” as a Faculty Member at Memorial (3.07b).

As Geography Curriculum & Planning (C&P) Committee member from 2016 to 2019, I was directly involved in developing and implementing a departmental-wide review of our existing undergraduate curriculum. My role in this multiyear project involved gathering data on key issues such as: Memorial geography alumni; the development and delivery of online geography courses; and, restructuring the first-year core-course (GEOG 1050). The C&P report was delivered in a full day departmental retreat (May 2018) which I co-coordinated.

In 2021, I have participated as sub-committee member in a focused review of the second-year undergraduate curriculum. This review includes assessing the second course requirements and re-visioning our second course delivery particularly given present challenges with online teaching/Covid-19 and shifts in departmental faculty and expertise.

Since 2018, I have served as Chair of the Geography and Teaching Group (GRTG). This informal (i.e., non-decision making) group meets bimonthly and includes all interested departmental faculty and postdoctoral fellows. The aim of GRTG is to support departmental engagement and collaboration concerning all aspects of university teaching and research. My role as chair includes the coordination of GRTG meetings, agenda items, and discussions. Overall, this group plays a vital role in building the departmental community and serves as a safe space for colleagues to share their ideas, experiences, and knowledge about the profession and its practice.

As Geography Graduate Committee member from 2019 to 2021, I helped to ensure the strength of our large graduate program in geography (a program with 60+ graduate students) through the review of applications and graduate student policies, and general recruitment efforts.

1.2 Leading an informed public dialogue on geography, sustainability, and heritage.

In the University and community, I have pursued service work that contributes to an informed dialogue about geography, sustainability, and heritage.

My expertise on heritage and adaptive reuse resulted in invitations to participate in two significant service opportunities. First, since 2018, I have been a contributing member of the National Roundtable on Heritage Education (NRHE), a small expert working group with the goal to support heritage education and skills development across Canada. My work has involved attending monthly meetings; drafting, presenting, and publishing the NRHE strategic plan; and, conducting research associated with specific strategic plan goals (e.g., developing a national heritage education bibliography, and, designing and delivering survey on heritage professionals).

Second, since the fall of 2020, I have served as a member, and more recently as the Chair, of the Built Heritage Experts Panel for the City of St. John's. This advisory role is a key part of the City's urban and community planning practice and serves as expert opinion for City Council decision on land-use and planning changes related to heritage issues. My role in this panel is to both manage the panel discussion proceedings and offer my expert opinion on all heritage related issues brought to the group.

My expertise on sustainability and the circular economy has resulted in an invitation to sit on the Harris Centre-Multi Material Stewardship Board - Waste Management & Innovation Advisory Board. This group, which is co-managed by Memorial's Harris Centre and the MMBB (a crown agency) and is a unique and important joint initiative to develop local responses to waste issues. My role on this board includes attending meetings, participating in discussions, and offering expert opinions for a targeted agenda/policy research report on local organic waste issues.

2. PARTICIPATION IN UNIVERSITY, FACULTY, AND DEPARTMENTAL COMMITTEES

2.1 University committees and service

2021- **Advisory Board Member**, Harris Centre-Multi Material Stewardship Board
Waste Management & Innovation Advisory Board (HC-MMSB)

The HC-MMSC Waste Management & Innovation Advisory Board is comprised of experts from both Memorial and other relevant organizations in the province with the goal to: i) develop a research agenda that responds to a number of local waste-related "priority areas"; ii) identify practical opportunities for utilizing solid waste streams as inputs for potential business development, job creation, and developing value-added enterprises.

2020 **Selection Committee Member**, MUN Harris Centre Post-Doctoral Fellowship Award

2017, 2019 **Dean's Delegate**, PhD Comprehensive Exams, Faculty of Engineering and Applied Science

2.2 Departmental committees and service

2021 – **Sub-committee Member**, Geography Curriculum and Planning Committee, Second Year Course Review
2018 – **Chair**, Geography Research and Teaching Group (GRTG)
2019-2020 **Search Committee**, Joint Archeology/Geography Hire
2019 – **Committee Member**, Geography Graduate Committee
2016 - 2019 **Committee Member**, Geography Curriculum and Planning Committee

3. SERVICE IN PROFESSIONAL ORGANIZATIONS AND ASSOCIATIONS

3.1 Professional Memberships

Canadian Association of Geographers (CAG)
American Association of Geographers (AAG)
National Trust for Canada

4. COMMUNITY SERVICE WHERE THE INDIVIDUAL HAS MADE A CONTRIBUTION BY VIRTUE OF SPECIAL ACADEMIC COMPETENCE

4.1 Advisory/Expert Service:

2020- **Chair**, Built Heritage Experts Panel, City of St. John's.

The Built Heritage Expert Panel provides expertise, opinion, and perspective about built heritage, its protection and designation in the City of St. John's. This panel considers applications, proposals, reports, and related items referred to it by staff or Council and makes recommendations to Council, via the Committee of the Whole, on heritage matters including the development and implementation of heritage policies, by-laws, strategies, and programs applicable to the City.

2018- **Committee Member**, National Trust for Canada: National Roundtable on Heritage Education.

The National Roundtable on Heritage Education (NRHE) is an expert panel coordinated by the National Trust for Canada. The NRHE is the leading voice for heritage education and training in Canada representing colleagues and members from all areas of heritage education in Canada. This work supports the heritage education sector across Canada in achieving common goals including: i)

developing critical thinking about what is of heritage value in the built environment and how to intervene in critical heritage issues; ii) supporting heritage conservation as a means to achieve cultural, environmental, social and economic sustainability; iii) training versatile, collaborative, engaged and enthusiast heritage professionals who can work in an interdisciplinary context and communicate with all sectors of society; and, iv) engaging in dialogue with public heritage education organizations to better coordinate and democratize heritage knowledge and debate.

4.2 Contribution to Public Dialogue:

- | | |
|-------|--|
| 2019 | Invited Expert, “The Circular Economy Roundtable”, Government of Canada: Environment and Climate Change Canada, Ottawa, Mar. |
| 2018- | Member and Participant: Happy Cities visioning exercise, St. John’s, NL, April |

List of Supporting Materials

1. RESEARCH DOSSIER APPENDIX

A. Peer reviewed journal articles since my appointment at Memorial

Student co-authors are underlined

- 2021 Costa, E & **Lynch, N.** Sense of place on the periphery: Exploring the spatial practices of the creative class in St. John's, *Canadian Journal of Urban and Regional Research*, 30(2). Accepted Aug. 2021.
- 2021 **Lynch, N.** Remaking the Obsolete: Contemporary Geographies of Adaptive Reuse, *Geography Compass*, (Accepted, minor revisions, Oct 2021).
- 2020 **Lynch, N.** & LeDrew, R. Adaptations on the Edge: Postsecular placemaking and the adaptive reuse of worship spaces in Newfoundland, *Social and Cultural Geography*, DOI: 10.1080/14649365.2020.1737961
- 2019 Pottie-Sherman, Y. & **Lynch, N.** Gaming on the Edge: Mobile labour and global talent in Atlantic Canada's video game industry, *Canadian Geographer*. DOI: 10.1111/cag.12522.
- 2018 Sajid, Z. & **Lynch, N.** Financial modelling strategies for Social Life Cycle Assessment: A project appraisal of biodiesel production and sustainability in Newfoundland & Labrador, Canada, *Sustainability*, 10 (3289), 1-19.
- 2018 Hobson, K., **Lynch, N.**, Lilley, D., & Smalley, G. Systems of practice and the Circular Economy: Transforming mobile phone product service systems, *Environmental Innovations and Societal Transitions*, 26, 1-11.
- 2018 Hobson, K. & **Lynch, N.** Ecological modernization, techno-politics and Social Life Cycle Assessment: A view from human geography, *International Journal of Life Cycle Assessment*, 23(3), 456-463.
- 2016 **Lynch, N.** Domesticating the church: the reuse of urban churches as loft living in the post-secular city. *Social & Cultural Geography*, 17(7), 849-870.
- 2016 Hobson, K. & **Lynch, N.** Diversifying and de-growing the Circular Economy: Reconsidering the consumer and the sharing economy in a resource-scarce world, *Futures*, 82, 15-25.

B. Peer reviewed book proposal and book chapters since my appointment at Memorial

- 2021 **Lynch, N.** and Stephenson, B. After Church: Transformations of Sacred Spaces, Oxford University Press: Toronto. *Contract awarded, Apr 2021.*

(In press) **Lynch, N.** & Pottie-Sherman, Y. ‘Spaces of Division: Gentrification, gated communities and social mixing’, in Bain, A. and L. Peake, (eds.) *Globalization in an Urban Context: 2nd Edition*. Chapter 6 - Urban Forms, Oxford University Press: Toronto.

2020 Ley, D. & **Lynch, N.** ‘The Social Geography of Uneven Incomes in Metropolitan Vancouver’, in Grant, J., Walks, A., and Ramos, H., (eds.) *Changing Neighbourhoods: Social and spatial polarization in Canada’s cities*, UBC Press: Vancouver, 127-148.

2017 **Lynch, N.** & Pottie-Sherman, Y. ‘Chapter 11: Gentrification, gated communities and beyond’, in Bain, A. and L. Peake, (eds.) *Globalization in an Urban Context*. Oxford University Press: Toronto. 173-189.

C. Reports and Strategic Policy Documents since my appointment at Memorial

D. Manuscripts Under Review

E. Manuscripts in process (delayed due to Covid 19)

2. TEACHING DOSSIER APPENDIX

A. Complete Course Evaluation Questionnaires, 2016 – 2019* (*No CEQs administered in Winter 2019, Fall 2020, Winter 2020 due to Covid-19)

1. Year 1 (Fall 2016 – Winter 2017)
2. Year 2 (Fall 2017 – Winter 2018)
3. Year 3 (Fall 2018 – Winter 2019)
4. Year 4 (Fall 2019)

B. Syllabi

(* = Two formats available, COVID-Emergency Online Teaching and Regular Delivery)

1. Geog 1050: Geographies of Global Change (First year course)
2. *Geog 2001: Cultural Geography (Second year course)
3. *Geog 3350: Community and Regional Planning and Development (Third year course):
4. *Geog 4350: Regional Development (Fourth year course)

3. SERVICE DOSSIER APPENDIX