

GEORGE BROWN COLLEGE

Master Campus Plan Report

George Brown College Master Campus Plan Report
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GEORGE BROWN COLLEGE

Master Campus Plan Report

2014

This document outlines key goals that will assist GBC to meet current and future space planning needs while improving the learning environment. As an urban college that is growing along with the City of Toronto, we intend to leverage many other assets of the City to deliver the best possible college experience. Through strategic campus improvements we will create spaces that support a 21st century education for the smart economy.

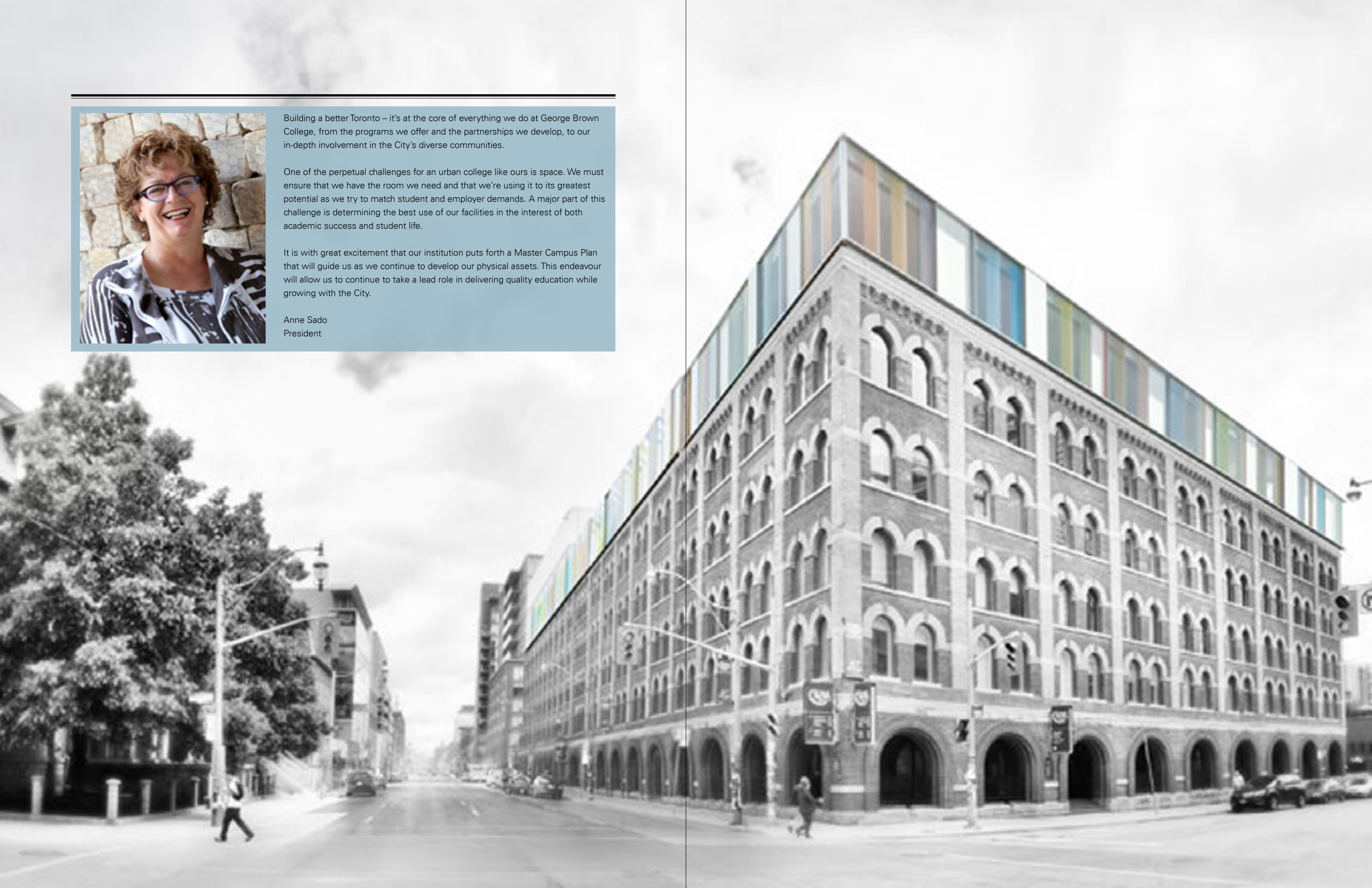


Building a better Toronto – it's at the core of everything we do at George Brown College, from the programs we offer and the partnerships we develop, to our in-depth involvement in the City's diverse communities.

One of the perpetual challenges for an urban college like ours is space. We must ensure that we have the room we need and that we're using it to its greatest potential as we try to match student and employer demands. A major part of this challenge is determining the best use of our facilities in the interest of both academic success and student life.

It is with great excitement that our institution puts forth a Master Campus Plan that will guide us as we continue to develop our physical assets. This endeavour will allow us to continue to take a lead role in delivering quality education while growing with the City.

Anne Sado
President



Acknowledgements:

George Brown College Board of Governors 2012-13

Lynn Nagle (Chair) - Price Waterhouse Cooper
 James McPhedran (Vice-Chair) - Scotiabank
 Anne Sado - President, George Brown College
 Mohammad Ali Aumeer - Student Association
 Rahul Bhardwaj - Toronto Community Foundation
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 Paul Rowan - Co-Founder, Umbra
 Mark Guslits - Principal, Mark Guslits & Associates Incorporated

A Special Thank You...

To the countless faculty, staff and students from across the College, who engaged in the various campus master planning workshops, interviews, surveys and design seminars.

TABLE OF CONTENTS

Master Campus Planning Report

SECTION 1: INTRODUCTION & CONTEXT

Introduction

Explains the need for a Campus Master Plan and the key goals & strategies.....03

Consultation

Highlights engagement events and charrettes undertaken to ensure an inclusive and participatory process.....05

Evolution of George Brown College

Provides insight in the development and evolution of George Brown College from 1967 to 2014.....11

GBC's Physical Assets

Outlines GBC's existing physical assets and the three main campus locations & facilities.....13

Academic Context

Describes GBC's major divisions, their current space requirements and future growth projections.....27

SECTION 2: KEY GOALS & STRATEGIES

Goal One: Grow with the City

Strategies that align with city growth and intensification to afford new opportunities.....35

Goal Two: Create Complete Campus Ecosystems

Strategies for creating balanced and connected campuses that leverage the activity and energy of the City to enhance the 'urban' college experience.....45

Goal Three: Create Collaborative and Energized Buildings

Strategies to encourage fun, collaborative and lively spaces through space planning principles and precedents.....51

Goal Four: Explore Augmented & Alternative Delivery

Strategies for technology enhanced teaching and improving space efficiency.....63

Recommendations

Key recommendations for addressing space deficiencies based on internal & external data.....71

Conclusion & Closing Remarks

Closing statement from the President of GBC.....74

SECTION 3: RECOMMENDATIONS & IMPLEMENTATION



INTRO & CONTEXT

SECTION 1

It is fundamental to the Master Campus Plan that the past evolution of GBC be understood. This helps us to develop a new vision for the future, balancing our traditions with emerging needs.

This section of the document provides a brief introduction to the Master Campus Plan, an overview of the consultations that have helped to shape this report, as well as the physical and academic context of George Brown College.

A number of key challenges have also been identified, which shape the strategies of the Master Campus Plan.

INTRODUCTION

The George Brown College Master Campus Plan

"EDUCATION PROVIDES THE FOUNDATION OF OUR GLOBAL POSSIBILITIES. WE DESIGN THIS WELL AND THE WHOLE WORLD CHANGES." ⁰¹

Sandy Speicher, IDEO

This inspiring statement reminds us of the key roles of design and planning as education undergoes major transformations. New teaching methods, technologies and a growing awareness of how space affects learning need to inform the design of post-secondary facilities.

The GBC Master Campus Plan is an opportunity to imagine the future design of the College and to lay out options for the development of its campuses over the next 15-20 years. This exercise was designed to allow George Brown College to:

- Imagine the space needs of the college to accommodate growth and the changing needs of students, faculty and staff
- Establish a set of principles that will guide space planning, design and delivery and act as a blueprint for ongoing and future planning
- Engage key stakeholders (students, Board of Governors, administration, faculty, support staff, community members, local business, etc.) in an inclusive, open and participatory process to shape GBC's future campus planning initiatives
- Ensure the College remains a key contributor to the success of Toronto and the Greater Toronto Hamilton Area (GTHA)

An effective and operationalized Master Campus Plan will also help the College meet its Strategy 2020 objectives and improve its long-term planning and operations by:

- Guiding the creation of quality facilities and effective learning environments
- Facilitating greater connections with the existing urban community and industry partners
- Attracting the most capable faculty and staff to support our diverse students in their success
- Positioning the College as an innovator in alternative and flexible delivery
- Proactively planning land and building purchases and providing a framework for strategic decisions around growth

01. Brown, Tim. "A Design Lens on Education." . LinkedIn, 13 Nov. 2012. Web. 30 Apr. 2014. <<http://www.linkedin.com/today/post/article/20121113225351-10842349-a-design-lens-on-education>>.

STRATEGIC DIRECTION

After extensive consultation with the Board of Governors, administration, faculty, support staff, industry, college stakeholders, government representatives and thought leaders, this document has synthesized an approach to master campus planning based on the following four Strategic Principles:

Grow With the City

Identify a territory for expansion, as well as land and space acquisition options, to accommodate GBC student growth (i.e. building purchases, land bank exploration, co-development opportunities, and additions). This should be explored in parallel with capital funding, private/public partnerships and Section 37 funding opportunities. Align expansion with growth of the City of Toronto and the Province of Ontario Smart Growth Plan to leverage private and public sector investment in capital projects.

Create Complete Campus Ecosystems

Define campus ecosystems that enhance learning, stimulate partnerships and applied research, and afford innovative learning opportunities for students by creating "complete" academic environments. Integrate these precincts into their city districts, extending learning into the City and industry into the classroom to allow for living, learning and working 24/7. Increase the identity and presence of the College by establishing signature urban features and vibrant public spaces.

Co-develop Collaborative & Energizing Buildings

Increase the quality of buildings and academic environments by creating open and permeable buildings that improve spatial relationships, flexibility, collaboration, well-being, service leadership and efficiency. Ensure that these buildings speak to the world about the activity going on inside them, reflecting the passion, energy and commitment of the GBC community.

Embrace Augmented Educational Delivery

Increase the efficiency and effectiveness of space-use, and broaden learning options through flexible and augmented delivery methods that complement and enhance the existing physical spaces at the College with online and hybrid offerings.

—
These four Strategic Principles work together to help establish a framework that will guide GBC in determining the following:

- How George Brown College can intensify to create more vibrant and integrated campus precincts
- How George Brown College should plan renovations and/or new buildings to enhance the quality of learning
- How George Brown College should embrace augmented and alternative delivery methods to remain a leader in applied post-secondary education
- Where and how much extra space George Brown College must secure in the next 15-20 years

"OUR CORE OBJECTIVE IS TO PUT THE NEEDS OF CURRENT AND FUTURE STUDENTS FIRST."

Anne Sado, President of GBC

CONSULTATION

An inclusive and transparent process

As George Brown College plans its future, it is essential to ensure the planning process is open and inclusive. Having both internal and external input to the planning process helped form the basis for this document and provided valuable insight from various stakeholder perspectives. The consultation process included GBC faculty, staff, students, as well as the Board of Governors, industry partners, community organizations and thought leaders.

This section highlights the key consultation sessions that were held by the College and the strategic insights generated through this process.

SENIOR MANAGEMENT COMMITTEE CHARRETTE

This Charrette took place on **March 8, 2013** and brought together the Senior Management Committee of GBC. It provided participants with an opportunity to envision the ideal George Brown College campus, better understand the visions of all divisions within GBC, and identify key strategic growth objectives for each of the divisional areas. Below are some of the key insights from this charrette:

The ideal College campus should:

Be Animated & Connected: Enhancing the educational experience through physical and virtual enhancements

Facilitate Mobility: Ensuring connectivity both within campus and beyond the campus to encourage flow between facilities and the existing urban fabric

Enhance Well-Being: Promoting balanced and healthy lifestyles for students, faculty, staff and community members by creating a holistic blend of spaces that integrate sustainability and learning throughout the College and the City

Promote Service Leadership: Anticipating and proactively delivering genuine effective service by empowering staff

Be Stimulating & F.A.B. (Fun, Artistic & Beautiful): Creating spaces that showcase and share the fun, artisanal, and experimental work that occurs at the College while encouraging student, community and industry interaction and engagement

Include Flexible and Innovative Learning Spaces: Responding to student needs, promote collaborative working environments and leverage the City to create new learning opportunities

Have a Strong Identity & Presence: Creating spaces that are welcoming and inviting, which promote a strong pride of place and reinforce brand presence

Integrate Employment & Study: Creating learning and doing spaces that connect students with industry and are integrated into existing facilities and the existing urban fabric

Utilize Technology as an Enabler: Creating intuitive and functional systems that increase student, industry and community engagement while enhancing the overall college experience

Be Experimental: Exploring new methods of program delivery and creating applied experimental spaces for students, graduates, faculty and industry to drive innovation and encourage cross-disciplinary collaboration



Senior Management Committee Charrette

COLLEGE & COMMUNITY CHARRETTE

On **March 23, 2013** George Brown College invited faculty, staff, students, community members/organizations and external stakeholders to participate in a charrette to envision the future of George Brown College. Over one hundred stakeholders participated in the charrette and these participants were divided into eight working teams to conduct the brainstorming process.

Below are the key themes that were consistent throughout:

Improve the Interior Environment: Developing standards for space design that promote sustainability, comfort, functionality, and flexibility

Create Exciting & Energizing Spaces: Establishing more engaging and exciting spaces for students, faculty, staff and the engagement of community members

Better Utilize Existing Spaces and Resources: Allowing greater access to under utilized spaces, transforming nooks and crannies into study spaces, etc.

Create a Balance of Spaces within the College: Encouraging a more complete student and college life that promotes wellness amongst the GBC community

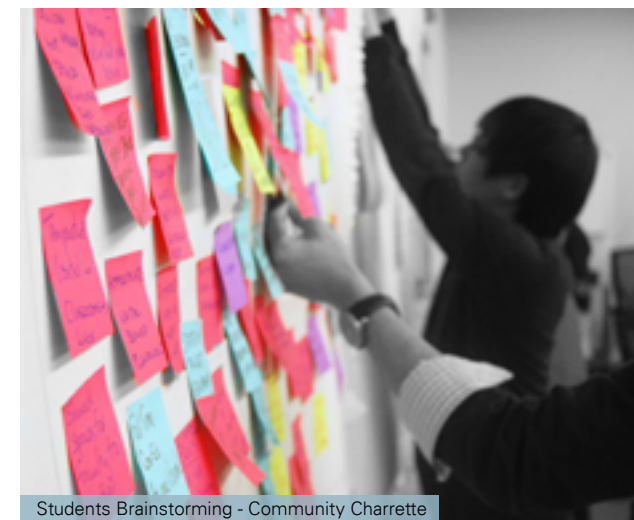
Enhance Connections within the Community: Creating open, transparent and welcoming spaces that encourage interaction and dialogue with the existing urban fabric

Leverage the “Urban” Qualities of the College: Creating synergies with the activity and energy of the City to enhance the GBC experience

Emphasize the Importance of Student Input & Involvement in Space Design: Ensuring that students are a key component of ongoing planning and design initiatives

Utilize Technology to Enhance the Learning Environment: Taking advantage of technology to enhance educational delivery and increase GBC’s virtual presence

Better Integrate GBC into the Urban Fabric: Enhancing mobility between campuses and spaces by improving the urban environment and leveraging existing urban assets (e.g. green spaces, parkettes, transit, etc.)



Students Brainstorming - Community Charrette



Community Charrette at the Waterfront Campus

ACADEMIC CHAIRS & DIRECTORS CHARRETTE

On **March 27, 2013** the Academic Chairs and Directors of George Brown College provided valuable insight to the Master Campus Plan. With forty participants divided between four groups, this provided a unique opportunity for divisional leaders to collaborate and envision the future of George Brown College. Below are some of the key insights that were shared amongst the charrette teams to create an ideal college campus:

Share the Precinct: As GBC's presence within the City increases, there are opportunities to create shared facilities that benefit key stakeholders (GBC, industry, community, etc.)

Allow Form to Follow Function: New facilities should be designed through direct consultation with user groups to optimize work environments for their various needs. This will create multi-use, flexible and comfortable learning & work environments

Promote a 24-7 Campus Environment: Creating greater access to amenities, services, and information at all times by enhancing physical and virtual connectivity

Create Academic & Divisional Pods: Enhancing the identity of various departments within the College and strategically clustering divisions to promote greater collaboration

Establish Complete Campus Ecosystems: Creating open, smart and intelligent ecosystems that are permeable and adaptable, enabling GBC to work holistically with the urban realm



Academic Chairs & Directors Charrette Action

Understand the Connection Between Wellness and Success:

Creating complete academic environments that promote health and well-being to augment the learning experience. Emphasizing the notion that a healthy lifestyle contributes to a healthy mind

Create Permeable Academic Environments:

Allowing for obvious and intuitive ways to navigate campuses and services while creating welcoming and safe academic environments

"CONNECTIVITY SHOULD BE A KEY THEME OF FUTURE SPACE PLANNING INITIATIVES. BY CONNECTING STUDENTS, FACULTY, STAFF, COMMUNITY MEMBERS, INDUSTRY AND OTHER KEY STAKEHOLDERS, GBC CAN CREATE MORE COMPLETE ACADEMIC ENVIRONMENTS."

ACDT Charrette Participant

GBC BOARD RETREAT & CHARRETTE

The GBC Board of Governors was invited to contribute to the Master Campus Plan on **April 10th & 11th, 2013**. Seeking insight, input and direction, the Board was engaged in a charrette to generate ideas and guide future space and development planning. Discussion and brainstorming was focused around four strategic themes. Key insights and discussion from these themes are identified below:

Theme 1: Land Bank & Territory Definition

Teams were encouraged to explore areas for College expansion and identify City trends that affect growth. The following insights were established by the Board:

- Link St. James & the Waterfront Campus to establish a unified academic precinct
- Value the activity at Casa Loma Campus, but re-evaluate its long term viability
- Take a defined stance for space growth that leverages one of GBC's main competitive advantages - its urban location

Theme 2: Campus Precincts

The Board explored how to create more complete precincts and ensure a diverse student experience. The following insights were emphasized during brainstorming sessions:

- Create multi-use precincts that flow into the urban fabric and leverage the energy of the City
- Create a unified GBC precinct by linking St. James, Waterfront and satellite facilities
- Enhance the identity of George Brown College within the urban realm by utilizing public spaces and showcase the activity associated with GBC

Theme 3: Collaborative & Energized Buildings

Brainstorming focused on the quality and characteristics of built form, how to better engage industry within the City and facilitate greater interaction with the community. Key insights included:

- Allow students to brand space and precincts by creating spaces that embed students into the urban context
- Create synergies between academic programming and living spaces, enhancing the residence experience
- Engage the Student Association to program and energize College spaces

Theme 4: Augmented & Alternative Delivery

This provided an opportunity to look at the virtual enhancement of space and future implications of online-based learning initiatives. Key insights included:

- Use online learning to augment the physical experience while acknowledging that GBC is rooted in applied learning
- Leverage the importance of space and place to facilitate applied learning and enhance the student experience
- Explore eliminating the limitations of intake through online and alternative delivery

"WE OPENED THE DOOR TO BUILDING INSTITUTIONS ON THE WATERFRONT. LET'S CONTINUE."

GBC Board Member - April, 2013

2012-2013 BOARD OF DIRECTORS

Lynn Nagle (Chair) - Price Waterhouse Cooper
James McPhedran (Vice-Chair) - Scotiabank
Anne Sado - President, George Brown College
Christine Raissis - City of Toronto
David Wilkes - Retail Council of Canada
Geetha Rahupathy - George Brown College
Joe Zenobio - Call2Recycle/RBRCC
Julie Bulmash - George Brown College

Laurie Cook - Borden Ladner Gervais, LLP
Mitzie Hunter - CivicAction Alliance
Mohammad Ali Aumeer - Student Assoc.
Rahul Bhardwaj - Toronto Community Foundation
Robert Luke - George Brown College
Robert Wong - Leon Frazer & Associates Inc.
Suzanne Herbert - Former Deputy Minister



THOUGHT LEADER CHARRETTE

On **May 13, 2013**, George Brown College engaged a select group of City thought leaders to provide input and guidance to the Master Campus Plan Process. This process provided an opportunity for GBC to:

- Gather ideas and expert opinions regarding growth and development trends within the City of Toronto and the Greater Toronto Area
- Better understand thoughts and visions regarding the role of higher learning institutes within cities of the future
- Gain an external perspective regarding the role George Brown College can play within the City of Toronto in catalyzing social, cultural and economic growth

"GEORGE BROWN COLLEGE HAS AN ENTREPRENEURIAL SPIRIT THAT SHOULD BE EMPHASIZED TO CREATE NEW OPPORTUNITIES FOR SPACE AND STUDENTS"

Thought Leader – May, 2013

Below are some of the key insights that emerged from the thought leader dinner:

Continue to be a Catalyst for Development: GBC is already a catalyst for city building and should remain as such. This can afford new opportunities to grow with the City as intensification occurs. The College should seek co-development opportunities that leverage ongoing construction activity to provide new space in partnership with developers and other institutions.

Allow Industry to Drive Growth & Positioning: As the City continues to intensify and aims to re-shore manufacturing and other industries to the downtown core, GBC should align with these initiatives. This can drive spatial growth, academic programming and enhance partnerships as George Brown College continues to supply skilled labour to meet the demands of a changing economy.

Utilize City Assets & Amenities to Offset Spatial Needs: Enhancing partnerships within the City to leverage existing assets and amenities (cultural, social, athletic, etc.) can assist George Brown College to balance its spatial needs and enhance the student experience. As an urban College there are opportunities to engage local businesses and city-owned facilities to provide access to informal work spaces, athletic facilities, etc.

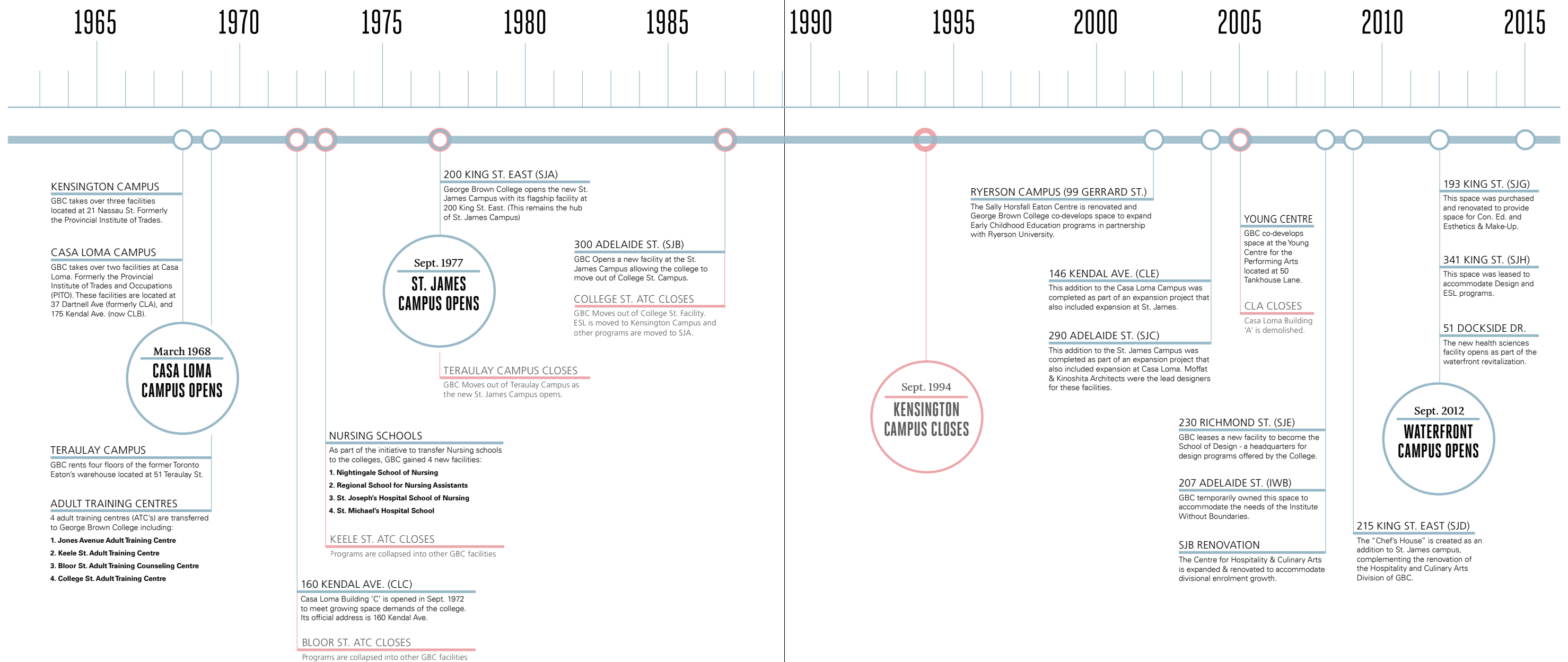
THOUGHT LEADERS

David Crombie - Chair of the Waterfront Regeneration Trust, Former Mayor of Toronto
Hunter Tura - CEO, Bruce Mau Design
Joe Berridge - Partner, Urban Strategies
John Campbell - CEO, Waterfront Toronto

Ken Greenberg - Greenberg Consultants
Lorne Braithwaite - CEO, Build Toronto
Paul Rowan - Co-Founder, Umbra
Mark Guslits - Principal, Mark Guslits & Associates Incorporated

EVOLUTION OF GBC

A timeline of GBC's space and growth



GBC'S PHYSICAL ASSETS

An overview of GBC Campuses & Facilities

MAIN GBC CAMPUSES

George Brown College operates out of three main campuses that place students within the urban fabric of the City of Toronto. These locations are described below:

St. James Campus (792,000 GSF):

St. James Campus is located within the St. Lawrence neighbourhood. It consists of nine buildings situated along King St. E., Adelaide St. E., and Richmond St. E. It is the largest campus with 792,000 Gross Square Feet (GSF) of owned and leased space. This campus accommodates Business, Arts & Design, Hospitality & Culinary Arts, International & Immigrant Education, Preparatory & Liberal Studies, and Community Services.

Casa Loma Campus (674,000 GSF):

Casa Loma Campus consists of five buildings, comprising of 674,000 GSF of space located in the Casa Loma neighbourhood. The facilities that make up Casa Loma Campus are predominantly located on one major block bounded by Kendal Ave. to the east, Bridgman Ave. to the south, Dartnell Ave. to the west, and Davenport Rd. to the north. This campus accommodates CCET, Arts & Design and many college administrative services.

Waterfront Campus (298,274 GSF):

The newest addition to George Brown College, the Waterfront Campus is located at the foot of Lower Sherbourne St. in the East Bayfront Community. The Waterfront facility is dedicated to Health Sciences, providing approx. 298,000 GSF of space (excluding space dedicated to parking).

SATELLITE FACILITIES

The following satellite facilities provide a combination of learning and corporate space and are currently under lease and/or joint-ownership by the college.

Ryerson Campus (35,810 GSF):

GBC occupies space within the Sally Horsfall Eaton Centre for Community Health located at 99 Gerrard St. This facility is within walking distance from the St. James Campus and accommodates Early Childhood Education programs.

Young Centre for the Performing Arts (9,080 GSF):

This facility is located in the Distillery Historic District and provides space for the Theatre Arts programs offered by the College. Its official address is 50 Tankhouse Lane.

Additional Health Science Satellite Facilities:

GBC also leases spaces at local health centres that augment specific programming needs. These include:

- Holland Bloorview MCC (5,503 GSF)
- Hamilton HSC (1,442 GSF)
- Sunnybrook HSC (12,205 GSF)

In total, the college has **1,837,400 GSF** accommodating **25,310 FTE** students.* This produces a College wide space/student ratio of **73 GSF/FTE**. This is well below the Colleges Ontario Standard that has been set at 100 GSF/FTE.

*The College wide space to student ratio was established using the COFSI Detailed Space Inventory Document published in December, 2012. This takes into consideration all full-time and part-time equivalent students to generate a College Standard for space per student utilization rates.



*The campus space to student ratios were established using the 2013-2014 factual full-time enrolment numbers and part-time contact hours provided by GBC's registrars office. This included Summer 2013, Fall 2013 and Winter 2014 enrolment and contact hour data. Colleges Ontario Facilities Standards & Inventory (COFSI) have been used to convert part time contact hours to full time equivalent (FTE) students.

ST. JAMES CAMPUS

The St. James Campus is located within the Moss Park neighbourhood.⁰² It is the largest George Brown College Campus (792,840 GSF) consisting of a clustering of facilities that are located along King St. East, Adelaide St. East, and Richmond St. East, between George St. to the west and Berkeley St. to the east (see map on p.20). This campus is strategically located within the downtown core, in close proximity to the financial district (to the west) and is easily accessible by multiple modes of transportation. It also falls within the boundaries of targeted growth and intensification areas as specified by the Growth Plan for the Greater Golden Horseshoe (GGH), and Toronto's official plan.⁰³

The two primary spines of the St. James Campus are Frederick St., which runs north-south and King St. East, which runs east-west. Nearly all of the facilities that make up the St. James Campus are located along these two spines with the exception of SJE (School of Design), however it can be accessed by a pedestrian path which runs along the west side of SJB & SJC. These spines are centred around SJA (200 King St. East), which acts as the nodal facility of this campus as it encompasses many of the important college services that are accessed by students from all academic divisions. The core academic divisions that utilize this campus include: Business, Arts & Design, Hospitality & Culinary Arts, Community Services, International & Immigrant Education, and Preparatory & Liberal Studies.

TOTAL CAMPUS GSF:
792,800

Total FTE Students Served: 13,193*

Design: 1,039 (Split between SJE & SJH)

Hospitality & Culinary Arts: 3,880

Business: 4,724

Community Services: 1,781

Access & Liberal Studies: 1,769

OVERALL SPACE PER
STUDENT RATIO:
60 GSF/FTE

FACILITIES DESCRIPTIONS

Building 'A' (200 King St. East)

Comprising an entire city block, the 200 King St. East facility (SJA) is the largest St. James facility, with a GSF of 425,612. Formerly the home to Christie Brown & Co., this facility is both a landmark for George Brown College and the City of Toronto as a designated heritage building with a unique presence in the area. This facility houses a number of student services including Student Affairs, Student Association, the Student Success Centre, Career Centre, cafeteria, and the Library Learning Commons (LLC), which acts as the main library for the St. James Campus.

Building 'B' (300 Adelaide St. East)

The Centre for Hospitality and Culinary Arts (SJB), is located directly north of SJA, fronting Adelaide St. After undergoing a major in-fill addition and interior renovation completed in 2008, this building significantly enhanced George Brown College's presence within the area by creating a recognizable campus landmark at the north-end of Frederick St. Showcasing state-of-the-art learning environments and George Brown College students in action, this facility has a clear presence on Adelaide St. East and establishes a distinct connection to the existing urban fabric.

Building 'C' (290 Adelaide St. East)

St. James Building 'C' is adjoined to the Centre for Hospitality and Culinary Arts. With no actual frontage on Adelaide St., this facility is hidden from any major arterial access routes with its main entry located along a small pedestrian path to the west of 300 Adelaide that runs north-south, providing a connecting path from Adelaide to Richmond Street. Known as the Centre for Financial Services, this facility consists mainly of large classrooms and lecture halls and is dedicated primarily to the Business division of the College.

Building 'D' (Chefs' House)

Renovated at the same time as the Centre for Hospitality & Culinary Arts, this facility provides a functioning restaurant and private dining area along with functional classrooms on the upper floors that serve Business & Hospitality students. Acting as both a hands-on lab for students and a commercial enterprise, the Chefs' House showcases George Brown College and its students within the city while providing an exciting learning experience.

Building 'E' (230 Richmond St. East)

Building E of the St. James Campus – also known as the School of Design – is located in a leased space that was renovated in 2008 to provide additional space (30,755 GSF) for the School of Design. With an official address of 230 Richmond St. East, the main entrance to this facility is actually located on the west façade of the building that can be accessed from a small laneway that runs north-south, connecting Richmond St. to Britain St.

Building 'F' (210 King St. East)

With 22,803 GSF of space, this leased facility is home to the Marketing & Communications Department, Alumni Office, George Brown College Foundation and Academic Excellence. GBC occupies space on the second floor of this building.

Building 'G' (193 King St. East)

This building was acquired by George Brown College and retrofitted to provide a new home for the School of Makeup & Esthetics, and administrative offices for the Continuing Education division. Adding 20,127 GSF to the St. James portfolio, this is one of the College's newest facilities. With an enhanced façade fronting onto King St. and state-of-the-art interior space, this adds a unique component to the St. James Campus and further increases the College's presence along King St. East.

Building 'H' (341 King St. East)

As one of the most recent additions to George Brown College, this newly renovated leased space provides an additional 93,416 GSF and accommodates growth for the Game Design and ESL programs. Opened to students in September 2011, George Brown College has spaces on floors 1, 3, 4, 5 and 6, providing classrooms and other educational amenities. The main entry for GBC access is located along King St. toward the eastern end of the building, where there is also a student lounge space at grade.

264 Adelaide St. East

The College leases space within the bottom two floors of this building, which provides space for the community partnerships office. The building is located adjacent to the Centre for Hospitality and Culinary Arts, and can be accessed from Adelaide St.



02. "Demographics : Moss Park." . City of Toronto, 2011. Web. 30 Apr. 2014. <<https://www1.toronto.ca/wps/portal/contentonly?vgnextoid=3ddcb3d0122c1410VgnVCM10000071d60f89RCRD&vgnextchannel=1e68f40f9aae0410VgnVCM10000071d60f89RCRD>>.

03. "Growth Plan for the Greater Golden Horseshoe, 2006 (Office Consolidation, June 2013)." . Ontario Ministry of Infrastructure, 1 June 2013. Web. 30 Apr. 2014. <<https://www.placestogrow.ca/content/ggh/2013-06-10-Growth-Plan-for-the-GGH-EN.pdf>>.



ST. JAMES CAMPUS CHALLENGES

Below are the key challenges facing the St. James Campus Precinct:

Increasing enrolment:

Projections indicate accelerated growth in Business, Design and Hospitality & Culinary Arts, requiring additional space to accommodate increases in enrolment.

Space deficiency:

Already facing the lowest space/student ratio of the three major campuses, St. James is projecting further enrolment increases to 2020, which would decrease the space/student ratio. The current space/student ratio at St. James is 60 GSF/FTE. It is essential to shift this ratio closer to the Colleges Ontario standard of 100 GSF/FTE to reduce over-crowding and enhance the overall learning experience. Improving the student-space ratio will also provide the College with greater capacity for growth in the future.

Lack of public space:

While this campus benefits from proximity to public spaces such as St. James Park, and Moss Park, there are no public spaces that directly abut the College. This scarcity of signature public space reduces the identity and presence of George Brown College within the precinct and affects the balance of indoor and outdoor student spaces at St. James Campus.

Life cycle horizon:

While many of the facilities at St. James Campus have undergone extensive renovations in recent years, the College should be aware that the remaining life-cycle horizon is between 40-50 years - based on a 60-70 year infrastructure renewal model.

Leased spaces:

St. James Campus consists of a combination of leased and owned space that accommodates the needs and programming requirements of the divisions served. While many of the key facilities are owned, there has been an increase in leased space over the past several years in order to accommodate growth. These leased facilities include:

These leased facilities include:

- SJE: Design
- SJF: Marketing Communications, Alumni Relations & George Brown College Foundation
- SJH: Design & ESL
- 264 Adelaide St: Community Partnerships

Although these provide affordable temporary options, they may increase the long-term operational costs associated with space as investments in renovations benefit third parties and additional taxes apply. In the long term, this campus should aim to move toward more owned space by purchasing buildings or partnering on development to secure GBC owned built space.

Heritage designation:

Located in a historic Toronto neighbourhood, GBC owns facilities that are subject to heritage designation due to their historical and architectural significance. George Brown College must be mindful of the restrictions associated with the renovations and redevelopment of heritage designated buildings.

Land availability & affordability:

As the St. James precinct continues to experience transformation and development, the cost of land has climbed in recent years.⁰⁴ This coincides with increased construction costs within the City of Toronto, creating limited availability for affordable land purchases within the precinct.⁰⁵ Capital costs of projects must also be viable relative to funding capacity and reserves.

WITH 147,000 SF OF LEASED SPACE, THIS ACCOUNTS FOR 19% OF ST. JAMES CAMPUS FACILITIES.

04. "Where to Buy Now 2013." . Toronto Life Staff, 12 June 2013. Web. 30 Apr. 2014. <<http://www.torontolife.com/informer/toronto-real-estate/2013/06/12/toronto-real-estate-where-to-buy-now-2013/6/>>.

05. "Construction Cost Guide 2013." . Altus Group, 1 Jan. 2013. Web. 30 Apr. 2014. <http://www.altusgroup.com/media/47835/CostGuide_2013_web.pdf>.

WATERFRONT CAMPUS

The Waterfront Campus is the latest addition to George Brown College and currently consists of a single facility located at 51 Dockside Dr.

In a macro context, this campus falls within the boundary of the East Bayfront Community and the footprint of the Waterfront Toronto Revitalization efforts, which include the Central Waterfront, East Bayfront, West Don Lands, Lower Don Lands and Port Lands communities.⁰⁶ Consisting primarily of former industrial lands, this area is in a transformational process and is planned to accommodate a large percentage of Toronto's growth over the next 20 years while significantly enhancing the city's waterfront.⁰⁷ The area spans from Dowling Ave. in the west, to Coxwell Ave. in the east, covering approximately 800 hectares of land, providing significant opportunities for future GBC growth and positioning the College as a catalyst for future development.

In a more specific context, the new Waterfront facility has direct access to Toronto's waterfront to the south, fronts Dockside Drive to the north, is adjacent to Corus Entertainment headquarters to the west, and Sherbourne Common to the east. With unique architectural qualities and an abundance of public space within the immediate context, this new facility significantly enhances the urban realm and provides vitality to an area of the City that was previously inactive.

FUNCTIONAL CAMPUS GSF:
298,300

Functional Space vs. Dedicated Parking:

Functional Space: 298,300 GSF
Parking: 206,300 GSF
Total GSF: 504,600

Total FTE Students Served: 2,855

Health Sciences: 2,855

OVERALL SPACE PER STUDENT RATIO:
104 GSF/FTE



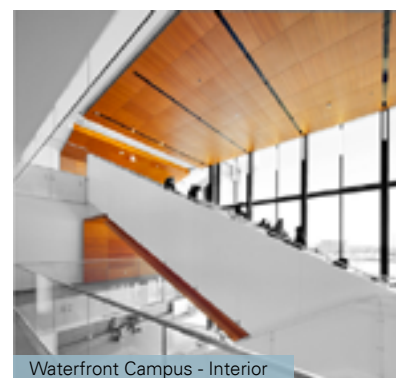
FACILITY DESCRIPTION:

Known as the Centre for Health Sciences, this facility is dedicated to the Health Sciences programs offered at GBC. The facility is purpose-built to emphasize an inter-professional team-based education, the new standard for health-care graduates entering the work force. From an aesthetic point of view, this new campus is equipped with informal learning spaces, rooftop terraces, state-of-the-art labs and a strong connection to the water's edge to the south and a beautiful park to the east.

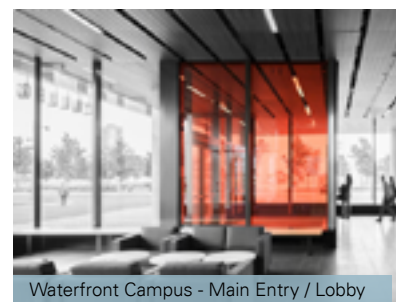
More practically, it is a campus built to foster emerging themes in health care delivery in Ontario. Health and wellness clinics have been incorporated into the design to provide students with access to real clients so they can practice their skills in a controlled, safe environment. Similarly, this engages the local community, who benefit from students who are learning from and supervised by industry professionals, while offering affordable, quality services.



Waterfront Campus - 51 Dockside Dr.



Waterfront Campus - Interior



Waterfront Campus - Main Entry / Lobby

06. "Waterfront Vision." . Waterfront Toronto, 2013. Web. 30 Apr. 2014. <http://www.waterfronttoronto.ca/our_waterfront_vision>.

07. "Corporate Social Responsibility & Sustainability Report." . Waterfront Toronto, 2012. Web. 30 Apr. 2014. <<http://sr.waterfronttoronto.ca/>>.

WATERFRONT CAMPUS CHALLENGES

Below are the key challenges facing the Waterfront Campus:

Connection with the City fabric:

Located in an area that is currently under rapid transformation, a greater connection with the city fabric needs to be developed over time. Key public infrastructure is currently in planning and construction phases and most of the area's planned buildings are not yet constructed.

Lack of GBC public amenities:

Currently the Waterfront Campus lacks amenities such as housing, sports facilities, restaurants, shops, etc.

Environmental remediation:

Due to the previous industrial uses that were located along the waterfront, land is heavily contaminated and requires remediation prior to construction. This has cost and time implications and can complicate future development initiatives.⁰⁸

Cost of construction and design

The development of new buildings at the waterfront is more costly due to requirements for LEED Gold Certification and submission to design review.⁰⁹

Timelines for planning

Programming, planning, design, approvals and construction can take years and may delay growth or expansion in the immediate future. These timelines may be further complicated by environmental regulations and strict approval processes that are associated with development along the waterfront.

Land ownership & planned uses:

While a large portion of the waterfront lands (including land in East Bayfront, West Don Lands, Lower Don Lands & Port Lands) are owned by the City itself, preliminary planning has predetermined much of the land use within the waterfront area as well as the parties responsible for overseeing development.¹⁰ This is especially true in the East Bayfront and West Don Lands communities where the majority of lands available for development are already planned in detail and in some cases have begun construction. This constrains opportunities for growth.

"THE GEORGE BROWN COLLEGE WATERFRONT CAMPUS BRINGS LIFE AND ACTIVITY TO A PART OF TORONTO THAT DESPERATELY NEEDS IT."

Christopher Hume – Toronto Star

08. "Land Remediation." . Waterfront Toronto, 2012. Web. 30 Apr. 2014. <<http://sr.waterfronttoronto.ca/en/environment/pm6landremediation.asp>>.

09. "LEED Gold Certification." . Waterfront Toronto, 2012. Web. 30 Apr. 2014. <<http://sr.waterfronttoronto.ca/en/environment/pm2leedgoldcertification.asp>>.

10. "Who We Are." . Waterfront Toronto, 2012. Web. 30 Apr. 2014. <<http://sr.waterfronttoronto.ca/en/highlights/whoweare.asp>>.



CASA LOMA CAMPUS

Casa Loma Campus (CLC) is one of GBC's original campus locations, opening its doors in 1968 as an Institute for the Trades.¹¹ It is now one of GBC's largest campuses, located in the Casa Loma neighborhood district of Toronto. This neighbourhood is defined by the boundaries of St Clair Ave. to the north, The CP & CN rail lines to the south, Bathurst St. to the west and Avenue Rd to the east.¹²

Evolving over time to meet increasing demands for growth and to suit the programming needs of GBC, the Casa Loma campus is a collection of five facilities located within one major block. These facilities include:

- Building B – 175 Kendal Ave.
- Building C – 160 Kendal Ave.
- Building D – 1 Dartnell Ave.
- Building E – 146 Kendal Ave.
- Building F – 500 McPherson Ave.

Buildings C, D and E make up the main educational facilities while Building F houses administration staff and Building 'B' is currently vacant. Additionally, Buildings C, D and E are interconnected and developed within the block of land that is defined by Davenport Rd., Kendal Ave., Bridgman Ave., and Dartnell Ave. This major block is owned primarily by George Brown College except for a small portion of the block at the northwest corner.

TOTAL CAMPUS GSF:
674,100

Functional Student Space: 583,700 SF (Buildings C, D & E)
Vacant & Administrative Space: 90,400 SF (Buildings B & F)

Total FTE Students Served: 5,390

Arts (Jewellery, Fashion & Dance): 924
Construction & Engineering Technology: 4,466

OVERALL SPACE PER STUDENT RATIO:
125 GSF/FTE

FACILITIES DESCRIPTIONS

CLB (175 Kendal Ave):

Building B is located on the southeast corner of Kendal Avenue and Davenport Rd., separate from the main mass of the Casa Loma Campus, which consists of buildings C, D & E. As the former home to Dental programs and other Health Sciences uses, this building sits vacant after the opening of the Waterfront Campus in September, 2012. With 65,232 GSF of space, this facility provides an excellent opportunity to accommodate and/or stage growth while its long term use is being explored.

CLC (160 Kendal Avenue):

Casa Loma Building C is the largest facility within the campus at 373,658 GSF and hosts a variety of educational spaces including classrooms, lecture halls, dance studios, gemology labs and functional heavy-duty labs in the lower levels. Many amenities are included within this facility as well, including a daycare centre, gymnasium, athletics centre, fitness studio, the Library Learning Commons, the campus' main cafeteria as well as the Student Service Centre. The building's official main entrance, which was once the main entrance to the campus, is located adjacent to Kendal Ave. However, it is located on the third floor atop a large staircase and is significantly set back from the road, having very little street presence. Many recent and ongoing renovations have taken place in Building C as part of campus improvement initiatives and federal development programs to enhance facilities and promote industry research partnerships.

CLD (1 Dartnell Avenue):

Building D (86,629 GSF) is located at the North East corner of Bridgman Ave and Dartnell Ave. This facility has undergone a number of interior alterations since its inception. While this building is somewhat disconnected from Buildings C & E, a recent addition - the C-D Link - improved circulation by providing clear points of entry to this facility and connecting it to the rest of the core campus clustering.

CLE (146 Kendal Avenue):

Building E, located at the northwest corner of Kendal Ave. and Bridgman Ave., is the most recent addition to the Casa Loma Campus. It is also the first academic building that is approached when accessing the campus via the Dupont Subway station. Its largely glazed facade with multiple entrances establishes George Brown's presence in the area making it a landmark in an otherwise residential area. Consisting of classrooms, computer labs, lecture halls, offices, food services, circulation space and Student Association space, this facility has a GSF of 123,363.

CLF (500 Macpherson Avenue):

The smallest facility at Casa Loma (25,217 GSF), Building F is located at the northeast corner of Kendal Ave. and Macpherson Ave. It is comprised entirely of offices utilized by administrative and support staff (e.g. Finance, Human Resources, Office of the Registrar, and Archives). Although the building is located adjacent to the main entrance of the campus, because of its function there is less interaction with students.



Building E Interior



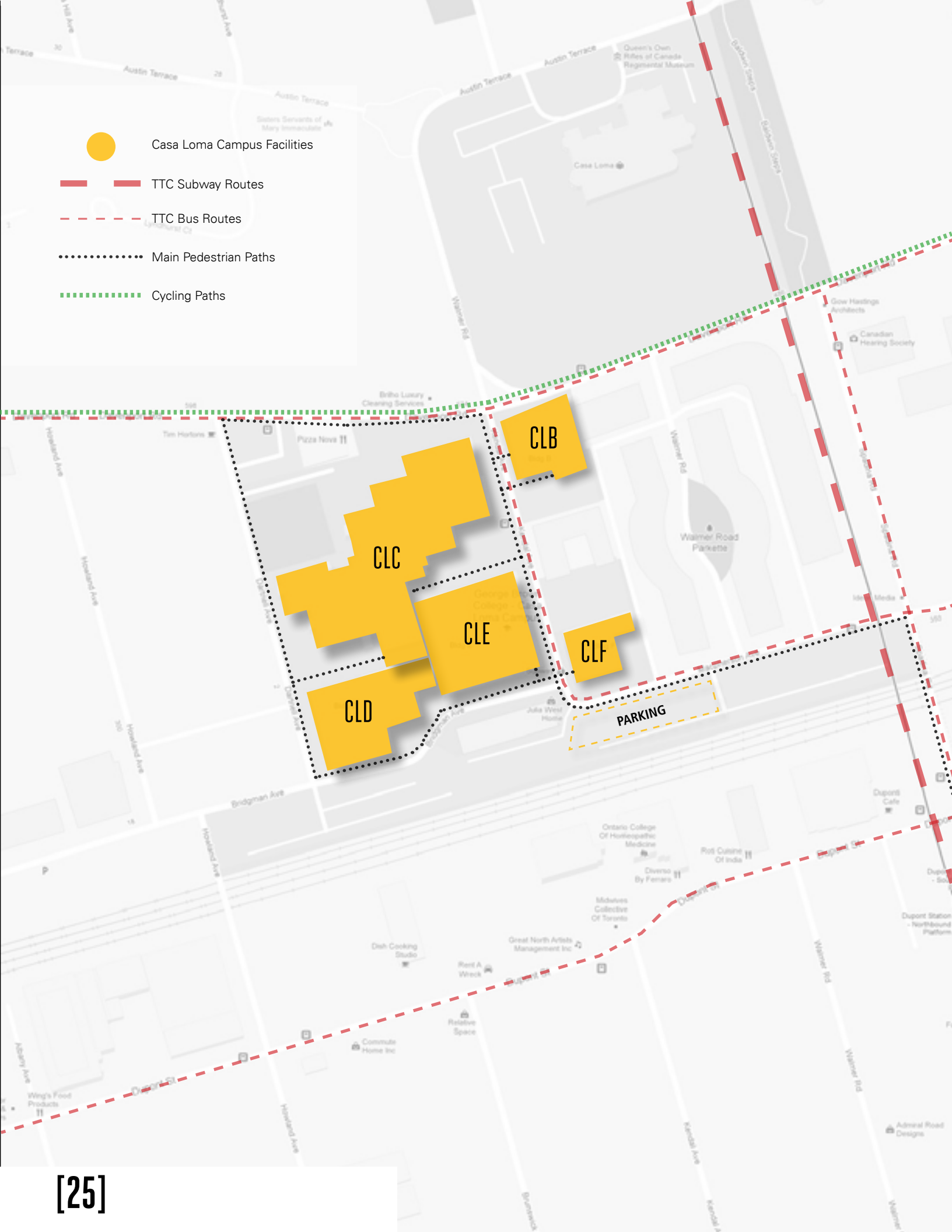
Building C Main Entry



Building E Exterior Facade & Stair to Building C Entry

11. "History." . George Brown College, 2012. Web. 30 Apr. 2014. <<http://www.georgebrown.ca/about/history/>>.

12. "Casa Loma Real Estate Guide." . Toronto Life Staff, 2013. Web. 30 Apr. 2014. <<http://www.torontolife.com/real-estate-guide/central/casa-loma/>>.



CASA LOMA CAMPUS CHALLENGES

Age of assets & infrastructure:

As most Casa Loma Campus facilities move toward the end of their life-cycles, there is a need for significant investment in renewal and renovations. The operational life-cycle or the age at which a building's infrastructure will require significant maintenance and repair is 60-70 years. Considering Casa Loma is in its fourth decade and many of its buildings significantly older than that, it is essential that any and all investment into the renovation of its facilities must take into consideration a financial payback period of less than 20 years. Environmental and structural analyses are also required prior to renovations to assess site contamination in buildings B and F. This will help to ensure returns on investment in the longer term.

Zoning & growth limitations:

Zoning limitations associated with the rail corridor, the Casa Loma Castle and residential uses within proximity to existing facilities create a number of obstacles if the College were to explore increased growth and density in the future. As such, Casa Loma is a highly constrained redevelopment site.

Lack of available public space:

There is a general lack of accessible green space associated with this campus. Established residential neighborhoods and privately owned parking lots along the rail corridor leave little room for additional public spaces to be introduced in proximity to campus facilities.

Located outside municipal & provincial growth areas:

The Casa Loma Campus falls outside the border of growth areas as designated by both the Places to Grow Act's Growth Plan for the Greater Golden Horseshoe (GGH), and the City of Toronto Official Plan.¹³ Located north of the rail corridor and Dupont St., this prevents increased density and permissible zoning changes within the area that may have been beneficial to the college. It also reduces potential investment opportunities which are being targeted in growth and intensification areas as defined by municipal and provincial growth plans.

Internal circulation and wayfinding:

Staged development has resulted in some major obstacles inhibiting proper circulation and navigation within its facilities. Reduced sight lines to vertical circulation points, views to the City and a lack of hierarchy between corridors contributes to severe wayfinding and circulation issues within the campus.

13. "Growth Plan for the Greater Golden Horseshoe, 2006 (Office Consolidation, June 2013)." . Ontario Ministry of Infrastructure, 1 June 2013. Web. 30 Apr. 2014. <<https://www.placestogrow.ca/content/ggh/2013-06-10-Growth-Plan-for-the-GGH-EN.pdf>>.

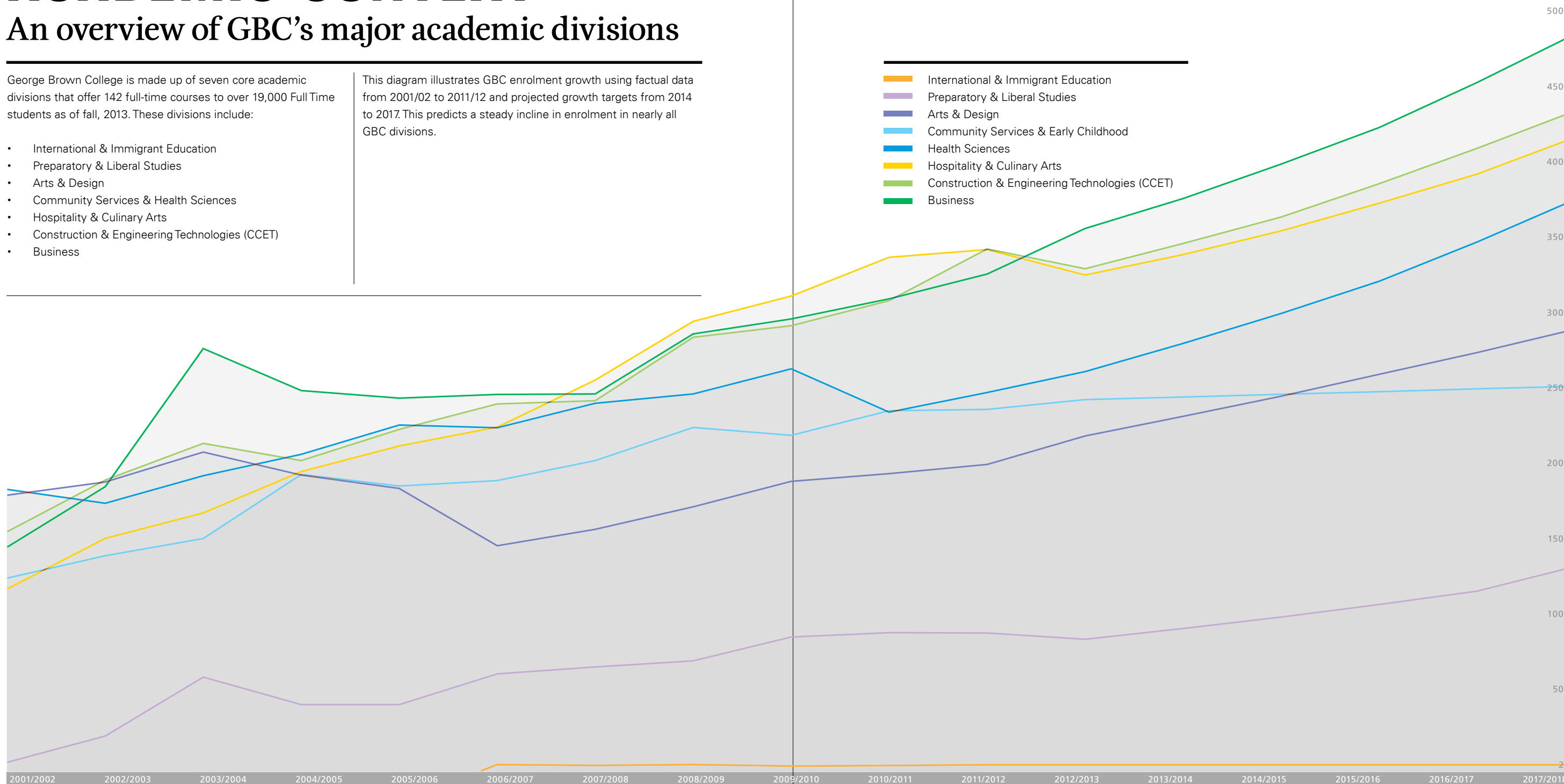
ACADEMIC CONTEXT

An overview of GBC's major academic divisions

George Brown College is made up of seven core academic divisions that offer 142 full-time courses to over 19,000 Full Time students as of fall, 2013. These divisions include:

- International & Immigrant Education
- Preparatory & Liberal Studies
- Arts & Design
- Community Services & Health Sciences
- Hospitality & Culinary Arts
- Construction & Engineering Technologies (CCET)
- Business

This diagram illustrates GBC enrolment growth using factual data from 2001/02 to 2011/12 and projected growth targets from 2014 to 2017. This predicts a steady incline in enrolment in nearly all GBC divisions.



CORE ACADEMIC DIVISIONS

Below are descriptions of the key academic divisions that make up George Brown College. This excludes Continuing Education, which also plays a key role in GBC's academic offerings, but does so by offering programs from each of the core academic divisions.

Business

Business has seen an enrolment increase of 121% from 2001/02 and currently accommodates 3,878 full-time students. The School of Business is also planning for growth in the coming years, with the goal of increasing enrolment by an additional 1,200 full time students by 2018. This growth will be accommodated by utilizing newly available space within St. James Campus. In total, this would increase enrolment to the School of Business to over 5,000 FTE's, an increase of approximately 25% over the next 4 years.

Construction & Engineering Technologies (CCET):

The Centre for Construction Engineering Technologies (CCET) has experienced a 117% growth in enrolment over the past ten years. With a total enrolment of 1498 FTE students in 2001/02, the number of FTE's is now over 4,000. Consuming a large percentage of the space at Casa Loma Campus, this division has seen recent investment and expansion to accommodate increased programming requirements. Through infill development and by re-purposing vacant campus space at Casa Loma Campus, CCET is expected to launch new programs to meet industry demands. Core programs include architecture, construction engineering, information technology and trades/apprenticeship training.

Centre for Hospitality & Culinary Arts (CHCA)

The Centre for Hospitality & Culinary Arts has established itself as one of the premier culinary programs within the Country and a leader within the City of Toronto. This division has experienced significant increases in enrolment over the past 10 years, growing to 3,577 full-time students as of winter 2014. Offering an urban culinary and hospitality experience for students, this division is expected to see growth of between 1,000-1,500 by 2017 and will offer new academic programs tied to niche industries.

Arts & Design

Arts:

Arts programs are divided between Casa Loma Campus and the Young Centre for the Performing Arts. Offering unique programs in Dance, Fashion, Performing Arts, and jewellery this academic cluster accommodates 938 full time students. With steady growth over the past 10 years, enrolment in the Arts programs are expected to remain constant with only minor growth (6%) to 2017.

Design:

Design has been one of the fastest growing divisions in the college over the past five years and has a current enrolment of over 900 FTE's. This can be attributed to investment in this division in recent years with the creation of a new headquarters for the School of Design opening in 2008 in leased space at 230 Richmond St. and newly renovated classrooms on floors 5 & 6 of 341 King St. East that are dedicated to the expanding game design programs. Additionally, Design is forecast to experience growth of 87% over the next 5 years, nearly doubling the current student population.

Community Services & Health Sciences

This division has three key academic clusters divided between St. James Campus, Waterfront Campus and the Satellite Campus at Ryerson University.

Community Services:

Located within the St. James Campus, this academic cluster has a current enrolment of 1,577 full time students. In addition to academic programs offered to students, Community Services also provides services to the public. Growing steadily over the past 10 years, enrolment in this division is expected to slow in the near future, projecting 2.6% growth by 2017.

Early Childhood Education (ECE):

ECE offers its programs primarily out of a shared facility with Ryerson University. Increased program offerings over the past 5 years that saw the creation of applied degrees, contributed to steady enrolment growth in recent years. Enrolment projections indicate a continued growth, with an increase in enrolment of 7.9% by 2017.

Health Sciences:

With enrolment growth of approximately 34% since 2001/2002, the Centre for Health Sciences has experienced fluctuations in growth over the past 10 years. With the addition of the Waterfront Campus that is dedicated to Health Sciences, enrolment is expected to increase by over 30% in the next three years. More space, new high-tech facilities and the introduction of new programs are expected to contribute to growth in this sector. Additionally, with an aging population and high demand for jobs in the health care sector, these external factors are also expected to contribute to future program development and increased enrolment growth.

Preparatory & Liberal Studies

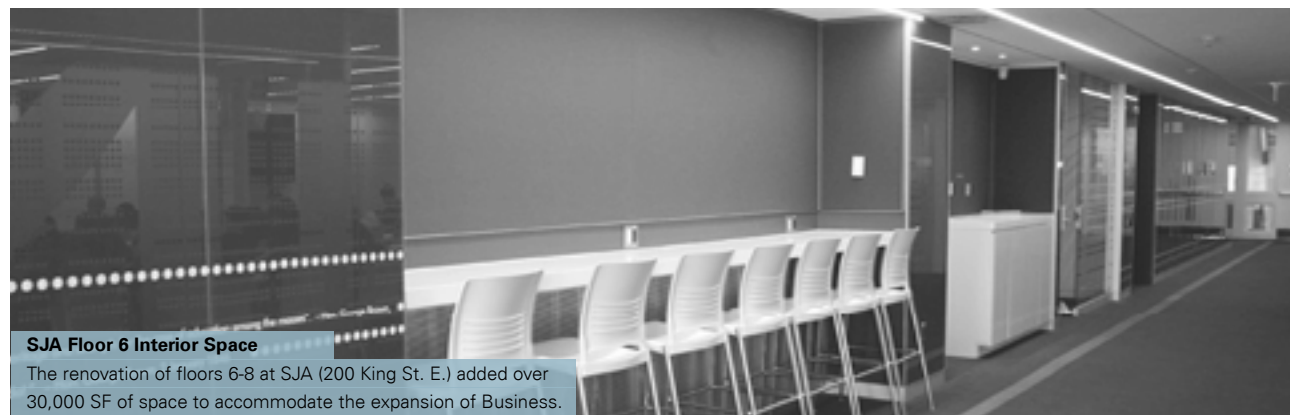
Operating primarily out of St. James Campus, this division has an average growth of nearly 8% over the past five years and has doubled in enrolment since 2005/2006. Offering general education and college preparation courses to students, the rapid growth of this academic division can be attributed to the overall surge in College enrolment over the past 10 years.

English As a Second Language (ESL):

ESL operates as an academic cluster of Preparatory & Liberal Studies. Recently moving into a newly renovated space at SJH (341 King St. East), this program has seen an increase in students since relocating. Experiencing fluctuations in growth over the past few years, enrolment growth in this academic cluster is expected to remain consistent to 2017.

International & Immigrant Education

This division provides services for students, maintains international partnerships and attracts international students to the college. With their main office located at St. James Campus, International & Immigrant Education has small spatial requirements at each of the main campuses to accommodate the international & immigrant student base. As this division does not operate any major academic programs on its own, its enrolment growth is associated with other divisions.



SJA Floor 6 Interior Space

The renovation of floors 6-8 at SJA (200 King St. E.) added over 30,000 SF of space to accommodate the expansion of Business.



GOALS & STRATEGIES

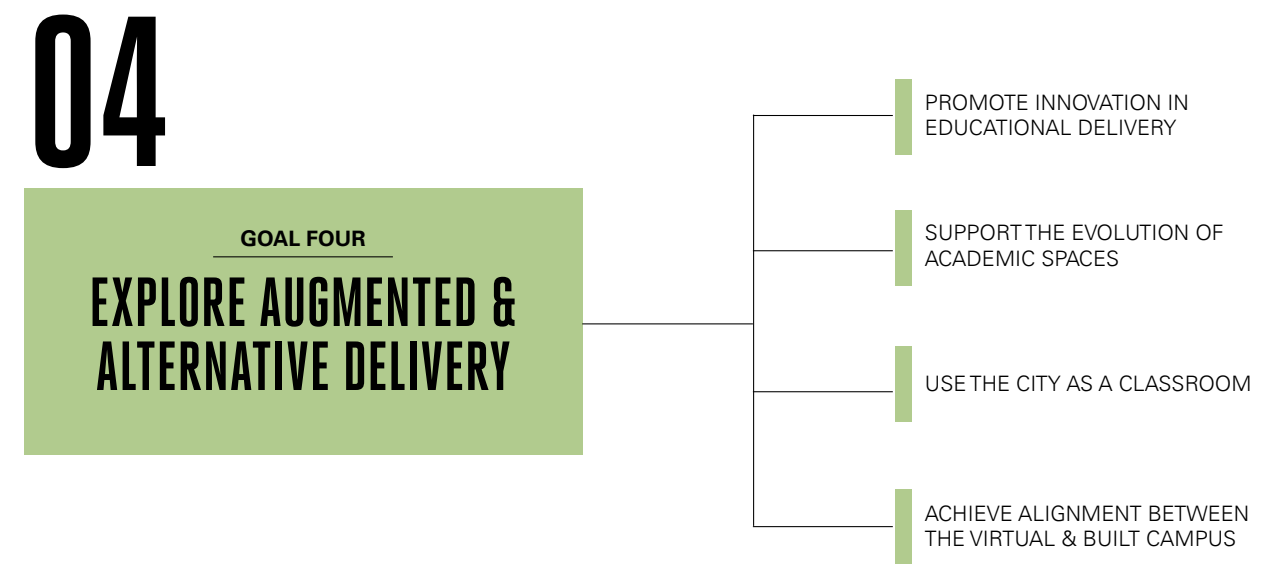
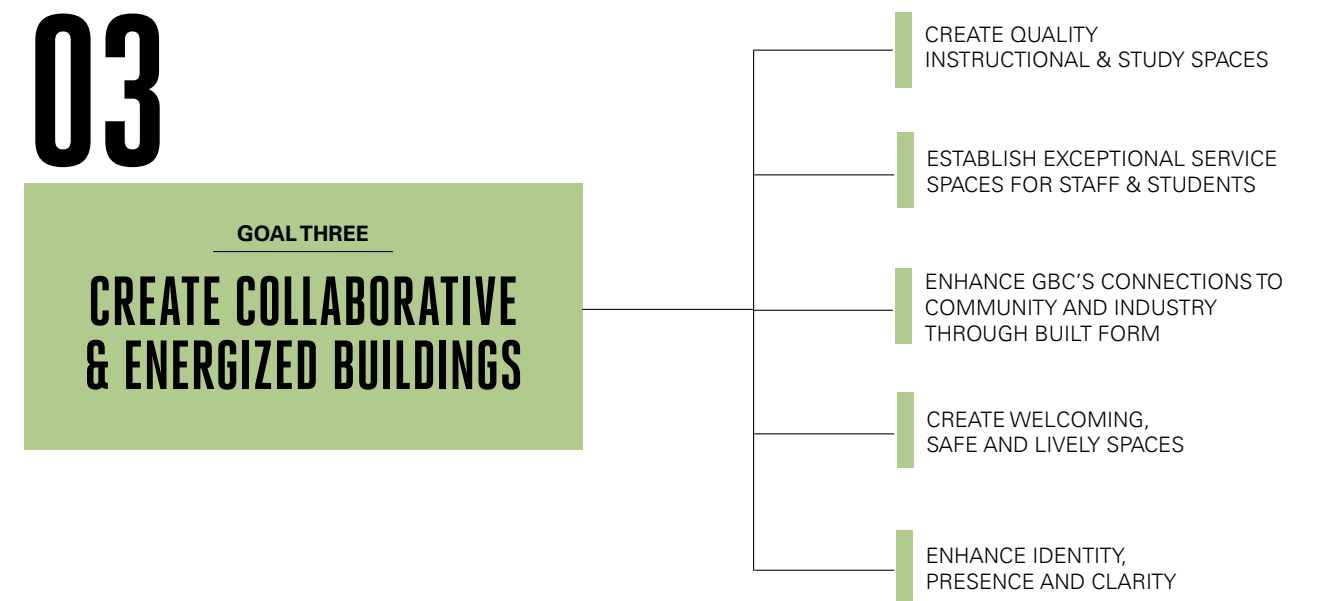
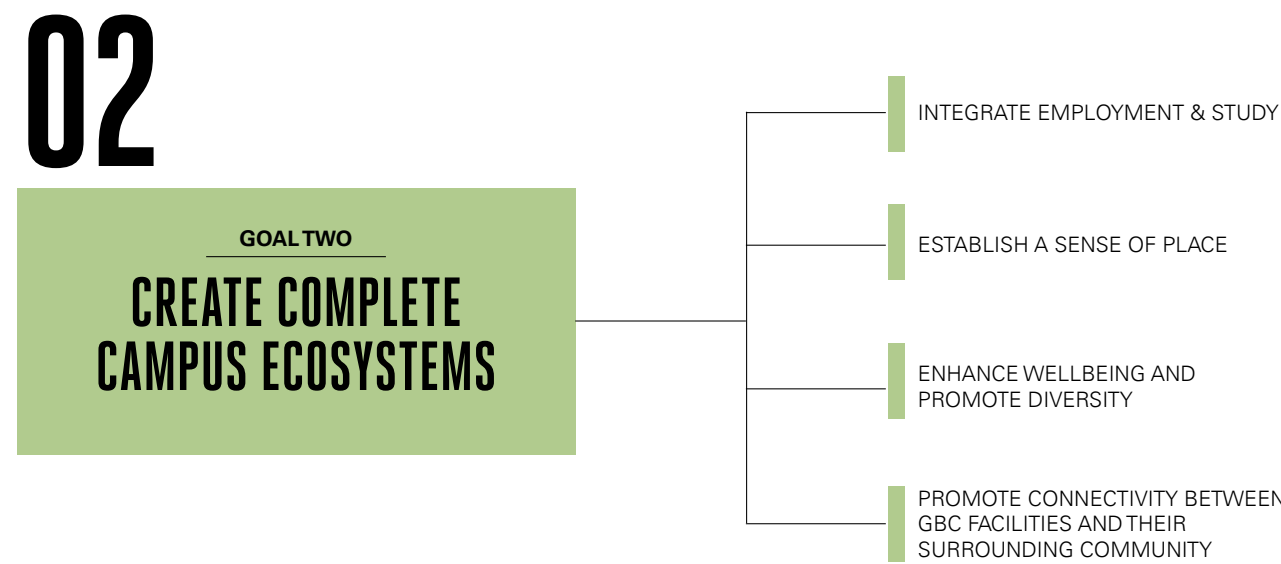
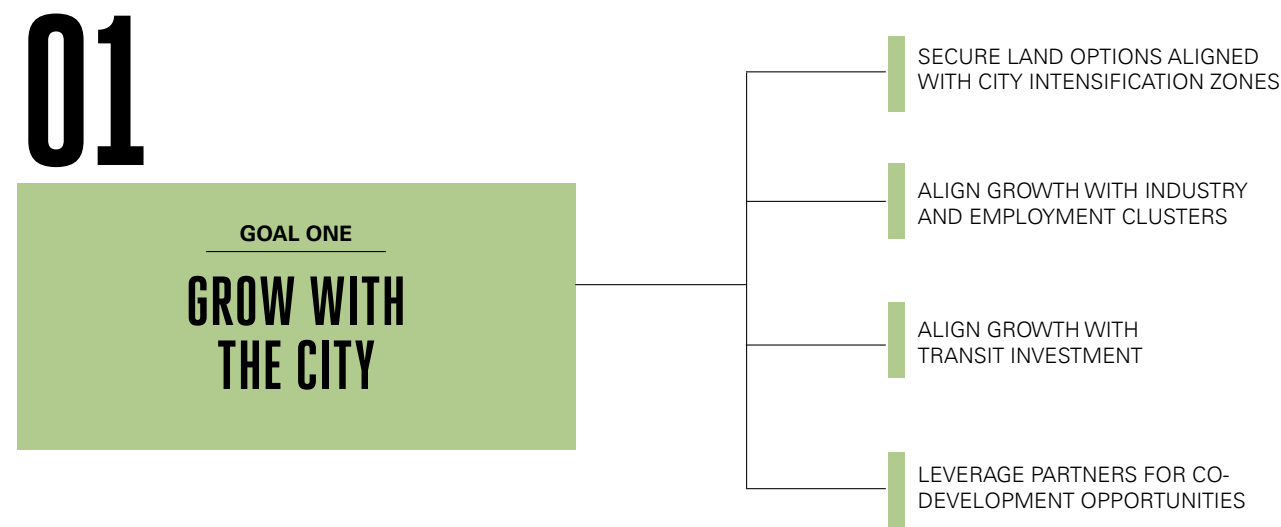
SECTION 2

This section outlines the key goals and strategies which will act as the framework for future space planning initiatives at George Brown College.

The goals provide broad objectives which the College should strive to achieve and a number of strategies are identified to help achieve these goals. Examples and precedents are also identified in this section to help visualize how the goals and strategies may manifest as the College aims to improve its spaces and enhance the student experience. .

MASTER CAMPUS PLAN FRAMEWORK

This diagram provides an overview of the key goals and strategies of the Master Campus Plan.



GROW WITH THE CITY

Aligning with growth and investment in T.O.

George Brown College is inextricably linked to its physical location within Canada's largest urban metropolis.¹⁴ Once labeled "The City College," George Brown College has embraced its urban identity and leveraged its locale to offer unique academic programs and a distinct college experience within a leading global city. The College is an integral component of the downtown core. Understanding and building on this location is a key ingredient to GBC's success. George Brown College will continue to focus investment and growth within the boundaries of the City of Toronto and align its space growth with the development of the City's waterfront and downtown core in an easterly direction towards the Don River. It is also important to leverage existing assets within established neighbourhoods and in close proximity to transit within the Casa Loma precinct. In doing so, the College will align academic programming with industry clusters to create new, exciting opportunities for students, industry and community.

GBC envisions itself as a social and economic stimulator that can facilitate growth and activate precincts within the City. Focusing on areas that are integral to Toronto's future, GBC will align its investment with "Growth Centres" that are targeted for intensification under the Places to Grow Act, and leverage its role as a city builder to spur redevelopment. GBC should become more strategic in leveraging its positive impact on our three neighborhoods to secure land, development options and Section 37 entitlements that will enhance our campuses and facilitate our growth, as laid out in the City of Toronto's Official Plan.

"GEORGE BROWN COLLEGE IS URBAN IN NATURE. WE SHOULD EMPHASIZE THIS URBANITY, LEVERAGE THE DOWNTOWN AND BUILD OFF ACTIVITY THAT OCCURS WITHIN THE CITY"

– SMC Charrette Participant

14. "Toronto leads urban population growth." . The Canadian Press, 8 Feb. 2012. Web. 30 Apr. 2014. <<http://www.cbc.ca/news/canada/toronto/toronto-leads-urban-population-growth-1.1287051>>.



View of the City of Toronto and Pan-Am Village / Amenities
GBC can aim to utilize the Pan-Am athletic amenities after the games conclude in July, 2015.

Strategy One:

SECURE LAND OPTIONS ALIGNED WITH CITY INTENSIFICATION ZONES

There are five major growth centres within the City of Toronto that have been targeted for major intensification and investment:¹⁵

- North York Centre
- Yonge-Eglinton Centre
- Etobicoke City Centre
- Scarborough City Centre
- Downtown Toronto and Central Waterfront

George Brown College will focus on the Downtown Toronto and Central Waterfront Growth centre, where the majority of GBC's physical infrastructure is already located (including St. James Campus, Waterfront Campus, Young Theatre for the Performing Arts and Ryerson Campus). This aligns with the major intensification of the Waterfront that is planned over the next 30 years, and will position George Brown College as an integral city builder.

Explore Land Opportunities within the Pan-Am & Downtown Waterfront Growth District:

Having already established a presence within the downtown waterfront communities with the new Health Sciences Facility and Residence set to open in 2016, GBC will continue to pursue options within these districts to maximize investment and remain a catalyst in city building. Providing community services, activating urban spaces and contributing to regional economies, GBC hopes to remain a key component of revitalization and intensification efforts.

There are a variety of land purchase opportunities within the Pan-Am and Downtown Waterfront Districts that will arise over the next few decades and GBC should be a logical purchaser to allow for the creation of new spaces for students. Additionally, the College can pursue securing a land bank to assist with staging strategies while providing temporary uses for student and community amenities. This will ultimately allow for a rebuild or divestment of the Casa Loma Campus.

Explore Co-Development options on Blocks 1, 2 & 3 and Adjacent Sites within the East Bayfront Precinct:

The Daniels Corporation, Great Gulf and Hines are leading development in the vicinity of the Waterfront Campus.¹⁶ There is an opportunity for GBC to seek strategic co-development partnerships that will allow for the development of much needed student spaces and amenities that will help enhance the overall student experience.

Securing options for development in proximity to the Sherbourne Common which includes the potential development of Blocks 1, 2 & 3, would provide positive results for both George Brown College and the East Bayfront community. A new residence in the area will provide much needed amenities for the neighborhood while accommodating additional GBC students. Furthermore, there are opportunities to establish partnerships with local developers and landowners to enable GBC students, faculty and staff to gain access to available amenities in the area which can be shared with the community.

Develop the Design Centre for the Smart Economy in Partnership with OCADU:

GBC has shown interest in developing a new facility will focus on programs in Design, Digital Media, Information and Communication Technologies (ICT), and mass customization of products and services. This aligns with the Waterfront vision of a technology enhanced community and therefore development options should be explored to accommodate this opportunity.

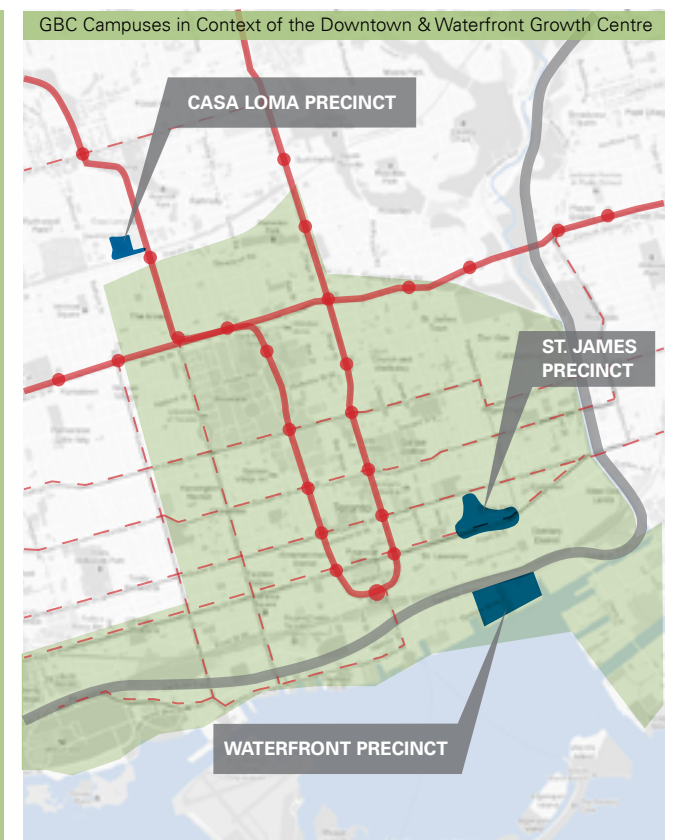
The initial plan envisions a 260,000-280,000 sq ft building on the site with 160k for GBC's design programs and incubator / innovation centre. In alignment with the provincial mandate to increase partnerships between academic institutions and create new pathways for graduates, a partnership with OCADU on this project will provide significant benefits.

By increasing its Waterfront presence and providing virtual and alternative delivery methods, GBC can establish a distinct competitive advantage by offering more flexible delivery methods of education and training while augmenting growing demands for space. The strategic location of the Waterfront, home to Canada's first open-access, ultra-high-speed broadband community network, will provide GBC students with state-of-the-art facilities and technology.¹⁷



Vision / Rendering of the East Bayfront Community by Waterfront Toronto

"GBC CAMPUSES BRING VITALITY TO NEIGHBOURHOODS... WHEN THE CITY SOUGHT TO REVITALIZE TWO NEW WATERFRONT COMMUNITIES THEY CAME TO US TO SERVE AS THEIR ANCHORS."
 – GBC Board Member, 2013



15. "Places to Grow: Size and Location of Urban Growth Centres in the Greater Golden Horseshoe." . Ministry of Energy & Infrastructure, 2008. Web. 30 Apr. 2014. <https://www.placestogrow.ca/images/pdfs/UGC_final.pdf>.

16. "East Bayfront." . Waterfront Toronto, 2013. Web. 30 Apr. 2014. <http://www.waterfronttoronto.ca/explore_projects2/east_bayfront>.

17. Campbell, John. "East Bayfront: The Waterfront Innovation District." . Waterfront Toronto, 2013. Web. 30 Apr. 2014. <<https://newblueedge.ca/nbe/portal/innovation/home/home!/ut/p/a1/>>

Strategy Two:



ALIGN GROWTH WITH INDUSTRY & EMPLOYMENT CLUSTERS

In order to foster academic partnerships and establish clear pathways for graduates, the College will remain in proximity to key industry and employment sectors in Toronto. Aligning with provincial strategies to drive innovation in a changing economy, GBC must emphasize its connections to both export-based and community-based sectors that drive economic growth. In particular, export-based sectors drive wealth creation, with the Downtown & Central Waterfront area accounting for 51 percent of export-based wealth in Toronto.¹⁸

Expecting continued growth in industry investment within vacant land and redevelopment of currently occupied lands, GBC can position itself as a catalyst to support this growth while affording new opportunities for students. This can be achieved by seeking continued partnerships with industry to activate economic sectors by filling gaps in skilled labour and placing students in industry connected spaces to ensure graduate success.

Create New Facilities by Leveraging Industry Investment:

George Brown College is located in Canada's business and financial capital and should leverage continued industry investment to assist in ensuring local and global competitiveness. As urban centres remain at the forefront of industry investment, GBC can leverage growing industries in Toronto while aligning with the strategies outlined in Toronto's "Collaborating for Competitiveness." Growing sectors including Finance, Creative Industries, Food & Beverage, Health, IT and Building Services (Construction) align with GBC's core divisions.¹⁹

Additional emphasis is placed on maintaining an export-based sector in creative manufacturing, strengthening high-value sectors in Toronto's tech sector and building the City's incubation network. GBC can leverage investment in these areas of activity to assist with the development of academic program space.

Explore Land Options Within "Employment Hubs" as Identified in the Growth Plan:

Downtown Toronto is the most significant employment hub identified within the plan for the Greater Golden Horseshoe and is intended to absorb a large percentage of job growth within the GTHA over the next decade.²⁰ Designated employment lands within Toronto also encourage development within the downtown core / waterfront area.

With the downtown core's employment land supply considered to be nearly fully developed, this emphasizes the need to capitalize on growth opportunities that arise as new employment lands along the waterfront are developed over the next few decades. Proximity to employment lands will play an important role in enhancing industry partnerships and hands-on learning / placement opportunities for students.

Leverage Industry Sectors to Drive Space Opportunities for Long Term Growth:

GBC will align its long-term growth in proximity to industry sectors within the City of Toronto. With seven core academic divisions that are directly tied to major industry sectors and emerging economic clusters, the College intends to strengthen physical connections to industry. By strategically locating specific divisions in close proximity to industry sectors, GBC can drive space opportunities and take advantage of the partnership opportunities available in each specific locale.

Hospitality and Culinary Arts, for example, should align growth with key culinary nodes in the City, such as the St. Lawrence Market, and the potential development of Block 3 should consider the smart economy that is emerging within the waterfront communities. The result is an enhanced opportunity for cross-pollination between students, faculty, and industry professionals, which will enrich the overall educational experience and provide industry with students that are better equipped to join the workforce upon graduation. This directly aligns with municipal and provincial strategies aimed at driving innovation in the local and global economies. As Toronto emerges as a major global City, this will ensure GBC remains rooted in industry success.

18. "Sustainable Competitive Advantage and Prosperity - Planning for Employment Uses in the City of Toronto." . Malone Given Parson LTD., 1 Oct. 2012. Web. 30 Apr. 2014. <<http://www.cbc.ca/toronto/features/stuckintraffic/docs/sustainable.pdf>>.

19. "Collaborating for Competitiveness." . City of Toronto, Jan. 2013. Web. 30 Apr. 2014. <http://www1.toronto.ca/static_files/economic_development_and_culture/docs/Collaborating_for_Competitiveness_FINAL-v7.pdf>.

20. "Places to Grow: Size and Location of Urban Growth Centres in the Greater Golden Horseshoe." . Ministry of Energy & Infrastructure, 2008. Web. 30 Apr. 2014. <https://www.placestogrow.ca/images/pdfs/UGC_final.pdf>.

Diagram Above:

Existing & Emerging Districts in Downtown Toronto East

This diagram shows some existing and emerging districts identified by George Brown College that surround the St. James and Waterfront Campuses. These also directly align with the programs offered by the College and as the City's waterfront continues to expand there will be significant opportunities for student placement, educational expansion and co-development opportunities. Two key emerging districts in the short term are the entertainment and technology hub that is comprised of the East Bayfront community, and the health and recreation district which has received significant investment to accommodate the upcoming Pan-Am games in 2015. In the longer term, the Port Lands development has an opportunity to accommodate new industries and smart manufacturing along the waterfront that can create new educational opportunities and partnerships for the College.

"GBC IS SEEN AS THE GTA COLLEGE WITH THE STRONGEST RELATIONSHIP WITH INDUSTRY AND THE COLLEGE THAT BEST EQUIPS GRADS TO GET THE JOBS THEY WANT"

- GBC Board Member, 2013

Strategy Three:

ALIGN COLLEGE GROWTH WITH TRANSIT INVESTMENT

With mobility being one of the most pressing issues within Toronto and the Greater Toronto Hamilton Area (GTHA), GBC should leverage its current accessibility within the urban centre and its connection to major transportation networks as an asset for student and faculty attraction.

Alignment of future expansion and growth with transit investment can significantly benefit overall economic development by increasing business investment and innovation, supporting the clustering of economic activities, increasing job flexibility, and attracting global and regional activity.

According to the Places to Grow Act, major transit station areas and intensification corridors will be designed to increase residential and employment density while accommodating a mix of residential, office, institutional and commercial development.²¹ GBC has the unique opportunity to take advantage of this expected intensification.

Align Growth with Planned TTC Expansion:

By 2031, transit ridership in the downtown is expected to grow by 51%.²² The planned capacity improvements will keep pace with this ridership growth in many corridors. Proposed transit improvements including the development of a "Downtown Relief Line," and light rail transit along the Queens Quay will increase accessibility to GBC facilities.

As George Brown College plans for the future it is important to take these planned improvements into consideration as it will affect land value, job creation and accessibility. By aligning growth with these transit initiatives, it will help to create community nodes, in which the College will play a key role.

Ensure Growth Strategies Align with the "Big Move" Planning initiatives Established by Metrolinx

The East Bayfront is a prime location that allows it to easily connect to the rest of the City and the Greater Toronto Area (GTA). It is directly connected to two major expressways running into Toronto; the Gardiner Expressway and the Don Valley Parkway. It is also adjacent to Union Station - a regional transportation hub - and the Air-Rail Link, which will connect Union Station to Toronto Pearson International Airport.

Align Waterfront Development with Light Rail Transit Expansion Timelines:

The new Cherry Street streetcar line will provide residents and visitors with convenient and environmentally friendly ways to get around the neighbourhood.

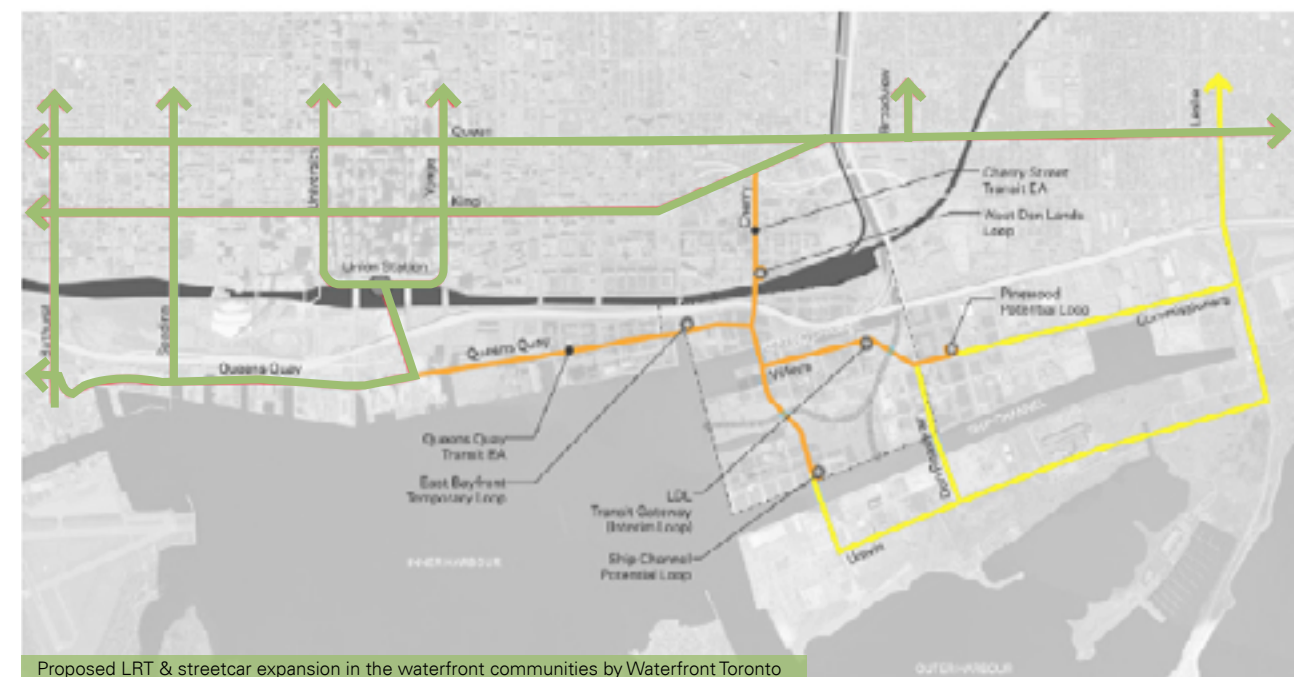
The new line will run on the east side of Cherry/Sumach Street, south from King Street through the West Don Lands to the CN rail corridor just north of the Gardiner Expressway. Initially the line will run between King Street and the rail corridor, but eventually it will connect to the planned streetcar line on Queens Quay Boulevard and provide service to the Port Lands. Streetcars will travel in their own transit corridor on the east side of Cherry and Sumach streets beside the eastern sidewalk.²³

George Brown College is well situated to benefit from proposed light-rail transit expansion. As GBC intends on continuing to be an "urban college" it is critical that all locations and amenities are accessible through a variety of transit mediums. Increased traffic congestion will make traveling downtown by car increasingly difficult. Accessible, safe, and efficient transportation alternatives will ensure that students, faculty, staff and the general public can take advantage of all of the services and amenities continually offered by George Brown College.

21. "Places to Grow: Size and Location of Urban Growth Centres in the Greater Golden Horseshoe." Section 2.2.5. Ministry of Energy & Infrastructure, 2008. pdf. 30 Apr. 2014. <https://www.placestogrow.ca/images/pdfs/UGC_final.pdf>.

22. "Downtown Rapid Transit Expansion Study (DRTES) Phase 1 Strategic Plan." Toronto Transit Commission, 24 Oct. 2012. Web. 30 Apr. 2014. <<http://www.toronto.ca/legdocs/mmis/2013/pg/bgrd/backgroundfile-55942.pdf>>.

23. "Cherry Street Transit." Waterfront Toronto, 1 Jan. 2013. Web. 30 Apr. 2014. <http://www.waterfronttoronto.ca/planning_the_community/cherry_street_transit>.



Proposed LRT & streetcar expansion in the waterfront communities by Waterfront Toronto



Vision of the future Queens Quay LRT at East Bayfront by Waterfront Toronto

"THE QUEENS QUAY LRT WILL SERVE THE EAST BAYFRONT NEIGHBOURHOOD, WHICH IS PLANNED TO ACCOMMODATE 6,000 RESIDENTIAL UNITS, 8,000 JOBS AND OVER 3,000 GBC STUDENTS."²⁴

24. Jackson, Emily. "Toronto LRT Transit Plan Stalling on Queen's Quay East." Toronto Star, 14 Feb. 2012. Web. 30 Apr. 2014. <http://www.waterfronttoronto.ca/planning_the_community/cherry_street_transit>.

Strategy Four:

LEVERAGE PARTNERS TO ESTABLISH CO-DEVELOPMENT OPPORTUNITIES

Future development at GBC should be rooted in collaboration, cultivating opportunities with the surrounding neighbourhood and industry partners in both the public and private sectors. Increased engagement with various stakeholders early in the development process, to ensure that George Brown College space needs are considered and to identify mutually beneficial opportunities, will help enhance the College's presence within desired precincts.

In pursuing sites for co-development, they should align with the vision for GBC's growth and assist to create complete academic campuses. Creating enhanced pathways for students and creating more balanced academic communities should remain priorities when exploring and pursuing co-development opportunities.

Work with Waterfront Toronto to Establish First Rights for Development Opportunities

GBC will continue to work with Waterfront Toronto to establish first rights for expansion opportunities as intensification efforts continue over the next few decades. This builds on the recent success of the Health Science facility, which acted as a catalyst for further investment within the East Bayfront Community.

Exercising this option will provide GBC with the opportunity to continue its growth within the Downtown Centre and Waterfront intensification zone, while aligning itself with transit development as highlighted in strategy three. Facilitating community growth, this will provide GBC with additional opportunities for co-development and alternative funding models that will assist to achieve the additional space required based on increases in enrolment. This may also provide staging opportunities that are needed as some of GBC's facilities reach the end of their infrastructure lifecycles and require either significant upgrades or reconsideration of long term use.

Leverage the City Building Process to Establish Partnerships with Developers (e.g. Section 37)

The strategic direction of the College points to growth and expansion in alignment with city growth and increased unification of the St. James and Waterfront Campus districts to create a holistic campus precinct. As the waterfront is currently undergoing a major revitalization, amenities such as sports facilities and health services are not yet established within the community. GBC has the unique opportunity to shape and transform the Waterfront Communities and Pan-Am sites through strategic partnerships, providing key community services and activating public spaces while providing an enhanced educational experience.

Section 37 of Ontario's Planning Act should be leveraged to make key infrastructure improvements that help spur investment, drive key economic sectors and fill gaps in services that align with academic offerings. Lands slated for development in the long term can be used in the interim to help animate an area such as the waterfront as it matures and builds out.

Establish Partnerships with Other Academic & Community Institutions to Secure Provincial Funding

The Province of Ontario is seeking enhanced pathways for graduates through increased academic partnerships and George Brown College has made this a priority moving forward.²⁵ GBC is already working to establish partnerships with other universities in Ontario while enhancing existing partnerships. This provides unique opportunities to create new spaces and obtain alternative sources of funding.

Creating co-developed spaces with other academic institutions will enable cross pollination between applied and theoretical educational models, and provide new amenities to enhance the student experience. This will also enable students to more fluidly transfer between College and University programs to enhance pathways for success, while providing a stream of graduates that have unique skillsets to contribute to the emerging creative economy. Community institutions should also be engaged to create synergies with academic programming offered by the College. This can assist in creating more complete communities in alignment with municipal planning initiatives.

25. "Making Industry-University Partnerships Work: Lessons from Successful Collaborations." . Science | Business Innovation Board, 2012. Web. 30 Apr. 2014. <<http://www.sciencebusiness.net/assets/94fe6d15-5432-4cf9-a656-633248e63541.pdf>>.



Rendering of the future GBC residence



Preliminary rendering of Waterfront Campus & connection to Block 3

"WHEN COMPANIES AND [INSTITUTIONS] WORK IN TANDEM TO PUSH THE FRONTIERS OF KNOWLEDGE, THEY BECOME A POWERFUL ENGINE FOR INNOVATION AND ECONOMIC GROWTH."

– Science Business Innovation Board, 2013

CREATE COMPLETE CAMPUS ECOSYSTEMS

Fostering a holistic academic experience

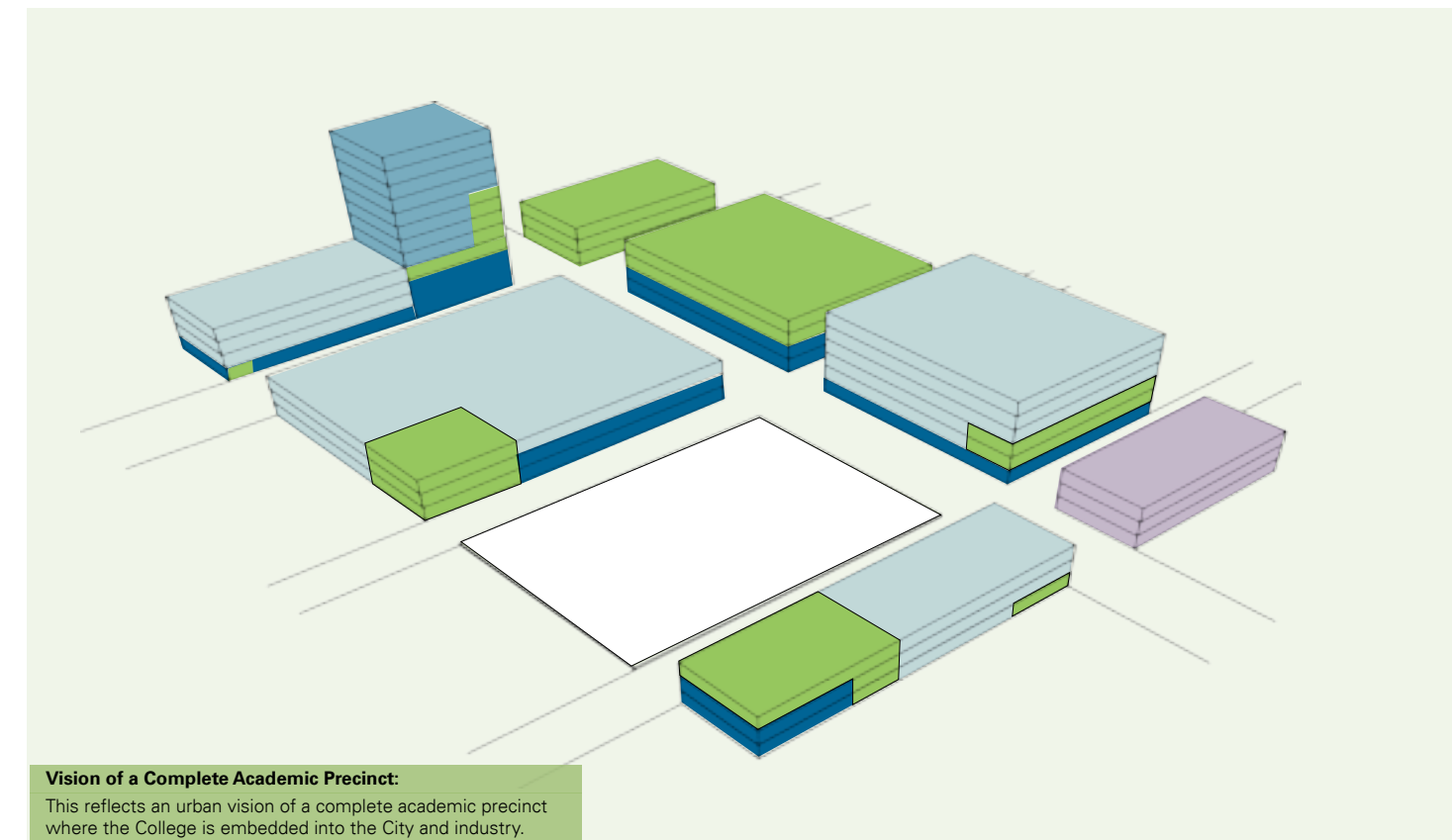
With three major campus locations within the City of Toronto, it is important to define campus precincts that enhance learning, stimulate partnerships and applied research, and afford opportunities for students by creating complete and balanced academic environments where living, learning and working are possible. By creating complete academic precincts, GBC aims to enhance the identity and presence of each campus within the City of Toronto. Campus precincts should provide opportunities for students to learn, work, play and connect while leveraging the urban activity in the City.

As George Brown College continues to invest within Toronto's downtown core, it is essential to reconsider the campuses as a holistic network of facilities that accommodate student life. With an emphasis on creating an "urban" college experience, the College will seek further integration into the urban realm while enhancing connectivity to the City and between facilities. Open to opportunities that will arise from new partnerships, GBC facilities will accommodate growing space needs and foster new academic opportunities.

A specific emphasis should be placed on space needs associated with living and much needed amenities, which the College is currently lacking. With the first GBC residence set to open in 2016, aligned with a partnership with YMCA, GBC can use this as a model of success to forge similar partnerships that will enhance the student experience.

"CONNECTIVITY SHOULD BE A KEY THEME OF FUTURE SPACE PLANNING. BY CONNECTING FACULTY, STUDENTS, STAFF AND COMMUNITY MEMBERS, GBC CAN CREATE MORE COMPLETE ACADEMIC ENVIRONMENTS."

- College Charrette Participant



- George Brown College Space
- Retail & Service Space
- Residences / Condominiums
- Office & Industry Space
- Athletic Amenities
- Public Space

Strategy One:

INTEGRATE STUDY & EMPLOYMENT:

With an emphasis on placed-based educational models, George Brown College has established targets to become a leader in field placement. GBC will continue to pursue this educational model and increase integration with industry partners, which augments GBC space for education throughout the City of Toronto.

By creating learning and doing spaces that better connect students with industry and vice versa, there are opportunities to incorporate industry spaces within College facilities and also to create external spaces that place students within industry.

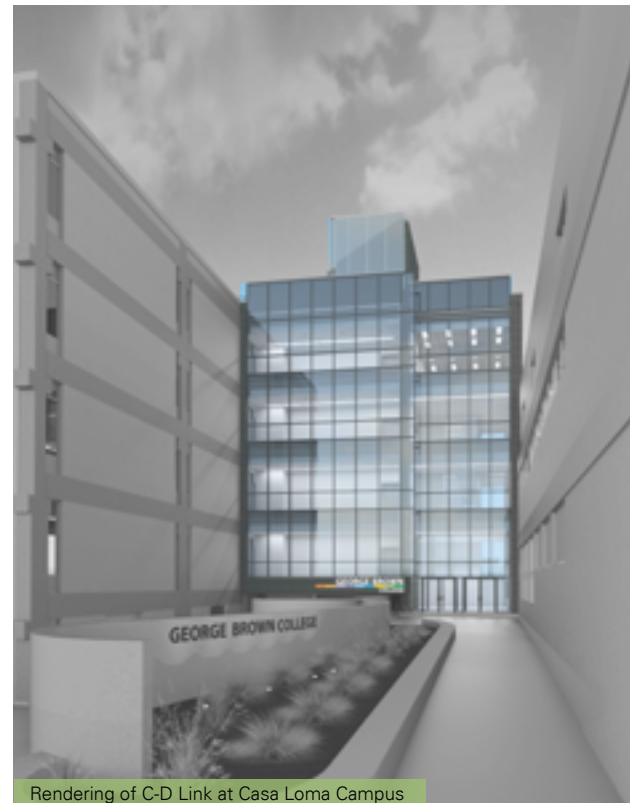
Enhance Enterprise Educational Models that Support Student Placement and Generate Revenue:

Enterprise educational models have been a major success over the past several years in providing unique educational experiences to students, offering affordable services to the public and enhancing the College's brand within Toronto. George Brown College should continue to pursue these enterprise educational models within existing facilities and via partnership satellite facilities to provide additional placement opportunities for students. Opportunities in Hospitality and Culinary Arts, Design, Fashion, Business and Construction programs can be capitalized on within short term timelines.

For example, Culinary & Hospitality Arts is looking to expand enterprise educational models throughout 215 King St. East in 2015-2016. This would transform it into a key culinary destination and experiential learning centre within the emerging culinary district along King East.

Create Learning Spaces that are Developed in Partnership with Industry:

Engaging industry to develop learning spaces can assist to create state-of-the-art facilities that allow students to better acquire the skills needed by industry. This has been a key component of past space planning efforts (e.g. C-D Link), and continued emphasis should be placed on enhancing this industry engagement in the development of new space.



Rendering of C-D Link at Casa Loma Campus



Centre for Hospitality & Culinary Arts

Strategy Two:

ESTABLISH A SENSE OF PLACE:

To create a more unified precinct within Toronto, George Brown College will seek to create an enhanced sense of place that distinguishes the College within the urban realm and enhances the user experience.

Creating spaces that are permeable, welcoming and inviting will promote a strong pride of place that reinforces GBC's brand identity. This will be central to future space planning initiatives.

Increase the Permeability of Existing and Proposed Facilities at Grade to Ensure Greater Identity & Presence:

George Brown College is a public institution and as such plays a key role in the Community. This role is crucial to the success of the College and increasing the permeability of facilities can encourage greater connectivity with the existing urban fabric while exposing the life and activity that occurs within the GBC environment. Following recent development and renovations including the Waterfront Campus, Centre for Hospitality & Culinary Arts and Chefs' House as models for permeability, the College has an opportunity to increase its identity when planning future space improvements.

Create Signature Public Spaces and Buildings that Promote a Sense of Pride and Reinforce GBC's Identity:

The College is currently lacking signature public spaces that enable students to congregate within the urban realm and extend college life into the fabric of the City. Signature public spaces should be provided at each of the three main campuses, leveraging existing spaces that are associated with GBC. Casa Loma should build off of the *Greenline competition* results to explore opportunities along the rail/hydro corridor.²⁶ St. James can better connect to existing green spaces (e.g. St. James Park), and increased utilization and programming of Sherbourne Common can enhance the Waterfront Campus.

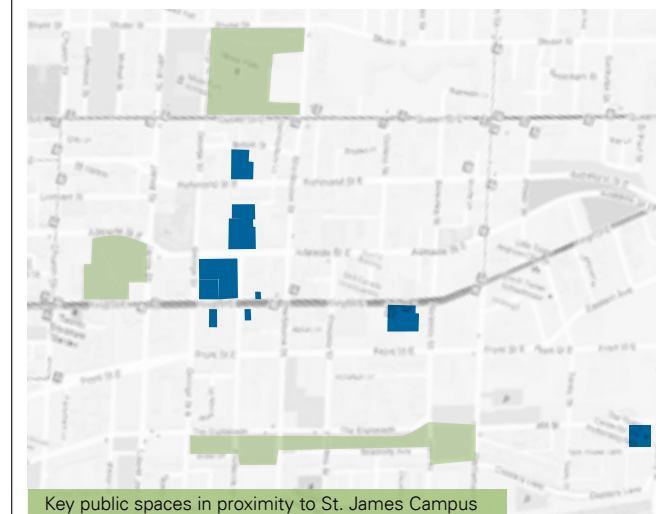
Facility improvements and new developments will also aim to increase architectural and urban quality to enhance the College's identity and instill a sense of pride for students, faculty and staff.

Create Attractive Urban Environments that Emphasize Pedestrian Oriented Design Principles:

Increased pedestrianization of the urban fabric and the introduction of street furniture can significantly enhance public spaces in proximity to College facilities. By investing in the urban fabric, GBC will not only enhance its presence within the community, it can also enhance connections to existing transportation nodes, green spaces, cultural destinations and facilitate movement between facilities. There are a number of opportunities for improvement at each campus, and with a growing number of satellite facilities it can significantly enhance the student experience.



Centre for Hospitality & Culinary Arts



Key public spaces in proximity to St. James Campus

26. "Green Line Ideas Competition." . Workshop Architecture, 1 Jan. 2012. Web. 30 Apr. 2014. <<http://www.greenlinetoronto.ca/index.html>>.

■ St. James Campus Facilities ■ Key Public Spaces

Strategy Three:

ENHANCE WELL-BEING & PROMOTE DIVERSITY:

A number of studies link enhanced well-being and a balanced lifestyle to increased educational success. GBC aims to improve its student satisfaction by promoting a holistic blend of spaces throughout each Campus. This is intended to encourage students, faculty and staff to maintain healthy and balanced lifestyles while increasing productivity and student success.

A broad range of services should be maintained by the College to ensure that this is effectively implemented. These should also be linked to academic programming to introduce a systems approach to service delivery.



Rendering of the future GBC residence & YMCA

"GBC IS 75% BELOW THE COLLEGE AVERAGE FOR ATHLETIC AMENITIES"

– COFSI, 2012

Include and Extend Ancillary Services Including Health Services, Shops, Clubs and Clinics:

To support campus precincts/community, George Brown College will continue to offer a number of services that support students, faculty, staff and community members. These services promote experiential education while filling gaps in community services that are accessible to Toronto's diverse population.

Services, including health and wellness clinics, dental care, food and hospitality services, business, design and creative consulting, can assist to create new space opportunities as GBC expands into emerging communities downtown related to waterfront intensification efforts. The College should ensure these spaces are dispersed amongst campus locations and align with the identified gaps in community services.

Promote Balance by Integrating a Combination of Spaces that Encourage Work, Play, Study and Learning:

With older GBC Campuses lacking the proper balance of spaces, it is essential to introduce a diverse mix of student-oriented spaces as facilities undergo renovations in the coming years to update infrastructure. Space planning initiatives will allocate portions of existing buildings to incorporate a combination of private, semi-private and social spaces for students (e.g. Floors 6, 7 & 8 of 200 King St. East). This will assist to create a better balance between classrooms, administration space and student-oriented space that is needed to foster academic success. Athletic and other community amenities should also be introduced into the campus districts via partnerships and the exploration of co-developed spaces with the City of Toronto.

Incorporate Residences & Affordable Housing Opportunities in Proximity to GBC Campuses:

The first GBC residence is set to open in 2016; however as rents increase within the Downtown Core, it is crucial to explore additional opportunities to provide affordable rental units to students who wish to live in proximity to GBC facilities. With condo development reaching unprecedented levels within Toronto, GBC will pursue partnerships with developers and investors to accommodate additional housing opportunities. Residences will be strategically located to promote a more unified downtown campus, connecting St. James and the Waterfront.

Strategy Four:

PROMOTE CONNECTIVITY BETWEEN GBC FACILITIES & THE COMMUNITY:

Accessibility is a key component of GBC's current success and should remain an important factor in future space planning initiatives. This strategy aims to enhance connections to existing mobility nodes and encourage connections between facilities and the existing urban realm. Allowing students to populate the urban environment can act as a significant place making initiative, while providing significant benefits to the City and local community.

Enhance Connections Between Campuses by Emphasizing the Core Spines of Activity:

There are a number of key spines of activity that facilitate movement between campus facilities. The St. James Campus can be significantly enhanced by focusing on the core spines along King St. and Frederick St. which connect the majority of facilities within the St. James Precinct. Sherbourne and Jarvis act as links to the new Waterfront Campus from existing facilities, and at Casa Loma Campus, the connection from Dupont Station to the clustering of facilities acts as the main gateway to the campus. Activity along each of these core spines can be enhanced with low-cost improvements to the urban realm including enhanced wayfinding, introduction of public space standards and signature GBC pedestrianization efforts.

Promote Pedestrian and Sustainable Transportation Between Campuses by Enhancing the Urban Realm:

Building off of the core spines of activity, GBC will promote pedestrian and sustainable transportation between facilities. GBC will continue efforts to support alternative transportation networks to access College facilities and aims to leverage ongoing development initiatives to create a better pedestrian experience for students, staff and faculty. The College also recently engaged in the Smart Commute Program offered through Metrolinx, which has been successful in engaging College users to explore alternative methods of transportation and car-sharing options.

Better Connect Campuses to their Associated Transportation Hubs:

While promoting pedestrian connections between campuses and enhancing the urban realm, the College should also place an emphasis on the connections to local transportation nodes. Subway, streetcar and bus routes connect the campuses to other regional transportation networks that enable students to easily access GBC from most major cities within the GTHA. As additional transit improvements are planned in years to come, GBC should leverage investment to assist in funding pedestrian improvements and connections to new transit hubs. Public safety should also be a priority and City improvements such as crosswalks and protected walkways are important to success.



Vision of a pedestrianized Frederick St.



Boardwalk creates a pedestrian area at the Waterfront Campus

CREATE COLLABORATIVE & ENERGIZED BUILDINGS

Promoting welcoming, diverse & exciting spaces

As a leading post-secondary institution locally, nationally and internationally, it is essential that the College continues to increase the quality of educational spaces to enhance the student experience. The College's facilities should align with this vision of a commitment to excellence in teaching, applied learning, and innovation while reflecting the passion, energy and commitment of the GBC academic community.

To create buildings that promote collaboration and instill energy and life into the academic experience, five key ingredients have been identified:

- **Create Quality Instructional & Study Spaces**
- **Establish Exceptional Service Spaces for Staff & Students**
- **Enhance GBC's Connection to Community & Industry Through Built Form**
- **Enhance Identity, Presence & Clarity**
- **Create Welcoming, Safe & Lively Spaces**

These ingredients provide opportunities for significant space improvements and a number of detailed space planning principles have been established within each category. These principles were established based on multiple stakeholder consultations through charrettes. These principles will be applied to future space planning initiatives to envision and inspire the creation of ideal College facilities that benefit multiple stakeholders.

"BY CREATING MORE BALANCED ACADEMIC ENVIRONMENTS AND PROMOTING WELLNESS, GBC CAN ENCOURAGE BRILLIANCE, INCREASING THE PRODUCTIVITY AND ENERGY OF STUDENTS"

– College Charrette Participant



GBC's new Residence will be directly connected to a YMCA promoting a balanced student life - Photo from CanaryDistrict.com

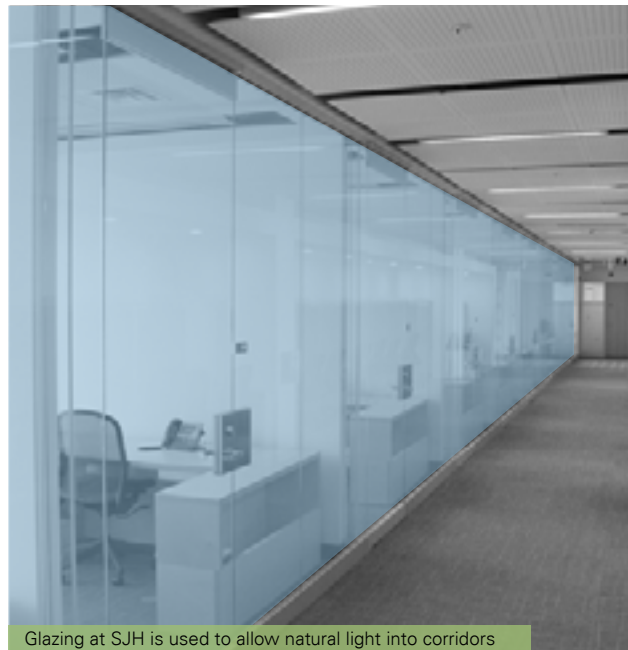
Strategy One:

QUALITY INSTRUCTIONAL & STUDY SPACES:

To excel as an institution, it is essential that the College focus on upgrading the spaces that promote knowledge transfer and enable students to receive a quality education. In doing so, the College must strive to ensure that learning spaces are updated in alignment with technological advances to provide faculty, students and staff with innovative educational experiences. Below are the principles that have been identified in order to establish quality instructional and study spaces:

Utilize the Periphery to Increase Daylighting:

Numerous studies have linked daylight and access to natural light with increased productivity, learning retention and general satisfaction.²⁷ Better utilizing the periphery of a building will allow increased natural light to improve the student, faculty and staff experience within the College. Additionally, to enable light to penetrate further into the building, spaces located along the periphery should utilize glass partitions where appropriate. This can also enhance safety and wayfinding.



Glazing at SJH is used to allow natural light into corridors

Create Flexible Classrooms:

George Brown College offers a diverse range of programs requiring classrooms that can adapt to ongoing changes in curriculum, class size, teaching style, and programming changes. Conversely, classrooms must balance this flexibility with enough rigidity so that the space is defined and isolated from the noise and chaos associated with regular activity within corridors and associated public spaces within the College.

- Classrooms should be furnished with non-fixed seating and desks that are designed to facilitate both traditional learning styles and more collaborative learning styles
- Classrooms should be variable in size to ensure that they can be scheduled in multiple ways. A proper mix of sizes should be developed and revised regularly based on metrics developed by each division
- Classrooms should be flexible so that they can adapt to ongoing changes in curriculum and college programming
- Plan for increased use of mobile devices and outlets by creating spaces that allow students to “plug-in” (e.g. power bars, floor plugs, etc).
- Classrooms should be designed to adhere to flexible grid servicing systems for HVAC & lighting and with modular dividing walls. This can help to reduce alteration costs as spaces are adapted to meet the needs of future users

Promote the Library as a Network:

Technology has transformed the way students and faculty access information and more specific program niches have changed the type of information required. With this in mind, it is possible to rethink the library as a network that branches throughout the College providing students with greater access to library resources remotely and creating a new typology of information hubs that could be tailored to specific program niches.

- Remote library hubs should be strategically located throughout the College to provide innovative ways to access information and avoid overcrowding in the central facility
- Program-specific libraries can help tailor to students needs and enhance the overall learning experience (e.g. architectural materials library)
- Information hubs near study spaces that provide access to library databases and virtual learning environments

27. Samani, Sanaz Ahmadpoor, and Soodeh Ahmadpoor Samani. "The Impact of Indoor Lighting on Students' Learning Performance in Learning Environments: A Knowledge Internalization Perspective." *International Journal of Business and Social Science* 3.24 (2012): 127-36. Print.

Allow for Student Spaces at Focal Points of Circulation:

It is essential to introduce new, functional and accessible student spaces college-wide. In doing so, student spaces should be introduced at the focal points of vertical and horizontal circulation and at entries. This will increase the overall accessibility and awareness of these spaces and will help to serve as a tool for wayfinding within the College. It also promotes activity in areas that are already associated with high traffic and are easily accessed during emergency scenarios.

- Casual spaces - small and large, formal and informal - where students, faculty and staff can relax, study, meet or host events are needed throughout the college
- These spaces should be designed to host individual students, small groups of students and clusters of informal student groups, incorporating a variety of flexible furnishings that accommodate these arrangements
- Access to light, views of the City and visibility from the City are key features that should be considered and incorporated into the design of the spaces
- Incorporate flexible furniture to allow for multiple forms of student interaction (private, semi-private, open) – e.g., study nooks in athletic area on the 6th floor of 200 King St E
- Use of devices and recharging stations should be incorporated into space designs

Improve Access to Flexible Spaces for Study, Collaboration, and Other Programming Opportunities:

While increasing student-dedicated spaces, it is important to have an appropriate mix of lounge, study and collaborative spaces. To facilitate student work and develop collaborative environments, flexible, multi-functional spaces that can be accessed by students should be coupled with lounge spaces and incorporated throughout the College. These may also provide key programming opportunities for the Student Association.

- Small, flexible rooms should be equipped with the appropriate technology (whiteboards, projection, etc.) so that they are adaptable to student needs
- Flexible spaces for study and collaboration should be grouped with student lounge areas, extended library areas and incubator hubs to facilitate interaction
- Collaborative study and meeting spaces should be private to minimize disruption, but transparent to promote safety and visibility. These spaces should be located near classrooms for in-class group work and brainstorming sessions



Vision for creating a student space at the main entry of SJA (200 King St. East)

Strategy Two:

ESTABLISH EXCEPTIONAL SERVICE SPACES:

It is essential that exceptional space for faculty, support staff and service is created to support those who teach and help students. Continual improvements to faculty, office and service environments will ensure that GBC remains a leading employer and assists the College in attracting exceptional staff. This contributes to an enhanced student experience and enables the college to fulfill its goal of preparing diverse learners for job success.

The following principles improve faculty and service space to create environments that attract the best employees, increase efficiency and user satisfaction and improve the overall experience of both staff and students.

Cluster College Services:

College services should be grouped to increase usability and accessibility for students. In order to increase the effectiveness of services offered by the College it is recommended that:

- Services are to be located toward the lower floors of facilities and be visible from main circulation and access points
- Services that are interlinked should be clustered together to promote cross-pollination, and greater accessibility
- Private space within the core should be created to accommodate service uses that require privacy e.g. student affairs counseling services

Cluster & Organize Academic Departments:

Though limited space in the past may have prevented the proper organization and clustering of faculty and academic departments, there is now an opportunity to better organize these spaces, for example:

- Faculty spaces should be organized to facilitate the clustering of academic divisions and promote faculty collaboration
- These spaces should be organized to increase accessibility to the student population and to allow for transparency while also providing dedicated private space for confidential matters

Create Faculty & Staff Lounges at Intersections of Activity:

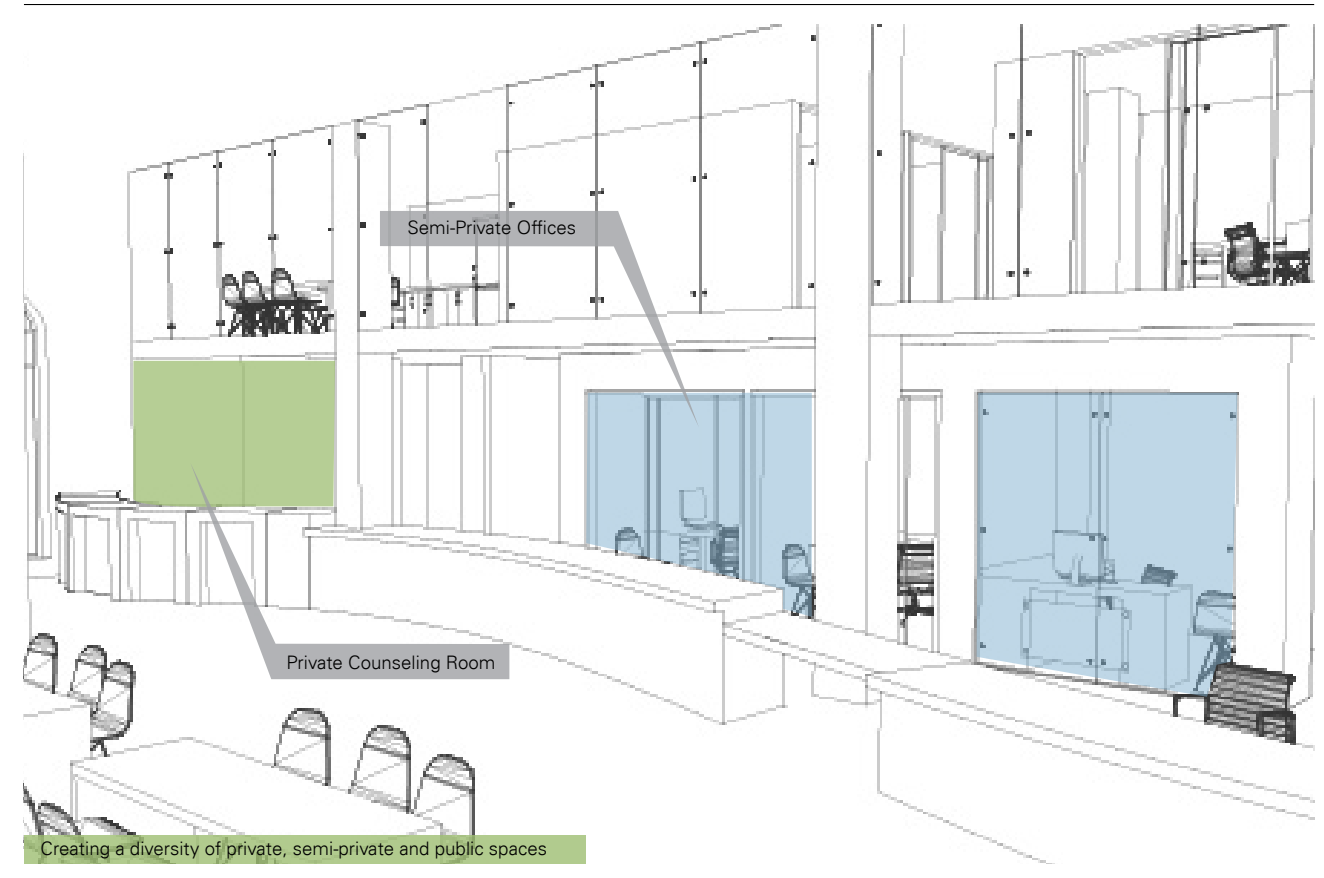
Faculty and staff specific lounges should be established to promote divisional collaboration and provide spaces that are separate from student activity. By locating these at intersections of staff and faculty activity the College can make better use of space that is often underutilized:

- Lounges should be connected to existing faculty clusters within facilities
- They should accommodate a range of activity such as eating, socializing, and working on curriculum and collaborative research
- Lounges should be accessible by all faculty and staff within a facility to promote an enhanced sense of community
- These spaces should be equipped with the appropriate technologies and equipment required for staff development, relaxation, etc.

Balance Transparency & Privacy to Create Functional, Welcoming and Inclusive Environments:

In order to create successful, functional environments that accommodate the various faculty and services throughout the College, there must be an appropriate balance of transparency and privacy. Transparency of spaces ensures that employees are encouraged to maintain an organized, clean and efficient environment while enhancing visual accessibility for students. On the other hand, privacy is also required to minimize external distraction and disturbance to enable a functional workplace:

- Typical faculty offices should implement the appropriate balance of transparency and privacy both internally and externally. Use of materials, finishes and furnishings can assist in developing this balance.
- Special consideration should be given to services and faculty that have specific privacy requirements (e.g. student affairs, assessment centre, etc.)



Strategy Three:

ENHANCE CONNECTIONS TO COMMUNITY & INDUSTRY THROUGH BUILT FORM:

Further enhancing social and industry connections can be achieved by enhancing the built form as GBC develops new spaces and alters existing ones. This is a crucial element of the planning principles that will enable the College to continue to play a major role in the economic and social development of the City and maintain its reputation as a city builder. This may also afford new opportunities for students, while providing buildings that engage the fabric of the City.

The following are key principles that will enhance physical connections to community and industry:

THE GBC SCHOOL OF DESIGN IS HOME TO THE CITY'S FIRST VIDEO GAME INCUBATOR, ASSISTING IN THE GROWTH OF THE VIDEO GAME INDUSTRY IN TORONTO AND PROVIDING FIELD EDUCATION OPPORTUNITIES.

Promote Incubation Opportunities:

As the College seeks to drive innovation and become a catalyst for economic development within Toronto and Canada, GBC recently introduced a series of incubation spaces aimed at supporting entrepreneurial development and encouraging collaboration between students, industry and faculty. These spaces do not have large spatial footprints and are meant to provide entrepreneurs with space that is connected to the resources required to foster success, while encouraging growth and development of small to medium sized businesses.

- Locate incubation hubs in proximity to research hubs and in places that can be accessed by both students and faculty
- Cluster incubation stations so that entrepreneurs can collaborate and interact to foster innovation by providing the appropriate resources to attract the best and brightest entrepreneurs within the city
- Enable George Brown College students access to incubation space in order to foster graduate success
- Align incubation hubs with industry sectors targeted for growth by the Province to maximize funding opportunities and industry alignment

Incorporate Applied Experimental Labs:

GBC should incorporate and expand dedicated research labs to create spaces that encourage students and industry interaction. These spaces may be used to fulfill associated research projects that provide students with job opportunities and industry with access to the knowledge required to solve complex problems.

- Research labs should be located in proximity to incubation hubs whenever possible
- These labs should be industry specific and tied to the various divisions or centres of the College and incorporate the necessary technology to attract industry partners
- Where appropriate include 'applied experimental labs' that allow students, graduates, faculty and industry to experiment with new technologies that further promote innovation and collaboration
- These spaces can be associated with specific industry partners for funding purposes
- Labs should be designed to be flexible and dynamic to allow for the latest and newest technologies to be easily incorporated as industries change and evolve

Provide Enterprise Education Facilities & Opportunities

As George Brown seeks to expand enterprise education and field placement opportunities in all divisions, it is essential to provide appropriate spaces that facilitate its growth. These spaces should allow students to acquire on-the-job experience, promote partnership and collaboration and address the needs of the college, community and industry.

- Medium and large event space should be available to host college events, community assemblies and industry meetings
- Enable GBC students to offer the goods and services related to their field of education in suitable facilities and locations
- Spaces should encourage interaction between the College and employers
- Facilities should be both on campus and within appropriate industry spaces

Create Visual Transparency at Grade:

To enhance the presence and accessibility of the College within the City, an effort should be made to increase the transparency of built form at grade. This will increase the permeability of the College, enhance its relationship with the surrounding neighborhood and improve the identity of the college by showcasing activity within GBC facilities.

- Increased permeability and transparency is focused around main entry points and areas of interest to promote more welcoming and exciting buildings that showcase the activity within the College
- Encourage local community members and industry partners to take an active interest in the programming and facilities offered by the College



Waterfront Campus - visual transparency at grade promotes a connection to Sherbourne Common

Strategy Four:

ENHANCE IDENTITY, PRESENCE & CLARITY

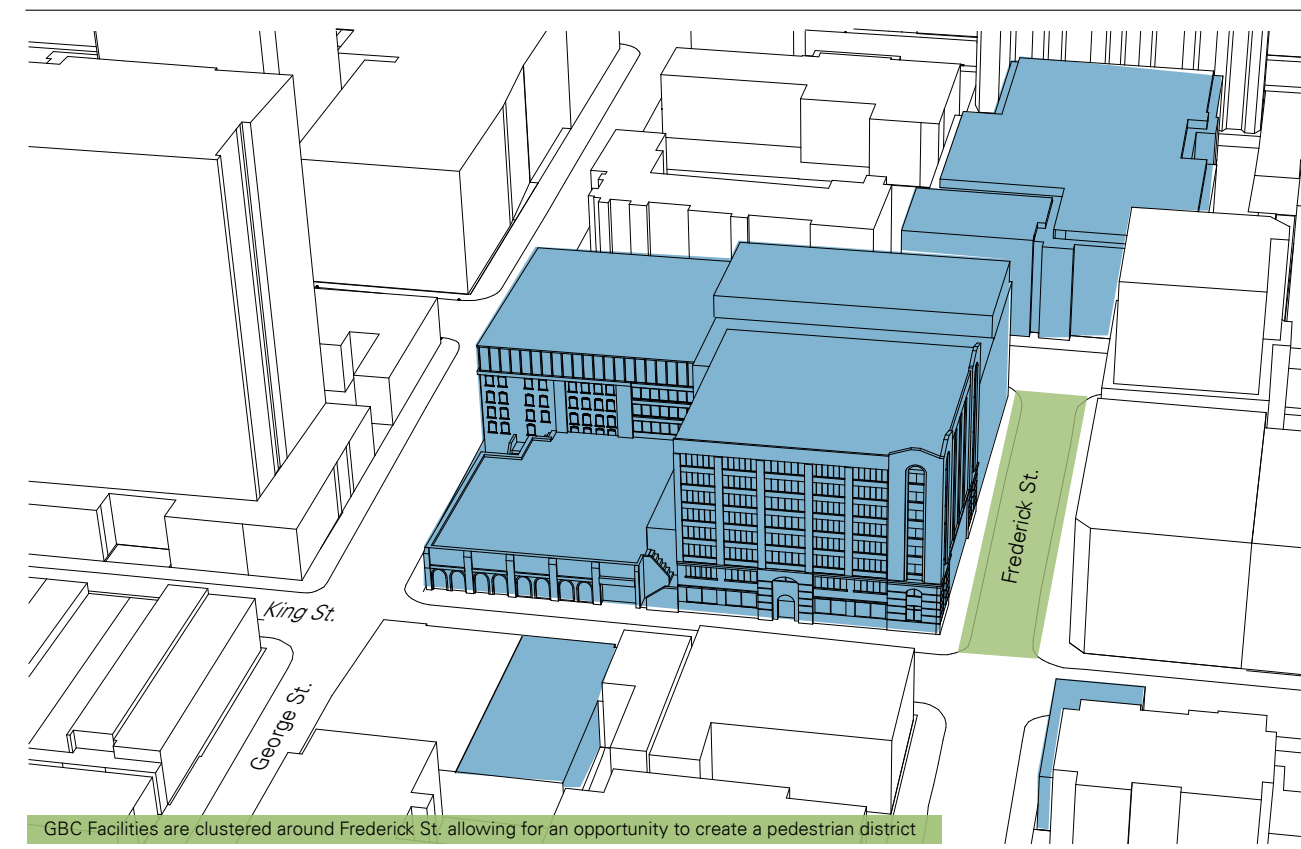
Many of the new/renovated facilities have a consistent identity and have set new standards for architectural quality, materiality, colour and signage (e.g. Chefs' House, Centre for Hospitality & Culinary Arts, Health Sciences Facility & Pan-Am Residence, 2016). It is important that both older and new campuses adapt, incorporate and enhance their identity to be consistent with the college's strategic direction as they are renovated and updated. Updating and complementing the urban realm should also be a priority to create more complete campus precincts that meet the needs of the GBC community and the City of Toronto.

Enhancing clarity of spaces will also have significant impacts on wayfinding and circulation, which can help to improve student satisfaction.

Enhance Main Entry Points to Promote Identity & Establish Clear Hierarchy within the Urban Environment

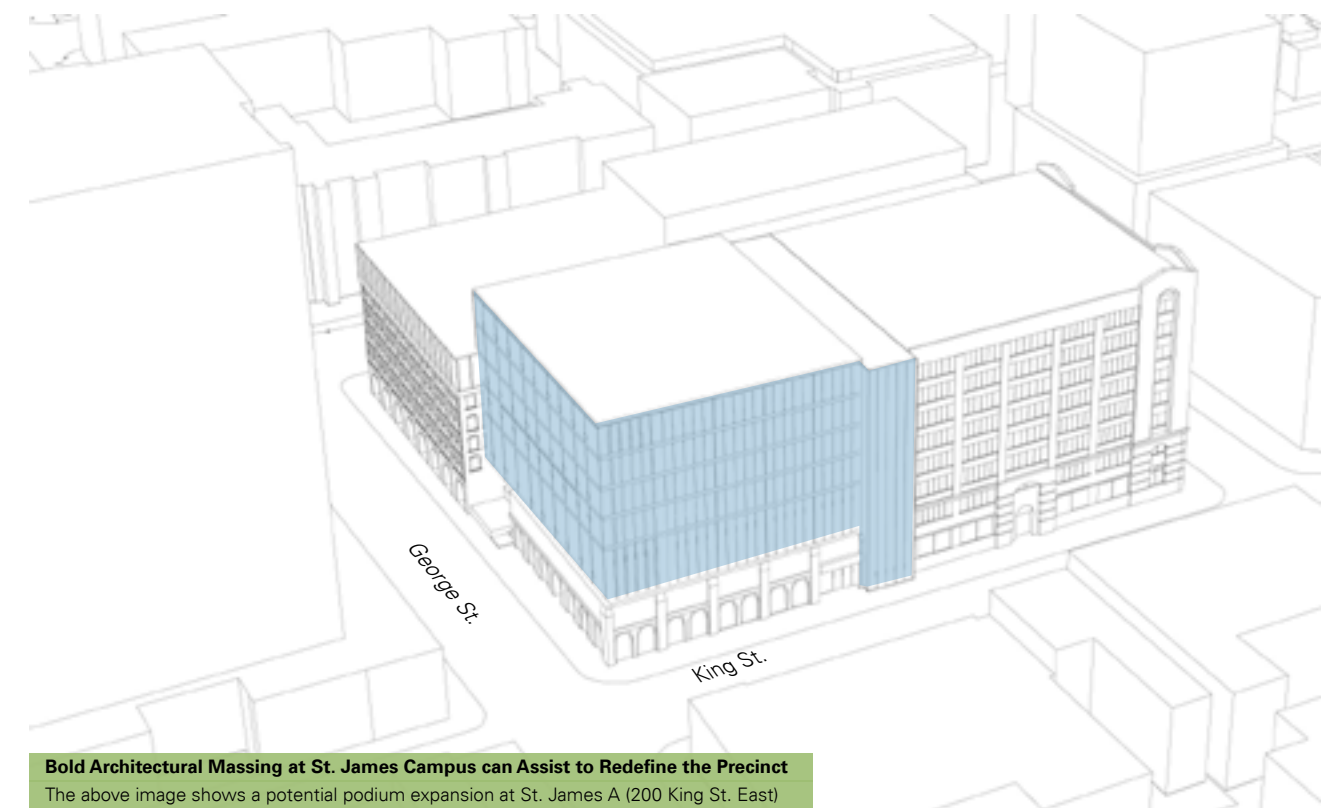
To establish a strong sense of place and identity for users and within the greater context of the City, identifying and enhancing main access points is essential. This is often the first place users see upon visiting or interacting with the College, and therefore should emulate and display the brand reputation of the College and its vision for the future.

- Main access points should be clearly identifiable within the urban fabric of the City
- Both external and internal access points should be treated with equal importance
- Entry points should have vertical connector spaces associated with the interior to facilitate orientation and circulation within facilities
- Entry points should have signage and wayfinding to allow for easy navigation of College facilities



GBC Facilities are clustered around Frederick St. allowing for an opportunity to create a pedestrian district

■ GBC Owned Facilities



Bold Architectural Massing at St. James Campus can Assist to Redefine the Precinct
The above image shows a potential podium expansion at St. James A (200 King St. East)

Establish Pedestrian Districts within Campus Precincts

With the fairly recent pedestrianization of Willcocks St. as an extension of the University of Toronto, and Gould St. and Bond St. as an extension of Ryerson University, the City of Toronto has indicated its willingness to enhance student experience and increase the urban quality of the City. With existing GBC Campuses located adjacent to streets that are ideal for pedestrianization (e.g. Frederick St., located in the heart of St. James campus locations on King & Adelaide) there should be efforts made to implement pedestrian zones within the context of the campuses.

- Pedestrian streets should be introduced to campus precincts where appropriate to create signature public spaces
- Pedestrian streets will help to establish GBC's presence within the community via student activity
- Low cost solutions should be implemented to pedestrianize streets in the short term and if successful, can be enhanced in the long term pending success and available funding

Create Clear Visual Identity Through Bold Architectural Massing and Activity at Grade:

Bold architectural massing can assist to define GBC facilities within the existing urban context, enabling students to easily identify facilities, increasing flow and wayfinding. As outlined in the principle aimed at increasing transparency at grade, promoting activity and key academic/service functions at grade can also assist to enhance the identity, presence and clarity of what GBC has to offer.

- Renovations of old facilities should free space along the perimeter of buildings at grade to provide new opportunities for programming and extension of the College into the urban fabric of the City
- Enterprise educational models should be located at or near grade to promote activity and increase awareness/use
- As co-development opportunities arise, GBC should seek additional facilities within podiums, which have access at grade and can assist to activate community spaces

Strategy Five:

PROMOTE INTUITIVE WAYFINDING & CIRCULATION

Wayfinding and circulation within facilities and campuses is key to improving the student experience, particularly in older facilities that have been developed over time and lack clear vertical and horizontal circulation routes. Efforts must be made to ensure wayfinding and circulation remains intuitive and enables simple navigation of college facilities and campuses for students, faculty, staff and visitors.

Minimize & Eliminate Dead-End Corridors

To increase circulation, flow and wayfinding within existing buildings and dead-end corridors should be eliminated. All new facilities should also avoid the creation of dead-end corridors by utilizing the following strategies:

- All horizontal corridors should lead to vertical circulation and orientation points within the campus, increasing wayfinding within facilities
- If and when dead end corridors are impossible to avoid, they should be associated with other uses and services, or provide views to the city (e.g. dead end corridors lead to student spaces)

Visible Circulation from Corridors

To facilitate better flow and increase user awareness of circulation within the building, vertical circulation points should be visible from horizontal corridors, and vice-versa. Greater hierarchy between circulation points should also be established.

- All horizontal corridors should lead to vertical circulation points to increase awareness of building orientation and flow
- A clear hierarchy for circulation should be established and complemented by other aforementioned principles to increase visual identity and user orientation within the building
- Utilize signage and wayfinding to assist users with directions between interior spaces through digital or axonometric signage

Enhance Vision & Connection to the City

Fenestration in key circulation areas provides views to the city to facilitate flow and wayfinding. Simultaneously, this increases user awareness of location and orientation within the building and the greater context of the City.

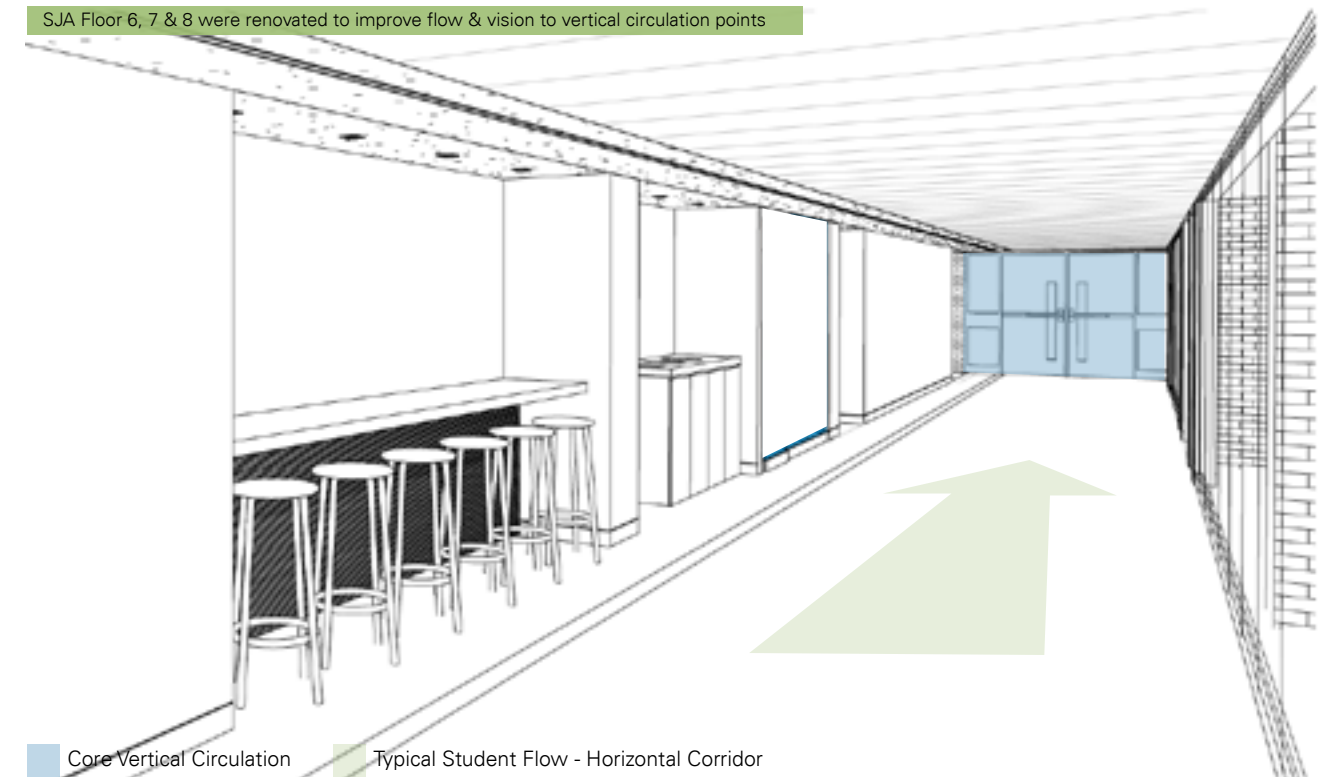
- Main corridors, including vertical and horizontal circulation points should provide access to views of the City
- Main access points of facilities should align with grade and feature glazing to promote welcoming and inviting access points

Improve Signage & Visual Identity

While the new campuses have been consistent in incorporating George Brown College's identity into the signage and visual identity of the internal and external environment, the older campuses require updating. As small renovations continue to happen at both St. James and Casa Loma, it is essential to invest in updated signage, finishes and furnishing to help carry GBC's identity throughout the College and improve wayfinding.

- Increased/improved signage should be used to encourage and promote better wayfinding within the College
- Wayfinding and signage should be simplified for ease of understanding
- Increased use of colour can be applied to interior details, corresponding with the existing brand to help facilitate wayfinding and user awareness within the College
- Specific initiatives, such as the elimination of the alpha-numeric system for room designation at 200 King St. E. should be considered to reduce confusion for future students
- Align space planning initiatives with the ongoing wayfinding strategy that is being developed both internally & externally
- Increase the visibility of academic departments by creating standards for interior space design and furnishings to establish a clear identity for each of the core academic divisions

SJA Floor 6, 7 & 8 were renovated to improve flow & vision to vertical circulation points



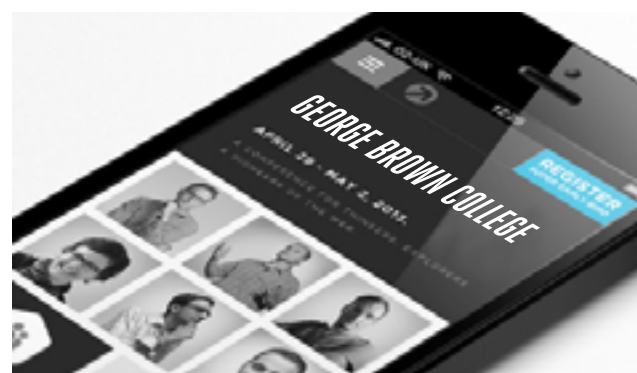
EXPLORE AUGMENTED & ALTERNATIVE DELIVERY

Embracing the role of technology in education

In the context of evolving technologies, improved teaching methodologies and changing student cohorts, the needs of the College cannot be met exclusively by creating additional spaces for learning. To reach the recommended Ontario College standard of 100 GSF/FTE, GBC would require an additional 693,595 GSF of functional space to support the current student population. Additionally, with GBC planned enrolment growth of 37.8% by 2017, this would require an additional 263,600 GSF to accommodate new students, faculty and staff.

In the current fiscal climate and considering GBC's geographical location, the reality of meeting these needs using a traditional approach of exclusively building more physical space is unsustainable in the long-term. Because of these realities it is imperative that GBC leverage its physical space to offer augmented and flexible delivery that increases the efficiency and effectiveness of space utilization. In doing so, the College can maximize the use of space during typical down-times (e.g. evenings, weekends, summers) while creating new hybrid and online offerings that keep pace with student expectations for technology-enhanced learning.

GBC should remain aware of the expanding role of technology within institutions and be strategically opportunistic in regards to technology adoption. With many efforts to transform the delivery of education in their preliminary stages of development, it is unclear of their potential impact on space. As these emerging technologies take root it should become more clear what GBC should invest in. *It is essential that the College update this section of the document every three years to remain competitive and ahead of the advancing technologies.*



28. Noer, Michael. "One Man, One Computer, 10 Million Students: How Khan Academy Is Reinventing Education." . Forbes, 19 Nov. 2012. Web. 30 Apr. 2014. <<http://www.forbes.com/sites/michaelnoer/2012/11/02/one-man-one-computer-10-million-students-how-khan-academy-is-reinventing-education/>>.

"THE NEXT HALF-CENTURY OF EDUCATION INNOVATION IS BEING SHAPED RIGHT NOW. AFTER DECADES OF YAMMERING ABOUT 'REFORM' WITH MORE AND MORE MONEY SPENT ON DECLINING RESULTS, TECHNOLOGY IS FINALLY POISED TO DISRUPT HOW PEOPLE LEARN."²⁸

Michael Noer – Forbes Magazine

PROMOTE INNOVATION IN EDUCATIONAL DELIVERY

George Brown College is dedicated to promoting innovation in educational delivery as new learning methodologies emerge and technology transforms classroom environments. As our understanding of new, innovative methods to engage students and better serve various learning styles emerge, space planning initiatives will assist to promote these delivery methods. Listed below are some more specific initiatives that can assist to promote innovation in educational delivery:

Expand Hybrid Learning Experiences

Hybrid learning environments include a combination of typical face-to-face academic delivery and interactive, online components to engage students and deliver course content. As technology continues to become more accessible and our connection to mobile networks are enhanced, hybrid learning is becoming increasingly prevalent. This aligns with GBC's Strategy 2020 to be responsive and committed to exploring new course delivery methods, and will affect the design and planning of spaces. Physical space requirements will need to accommodate smart technologies and flexible spaces that are adaptable to meet the needs of individual learners, collaborative work experiences and group learning. The virtual environment will also require updating to provide new platforms to engage students and collect data to enhance the student experience and success. By introducing more hybrid learning environments, this may also provide opportunities for space efficiency and effectiveness.

Balance Space Utilization via Innovation in Delivery

George Brown College typically offers the bulk of academic programming during the conventional fall and winter semesters. This results in an underutilization of College facilities during the summer months, offering significant opportunities for a more balanced stream of students throughout the year to optimize space utilization. While the College is already seeking to improve this utilization by targeting an increase in summer enrolment by 40% over the next two years, innovative delivery systems will also play a key role in achieving this goal.

"Block" system delivery methods where there are monthly semesters that allow for continuous intake are emerging trends that may assist in achieving optimization of space. This may be piloted on academic clusters that lend themselves to a more flexible, modular style of learning.

Create Flexible Academic Spaces

Flexible academic spaces that can be used for more than one purpose are essential to promote innovation in educational delivery and allow for the optimization of spaces throughout the College. Flexibility in both form and function are necessary. The form of the classroom can be adaptable to suit the size, orientation and organizational needs of faculty to enhance the learning experience. The functional requirements of specific classes can be met by using integrated technology and modular furniture systems that can be rearranged and combined based on stakeholder requirements. The evolving role of professors away from being "sages on the stage" to becoming facilitators of peer learning groups allows for new classroom typologies.

SUPPORT THE EVOLUTION OF ACADEMIC SPACES

"The next half-century of education innovation is being shaped right now. After decades of yammering about 'reform' with more and more money spent on declining results, technology is finally poised to disrupt how people learn."³⁰ This quote from a feature in Forbes Magazine indicates the importance of supporting the technological evolution of learning spaces and the potential impact it may have on institutions within the coming years. In doing so, it is also important to ensure these systems are reliable and functioning, enabling stakeholders to effectively use the tools that the College invests in.

Create Networked Campuses

As the affordability and accessibility of technology disrupts the functioning of social and economic systems, it is essential to remain at the forefront of ICT systems advancement and to plan for and support networked campuses. This means new and existing spaces should be able to support smart building systems and communications technology to support the evolution of academic environments and patterns in wireless computing.

Spaces to support some of these systems will be required in new and renovated spaces, while additional efforts should be made to update older systems that are obsolete. Cloud computing is one of a number of trends that will impact teaching and learning, and should be planned for. This means planning increased data storage and reducing some physical space requirements.

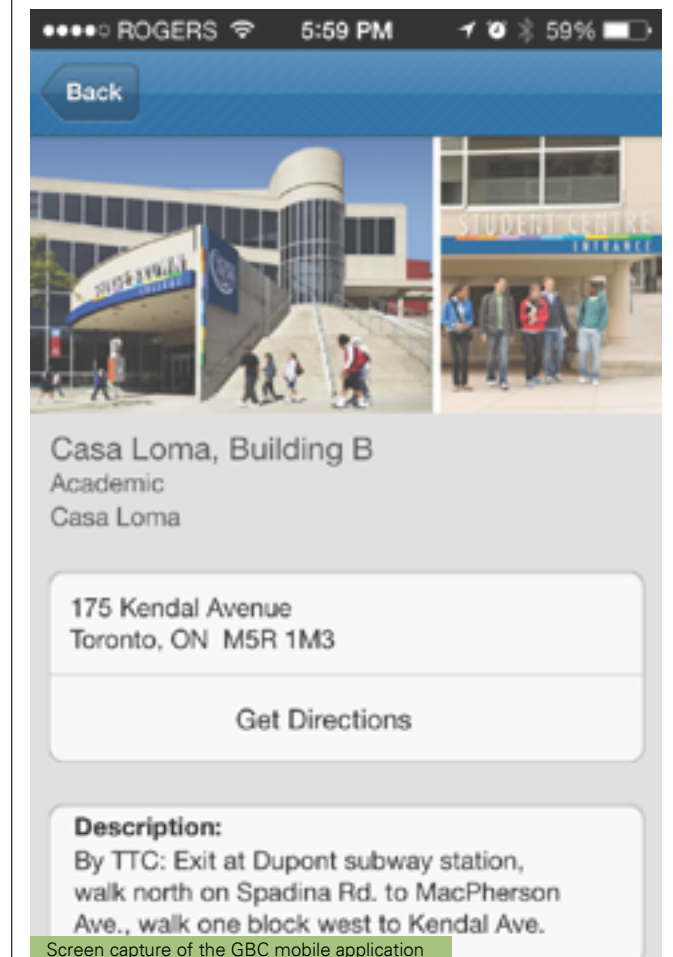
Support the use of Technology Assisted Learning Devices

While GBC is committed to providing an applied, hands-on learning experience that separates it from other institutions, it is essential to understand and embrace the role technology can play to enhance the educational experience. Trends in online learning, aligning with the rapid expansion of mobile computing platforms, and wireless accessibility are influencing the way academic spaces are being used. Enhanced wireless systems capabilities and spaces that support the charging of these devices are already being incorporated into flagship academic spaces and should be expanded in alignment with efforts to decentralize library services and incorporate additional student spaces.

Introduce Smart Building Technologies

Smart building technologies are being integrated in major cities across the globe to better understand occupant usage, assess systems functionality and identify areas for improvement via data collection. Having already embraced these smart building systems at the Waterfront Campus, GBC should continue to pursue the creation of smarter buildings to increase energy efficiency, optimize space use and understand occupant trends to improve the design and function of spaces College-wide.

These intelligent building systems can monitor everything from classroom utilization to lighting and charging station usage which can be accessed via a digital dashboard to assess where space enhancements should be made.



30. Noer, Michael. "One Man, One Computer, 10 Million Students: How Khan Academy Is Reinventing Education." . Forbes, 19 Nov. 2012. Web. 30 Apr. 2014. <<http://www.forbes.com/sites/michaelnoer/2012/11/02/one-man-one-computer-10-million-students-how-khan-academy-is-reinventing-education/>>.

"COURSERA [AN MOOC DELIVERY PLATFORM] IS LESS THAN 2 YEARS OLD, YET IT HAS ALREADY ATTRACTED MORE THAN 4 MILLION STUDENT SIGN-UPS."²⁹

George Anders – Forbes Magazine

29. Anders, George. "Coursera Hits 4 Million Students – And Triples Its Funding." . Forbes, 10 July 2013. Web. 30 Apr. 2014. <<http://www.forbes.com/sites/georgeanders/2013/07/10/coursera-hits-4-million-students-and-triples-its-funding/>>.

UTILIZE THE CITY AS AN EXTENDED CLASSROOM

Part of the learning experience at George Brown College revolves around direct involvement with the public and industry. Students at the Young Centre for the Performing Arts are entertaining live audiences, while students from CHCA prepare and serve fresh meals at the Chef's House. GBC students are not only learning the skills required in their field of study, but also applying them and contributing to the economic and social systems in the City of Toronto. This trend is known as experiential learning and GBC has developed its own unique brand of "living labs" that encourage enterprise education.

Leverage Field Placement Initiatives to Establish External Learning Spaces

Establishing and encouraging experiential learning through field placement and industry partnerships can help augment the physical space requirements of the College. George Brown has placed emphasis on the inclusion of field placement into programs in recent years. In 2013-2014, GBC met the target of offering field education in 80% of qualifying programs., which allow students to develop skills in a workplace setting. Over the next few years, this number is intended to reach 100%. In doing so, this also provides significant opportunities to establish external learning spaces that are embedded in industry and enable students to receive more of their education within the environment they will be a part of once they graduate. This can increase the success of graduates and promote enhanced industry connectedness while reducing demand for space from the College.

Leverage Partnerships with Academic Institutions and Industry Partners to Establish Shared Facilities

As the College seeks to expand partnerships with both other Academic institutions and Industry partners, shared facilities can provide new opportunities to augment the College's spatial needs. This includes both academic and non-academic spaces as labs that are used only sporadically can serve two institutions and industry partners more efficiently.

Expand Enterprise Educational Models

GBC has excelled at supporting enterprise educational models that provide unique services to the community while promoting placement opportunities for students that enable them to gain real experience prior to entering the workforce. Existing enterprises such as the Chefs' House, eight daycare centres, personal training and dental care are successful models that align with the applied focus of GBC while offsetting the operational costs of resource intensive programs.



Jamie Oliver teaching GBC students

ALIGN THE VIRTUAL & BUILT CAMPUS

To extend George Brown College's offerings in e-learning, investments must be made to offer more programs online and create an intuitive online portal for students. This needs to provide a unique educational experience that aligns with the College's physical offerings in order to provide a more applied educational experience online. The benefits of mirroring the physical space with virtual spaces can be significant, allowing GBC to extend beyond its existing catchment area and offer courses 24/7.

Create an Intuitive Online Campus Portal for Students

Building off of the recent completion of a GBC mobile application, GBC needs to complement its physical space requirements with a more intuitive online portal. This online portal should enable students to access up-to-date information regarding physical space scheduling and encourage interaction between students by linking to existing social media platforms.

Streamline Student Services

Using the online campus portal, student services can be streamlined to enhance the educational experience and augment physical space requirements. Extended services may also be offered as plug-ins to a virtual platform, similar to applications for mobile devices. These can help target specific college demographics and complement the physical environment of the College.

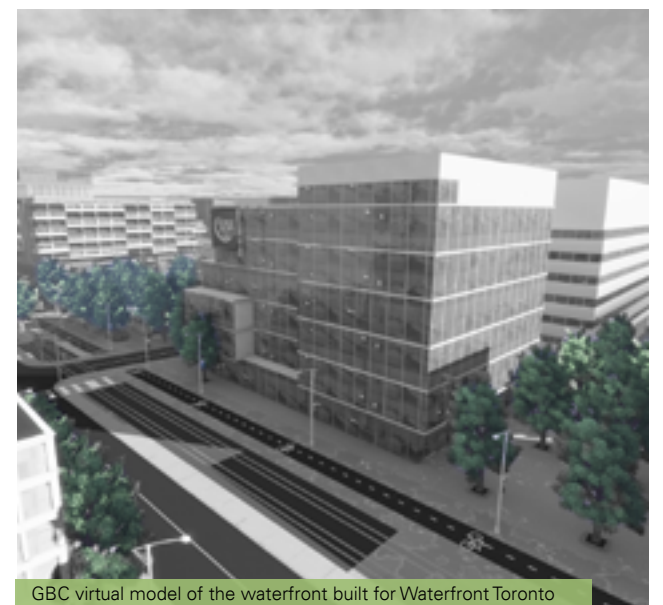
Build a Virtual Campus

Creating a virtual campus for GBC can establish a new model of education that aligns with trends indicating that the popularity of online learning is rising. Virtual learning can reach new markets and educate a population outside GBC's typical demographic profile.

This can be created utilizing gaming engines to develop a state-of-the-art online and mobile campus that replicates the experience of attending GBC physically.



GBC virtual model of 200 King St. East



GBC virtual model of the waterfront built for Waterfront Toronto



CONCLUSION



RECOMMENDATIONS

SECTION 3

This section provides recommendations for ensuring the successful implementation of the Master Campus Strategy and improving the student experience both in the short and long term.

GBC is committed to the continual improvement of the College's physical assets and this section provides a broad framework for moving forward.



RECOMMENDATIONS

Implementing the Master Campus Strategy.

It is essential that the goals and strategies embedded in this document act as a guideline to future College leaders as to how GBC should move forward with space planning initiatives. These strategies will be adapted to meet the needs of various projects to improve the College's assets and, more importantly, enhance the student experience. Listed below are some of the key recommendations and projects that need to be completed to transform GBC's campuses and meet the needs of future students over the next 15-20 years:

St. James Campus Improvement

St. James campus must be improved through strategic investment to accommodate growing programs such as Business, and Hospitality & Culinary Arts, while improving space for divisions that have more consistent enrolment numbers (e.g. Community Services). As the main Campus of GBC this should be re-established as a central hub for students, making key services more accessible. Specific projects that should be considered for space analysis and improvement include:

- 200 King St. East renovation & retrofitting of floors 1-5
- Centre for Business expansion
- CHCA lab and enterprise expansion
- Transitioning out of short term leased spaces

Casa Loma Campus Short-Term Renovations & Long Term Life-Cycle Analysis

Casa Loma Campus requires a re-evaluation of its spaces to ensure they continue to meet the needs of students, faculty and staff. Short-term renovations will be required to ensure that spaces remain functional, while an analysis of Casa Loma campus' long-term use must be undertaken as some key facilities reach the end of their life cycles. Specific projects for consideration include:

- Building B short-term retrofit
- Building D renovations
- Building C athletic amenities improvement
- Casa Loma Campus life-cycle analysis
- 500 MacPherson long-term revitalization strategy

Waterfront Expansion

Waterfront opportunities are arising as the East Bayfront moves toward completion along with the Pan-Am, Lower Don Lands and Port Land sites moving toward re-development. These intensification efforts can assist GBC to establish new spaces for students both in the short and long term. Space planning opportunities include:

- Address the option for development on Block 3
- Explore co-development opportunities in East Bayfront
- Plan long-term options within Port Lands
- Seek a land bank campus replacement site

Public Space Enhancement

As GBC moves forward with space planning initiatives to improve facilities, it must also align these improvements with public space enhancement. This will help to balance indoor and outdoor spaces for students and can activate the public realm in underdeveloped areas (e.g. the Waterfront Campus helps to animate Sherbourne Common and Sugar Beach). To improve public spaces, the College must partner with local developers, industry, and the City of Toronto to ensure that investment is made in public furniture, proper lighting, wayfinding, signage, etc. Below are some initiatives that should be considered to improve public spaces associated with the College:

- Seek approval for the pedestrianization of Frederick St.
- Create common elements and public furniture that can enhance spaces at each of the GBC campuses
- Explore land options that are related to public space development

Virtual Campus Development

Expanding GBC's online presence should be a priority in the near future as the popularity of hybrid and online offerings increase in popularity. To expand technology-enhanced learning within the context of George Brown College, the following initiatives should be considered:

- Pilot technology-enhanced classrooms that have capabilities of streaming learning online
- Incorporate systems that promote the use of technology-assisted learning devices
- Test a virtual campus model

Residences & Amenities Expansion

GBC is currently behind other Colleges in Ontario when it comes to residences and amenities that are accessible to students. This is directly attributable to GBC's location within a dense urban core. However, efforts should be made to create new residences and amenities available to students through co-development and partnership opportunities. Space planning initiatives can include:

- Seek post Pan-Am Athletes' Village site partnerships to enable student use of athletic facilities
- Partner with developers to create additional residences

The tasks identified in this section are intended to act as a high-level guideline to provide direction for campus planning initiatives. It is inevitable that new space planning initiatives and tasks will arise as the City is constantly in flux and the College must adapt to these external factors over time to ensure that GBC continues to be successful in providing a quality educational experience.



Master Campus Plan Report | George Brown College | Section Three: Conclusion & Recommendations

MOVING FORWARD...

Looking forward to continued success.

The last few years have seen us grow significantly, as we added several new spaces to our St. James Campus and opened a state-of-the-art Waterfront Campus, bringing new life to a previously vacant stretch of the city. We're also a partner in the large-scale redevelopment of Toronto's West Don Lands, the future home of our first student residence. Reclaiming and repurposing these under-utilized waterfront areas is a crucial step forward for Toronto – necessary for the City's social and environmental sustainability – and we're proud to play our part.

As we look forward, we want our future space decisions to be even more carefully considered. We need to think about our longer-term goal to offer increased flexibility in the delivery of our programs and we need to think about the sustainability of current facilities. We also need to be very clear about which centres and programs we intend to expand.

The Master Campus Plan Report provides a careful evaluation of GBC's campuses as a whole and outlines the key activities that will assist GBC to meet future space planning needs while improving the learning environment. I am confident that we will continue to provide our students and our City with the college that they need for future success.

Anne Sado
President



