

# WELCOME

*Let's re-imagine  
GBC together*

**GBC CAMPUS MASTER PLAN  
OPEN HOUSE**  
*Winter 2024*



*Image from Pop-Up at Winter Service Fair  
2024, Casa Loma Campus*

*George Brown College is continuing the process to undertake a comprehensive 2050 Campus Master Plan to steer the future development and strategic decision making for the college. Driven by a unified vision, the Plan will guide the physical, programmatic, economic, social, and environmental growth and development over the long term. It will identify a future physical growth model that will maintain the unique attributes of the campuses, while also identifying new opportunities to allow the college to flourish successfully.*

***Through a robust engagement process, the Campus Master Plan will be realized by the many voices of the George Brown Community and other key partners.***



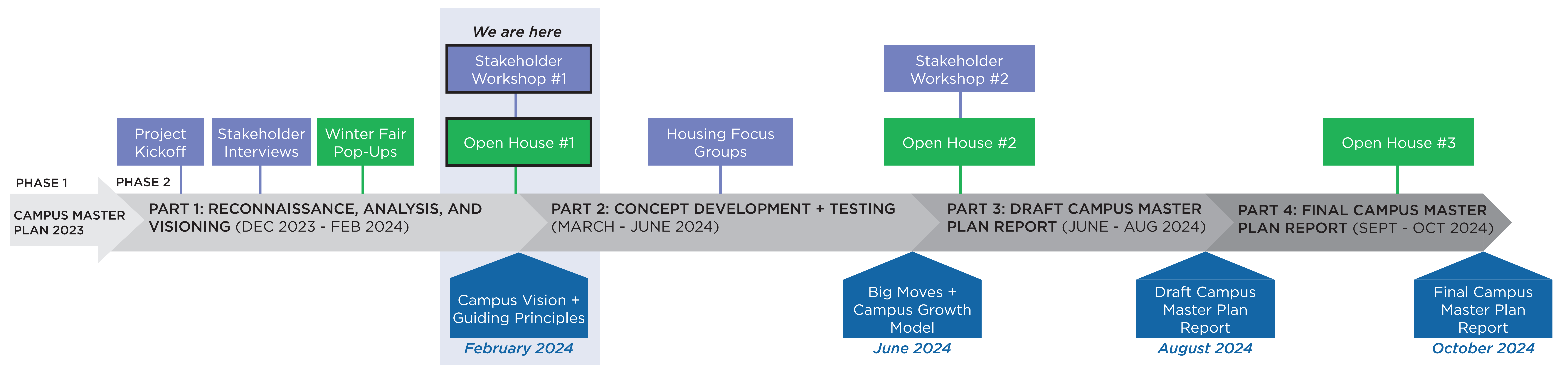


# What is a Campus Master Plan?

Often, a Campus Master Plan is thought of as a **blueprint for the next building development**. A Campus Master Plan is a forward-looking visionary document that establishes a **Vision supported by Guiding Principles, realized through a set of Frameworks** which address the built form, open space, and mobility.

For George Brown College, each of these frameworks are **developed through the lenses of sustainability and biomimicry, Indigenization, and EDIB (Equity, Diversity, Inclusion, and Belonging)**. A Phasing and Implementation Strategy that is governed, will manage and prioritize growth over the long term. Most importantly, a Campus Master Plan is not static. It meant to be a **“living” document** that is regularly reviewed, and builds in a level of flexibility to adapt to change over time.

## Process & Timeline





# GBC CAMPUS MASTER PLAN COMMITMENTS

*What do they mean to you?*

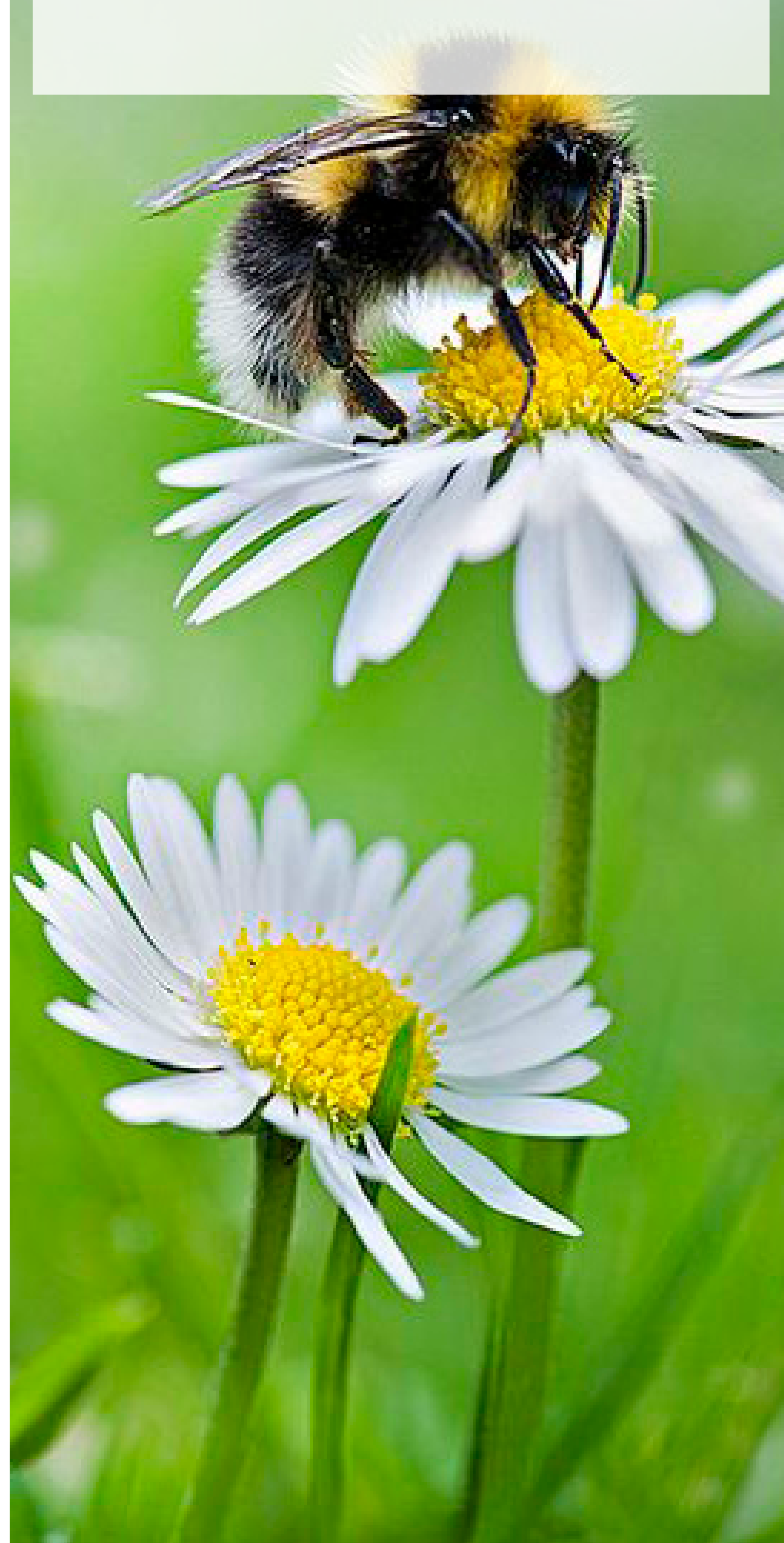
## INDIGENIZATION

Recognizing and honoring the Indigenous Peoples of these lands and the complex impacts of colonization on the traditional territories of Indigenous peoples, including the Mississaugas of the Credit First Nation, the Anishnabeg, the Chippewa, the Haudenosaunee, and the Wendat peoples.



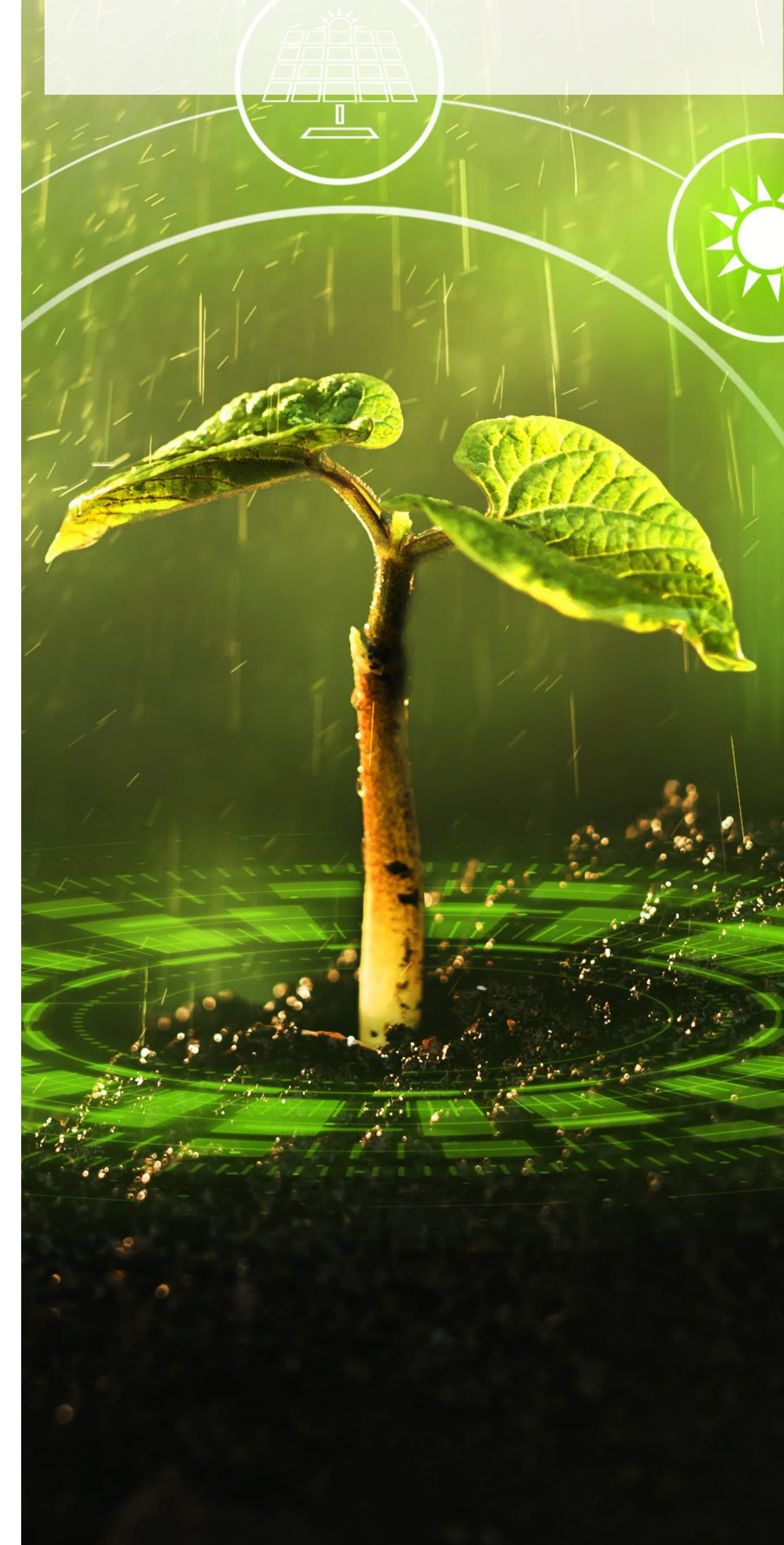
## BIOMIMICRY

Accepting that as a young and destructive species we can learn from the time-tested genius of nature for how to design and thrive on this planet. Seeing nature as something to teach us rather than take from, by blurring the contrast between the built and natural environments.



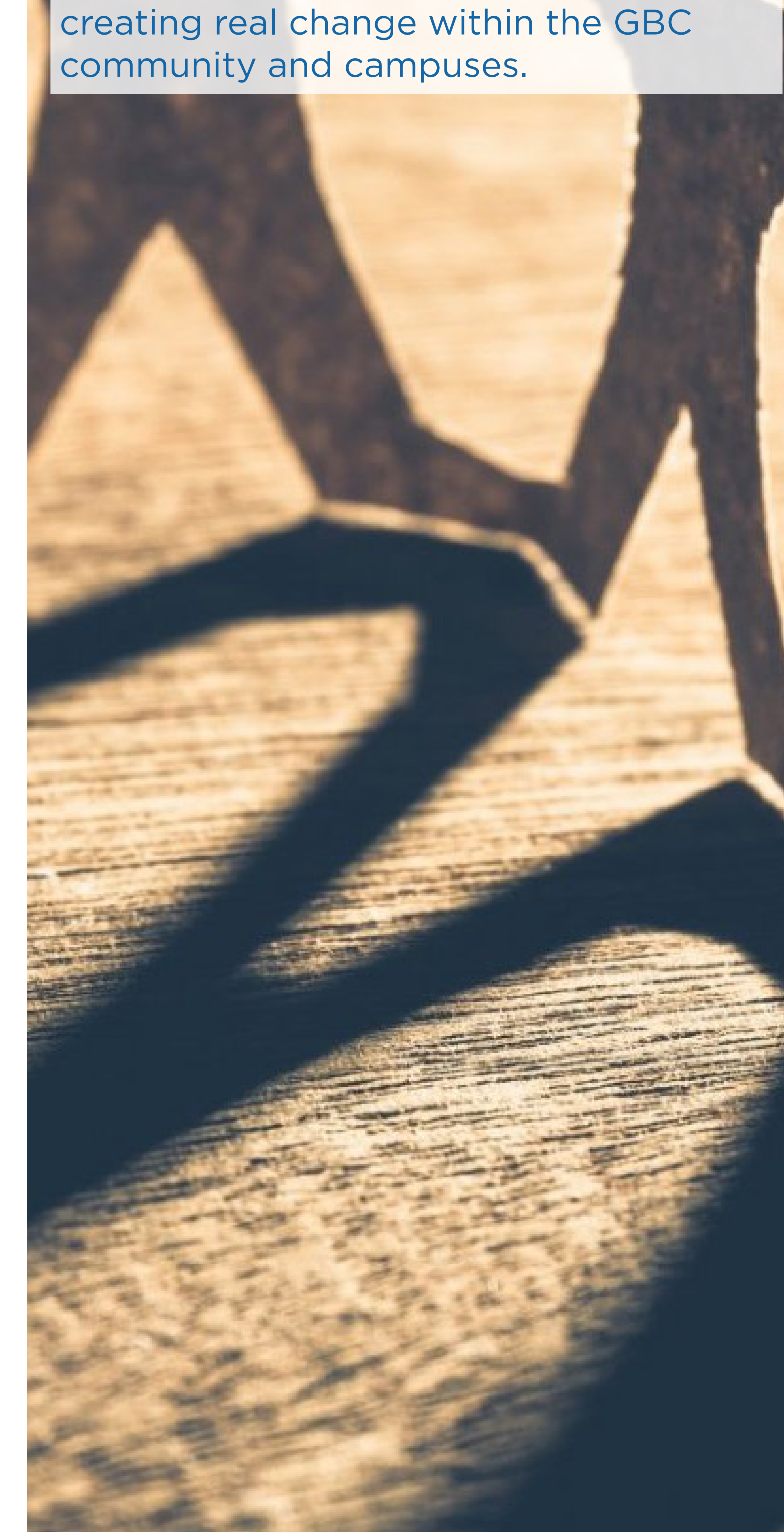
## SUSTAINABILITY

Acknowledging our responsibility for environmental, social, and resource sustainability to achieve carbon neutrality, build resiliency, safeguard operations and mitigate the harmful effects of climate change. As a result, create resilient and adaptive campuses and communities.

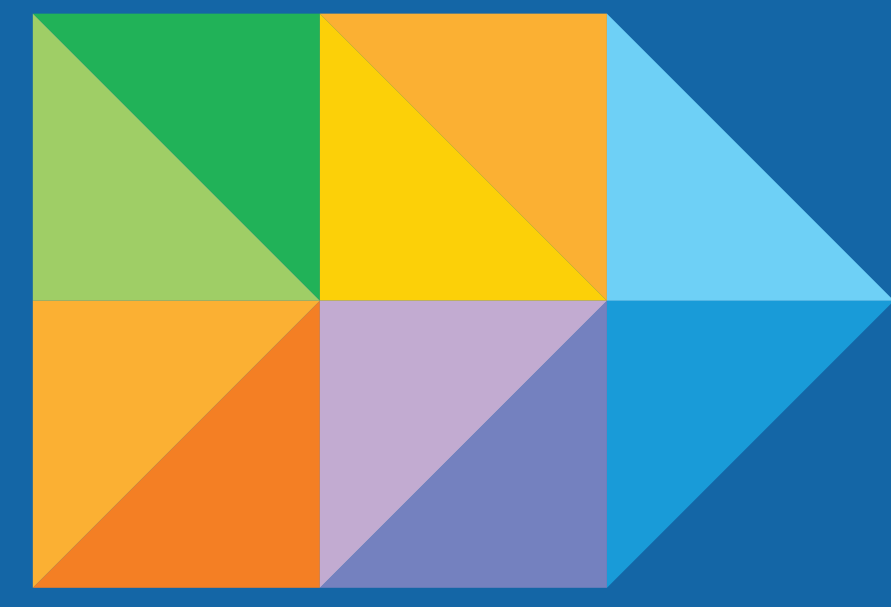


## EDIB

Equity - fairness and justice; Diversity- celebrating a reflection of differences; Inclusion - being included, valued and respected; Belonging- a deep connection to people, place, experiences. Ensuring inclusion of equity deserving groups, and fostering a feeling of belonging in all spaces, by creating real change within the GBC community and campuses.







# WHAT WE HEARD? EMERGING THEMES



1

## SPACE CHALLENGES AND PRIORITIES

Critical need for space to expand academic programs and research initiatives. Outdated facilities and lack of space hinder growth. Need for flexible and adaptable spaces to respond to emerging needs.



4

## MODERNIZATION OF TECHNOLOGY

Need for modern facilities and equipment. Emphasis on integration of digital services to enhance campus connectivity, improve online offerings, and future learning environments.



7

## SERVICES & AMENITIES

Need improvements, relocation, provision, and/or expansion of campus stores, food services, parking, student lockers, conference and event space, service space, and more. Need to make college services and amenities more outward-facing, easier to find, and better known to serve the GBC and surrounding community.



2

## QUALITY OF EDUCATIONAL DELIVERY

The physical campus environment (buildings, building infrastructure, internal teaching spaces) affects the quality of educational delivery. Concerns about maintaining quality with aging buildings, inadequate facilities and outdated learning environments.



5

## EQUITY, DIVERSITY, INCLUSION & BELONGING

Need for inclusive spaces to accommodate diverse needs of the GBC community and to create a sense of belonging. Focus on gender diversity, indigenous community, and equity deserving groups.



9

## CAMPUS HEALTH & WELL BEING

Desire for a variety of increased social engagement and interaction spaces at all campuses to foster health and well being and community-building, including more welcoming, functioning, flexible, and useable recreational areas, and event and communal spaces.



3

## URBAN LEVERAGE

Exploring opportunities for vertical growth. Leverage the institution's proximity to corporate headquarters, cultural and sports facilities, synergistic businesses, and other amenities in the City of Toronto. Maximize the benefits of transit connectivity.



6

## ACCESSIBILITY & WAYFINDING

Need to prioritize accessibility for all, across all campuses and make sure to engage with affected individuals for how to improve. Wayfinding needs to be user friendly, technically innovative, and prioritize human engagement and interaction. The physical wayfinding experience needs to be clear, welcoming, intuitive, comfortable, and safe.



10

## COMMUNITY ENGAGEMENT AND PARTNERSHIPS

Need to build industry, alumni, and community partnerships to increase research and innovation opportunities, hands-on industry experience, networking, and job placements.



# DRAFT VISION & PRINCIPLES

## George Brown College ...

- is urban,
- is contextually driven,
- listens to the land and the people,
- co-creates a sense of belonging and interdependence,
- is a home for innovation, collaboration and learning, and
- builds communities.



## George Brown College should ...

- 1 embed indigenous practices and act as custodians of the land
- 2 achieve social, economical and environmental sustainability.
- 3 integrate with its urban environment and build community
- 4 create an inclusive campus with a sense of belonging
- 5 foster a place of health and wellness
- 6 create an accessible and connected campus.
- 7 diversify and enhance services and amenities
- 8 optimize space utilization and expansion
- 9 strive to be at the forefront of technology and campus modernization
- 10 form strategic partnerships for program development
- 11 improve relationships and collaboration within GBC Community
- 12 build a comprehensive brand that supports unique campus identities



# GEORGE BROWN COLLEGE EVOLUTION

George Brown College since its inception is truly rooted in Toronto's urban fabric, contributing to city building wherever it lands. GBC has evolved and continues to be woven through the city rather than as patch of campus signifying a state apart from the city, behind stone walls in ivory towers.

George Brown College's role in city building extends far beyond its academic offerings. Over the 55 years of its existence, GBC has played a significant role in affirming its place as a City College, by becoming an intrinsic part of the cityscape, promoting integration and collaboration with the broader community.

## DID YOU KNOW?

GBC opened its first facilities in 1968, on the Nassau Street in Kensington Market and Dartnell Campus at Casa Loma. In its early stages the institution offered programs including early childhood education, dentistry, construction, culinary arts, signwriting, marine engineering, and watchmaking.



**1969**  
KEELE ST. - ADULT TRAINING CENTRE



**1968 - 2005**  
CASA LOMA CAMPUS - 37 DARTNELL AVE. (CLA)



**1968 - 20xx**  
CASA LOMA CAMPUS - 175 KENDAL AVE. (CLB)



**2004**  
CASA LOMA EXPANDS - 146 KENDAL AVE. (CLE)

**1969 - 1972**  
BLOOR ST. - ADULT TRAINING CENTRE



**1969 - 1987**  
COLLEGE ST. ADULT TRAINING CENTRE

**1968 - 1994**  
KENSINGTON CAMPUS



**2002**  
TMU CAMPUS PARTNERSHIP

**1969 - 1973**  
TERAULEY CAMPUS

**1973**  
ST JAMES CAMPUS OPENS - 200 KING ST E.



**1987**  
ST JAMES EXPANDS - 300 ADELAIDE ST. (SJB)

**2004**  
ST JAMES EXPANDS - 290 ADELAIDE ST. (SJC)

**2008**  
ST JAMES LEASES - 230 RICHMOND ST. (SJE)  
RENOVATION - 300 ADELAIDE ST. (SJB)



**2008**  
TEMPORARILY OWNED - 207 ADELAIDE ST.

**2009**  
ST JAMES EXPANDS - 215 KING ST. E. (SJD)

**2012**  
ST JAMES EXPANDS - 193 KING ST. E. (SJC)  
ST JAMES EXPANDS - 341 KING ST. E. (SJH)



**2016**  
STUDENT RESIDENCE - 80 COOPERAGE ST.

**2005**  
YOUNG CENTRE - 50 TANKHOUSE LN.

**2012**  
WATERFRONT CAMPUS - 51 DOCKSIDE DR.



**2019**  
WATERFRONT CAMPUS - DANIELS



**2025**  
WATERFRONT CAMPUS - LIMBERLOST

**20xx**  
WATERFRONT CAMPUS - CORUS BUILDING





# WHAT ARE THE OPPORTUNITIES FOR GBC TO STRENGTHEN COMMUNITIES?



Mount Dennis

Casa Loma

St. James

Waterfront



Opportunity Site

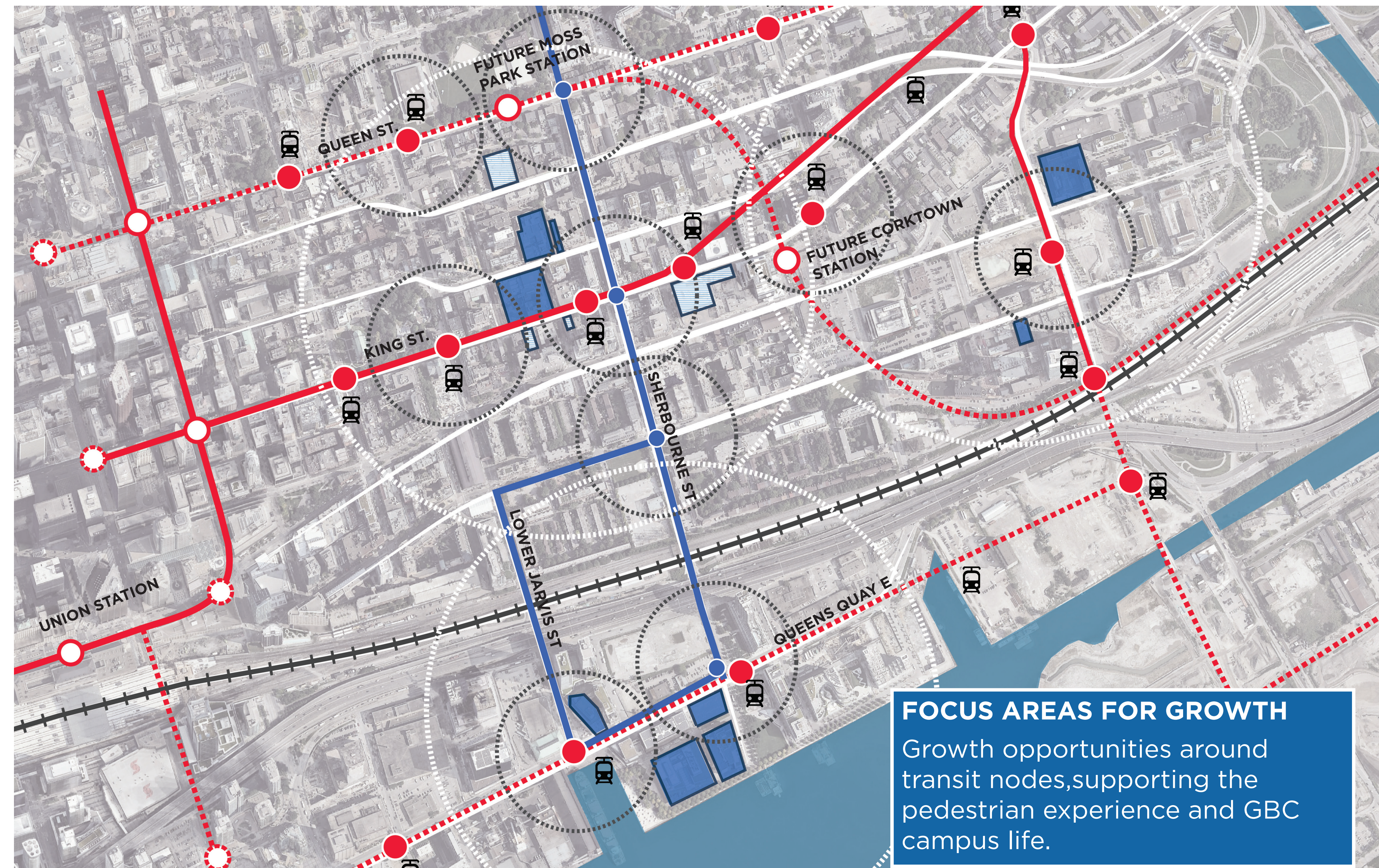
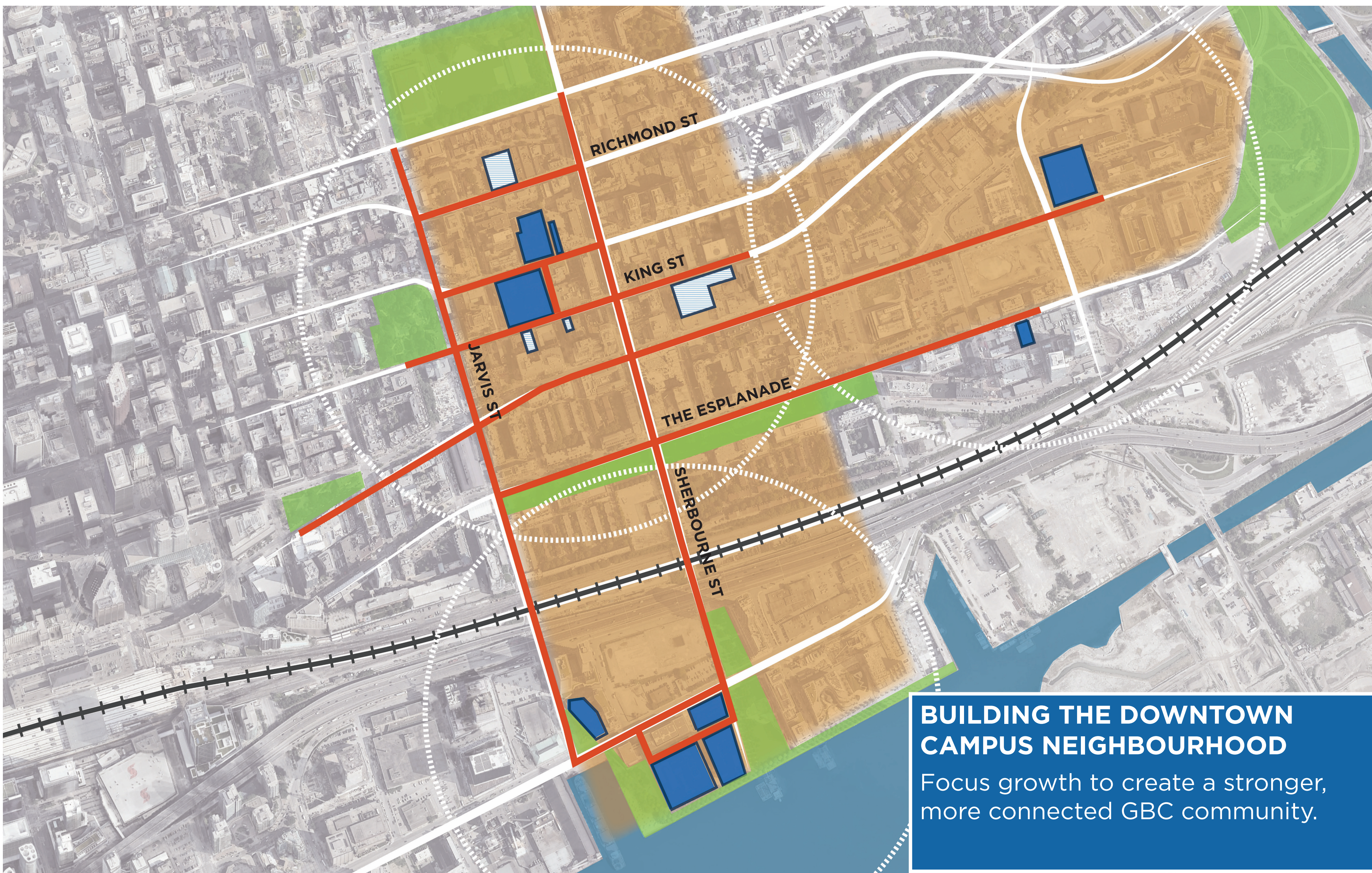
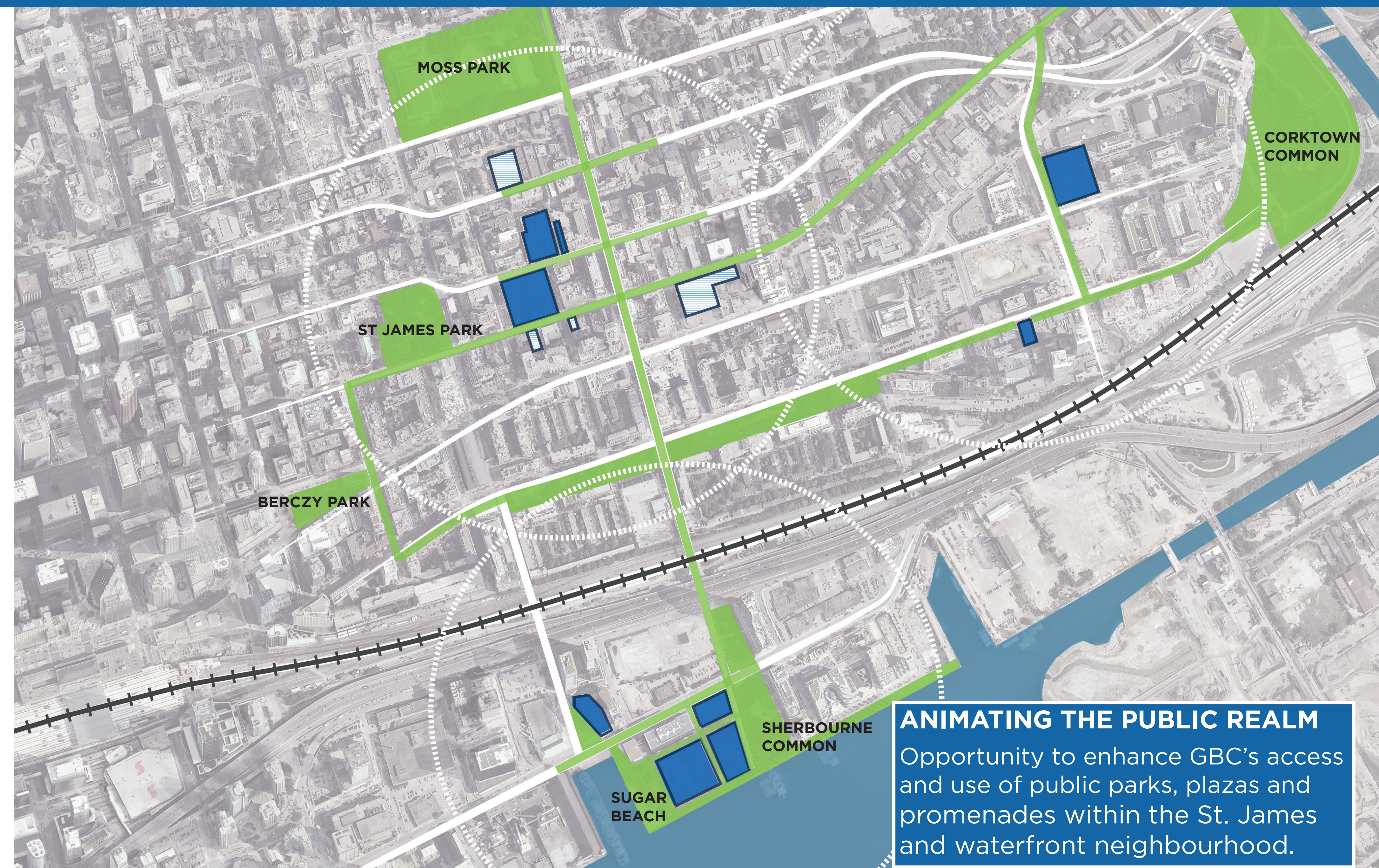
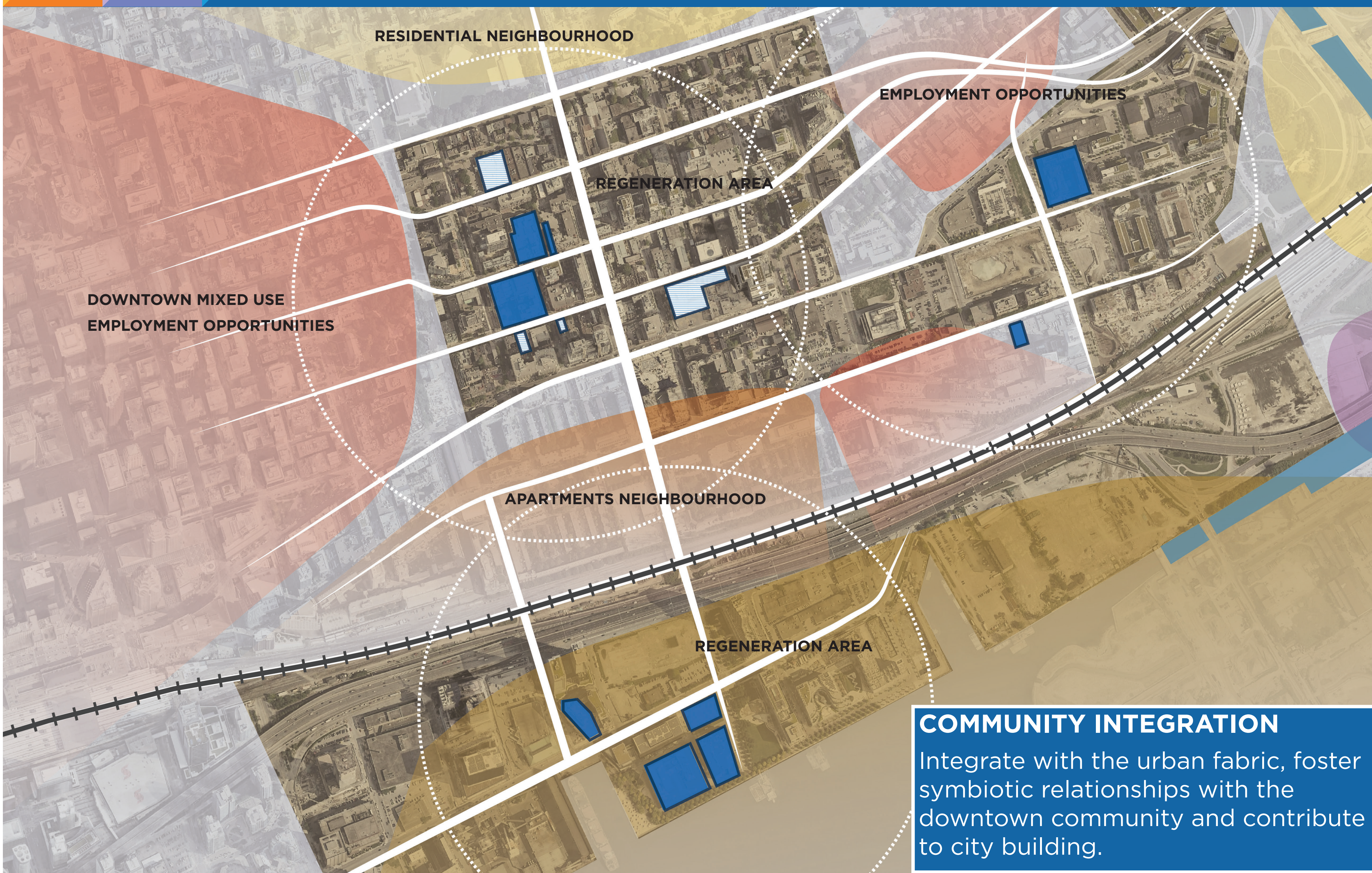


Existing GBC Campuses



# ANALYSIS & OPPORTUNITIES

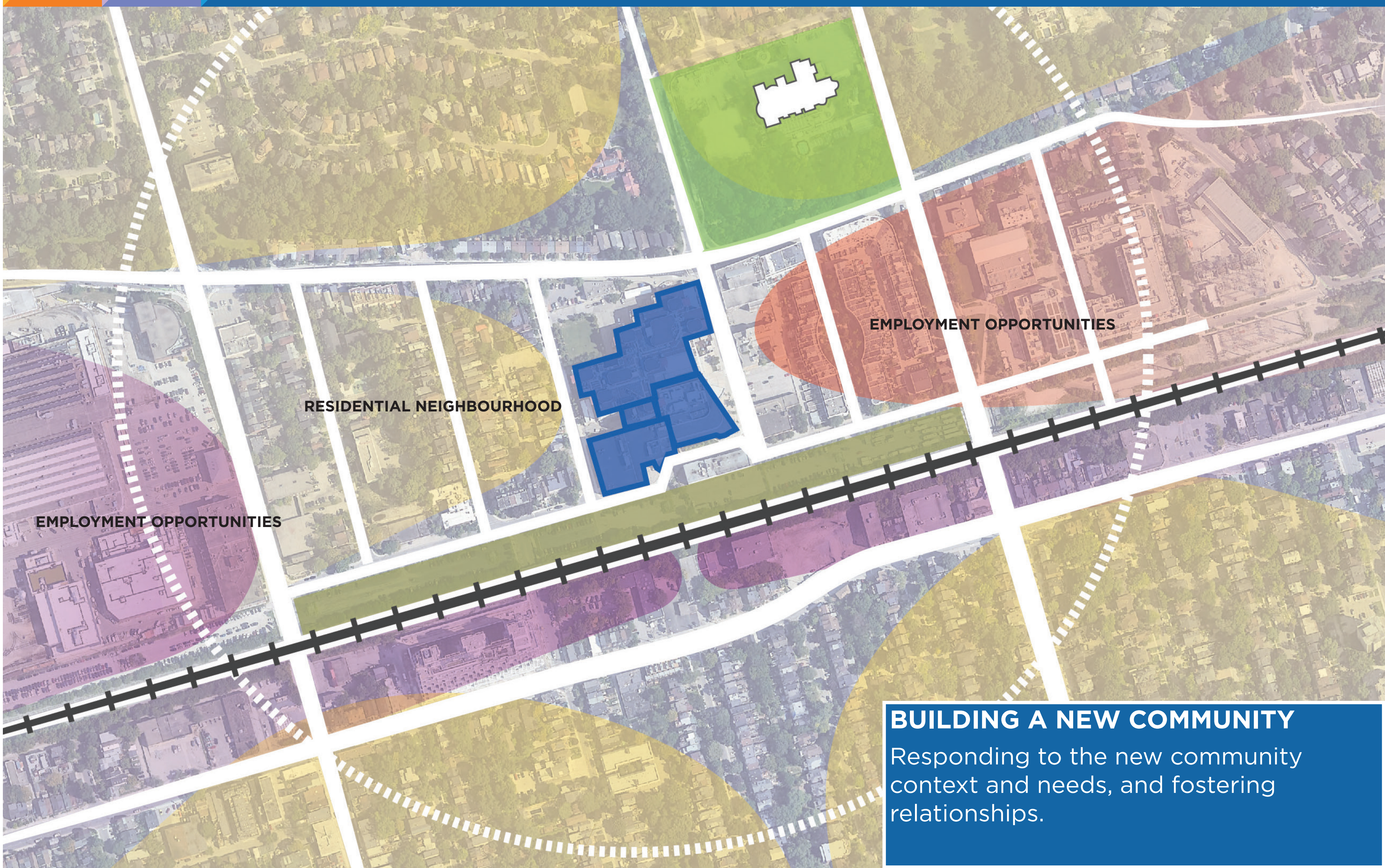
## ST. JAMES AND WATERFRONT CAMPUSES





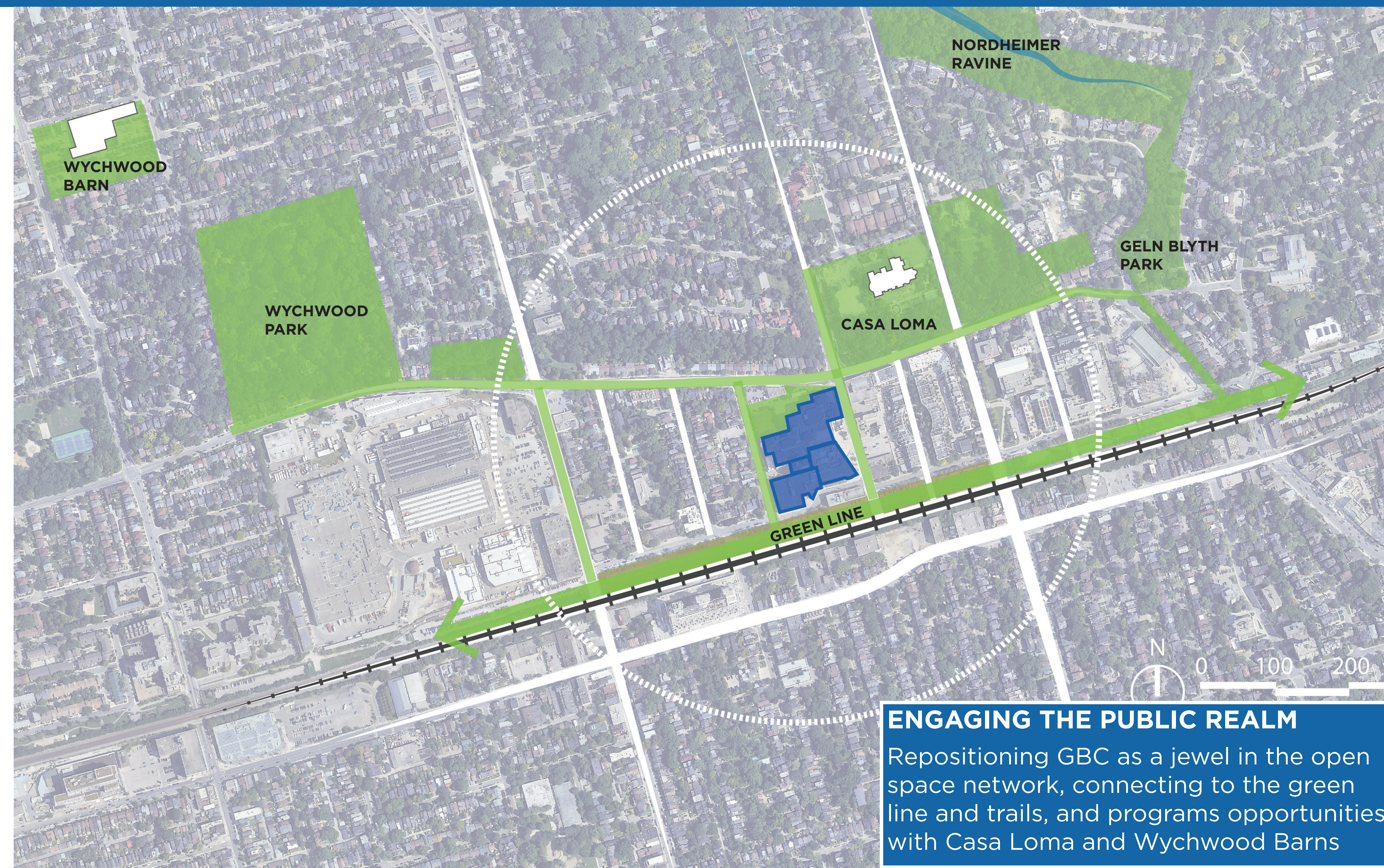
# ANALYSIS & OPPORTUNITIES

## CASA LOMA CAMPUS



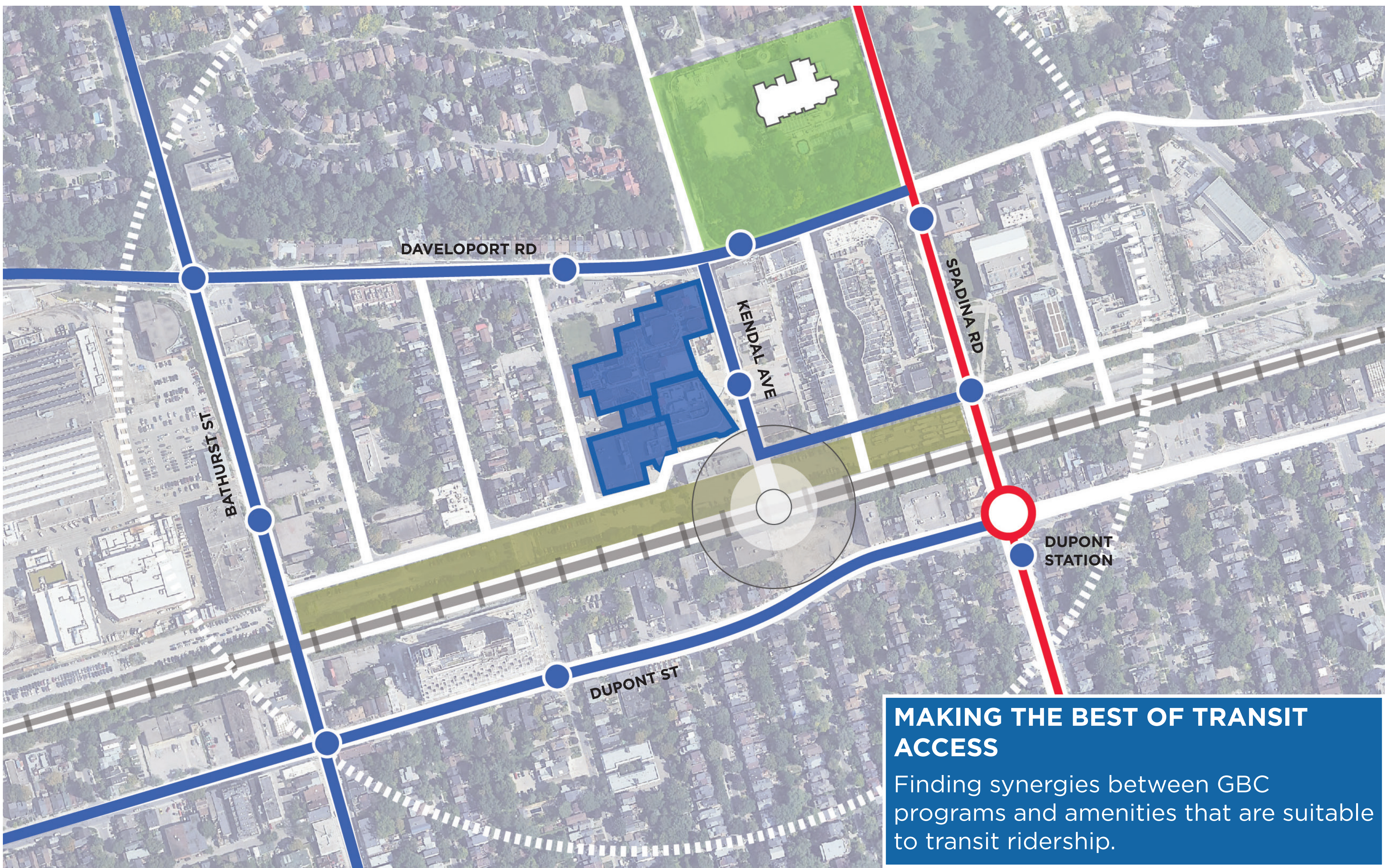
### BUILDING A NEW COMMUNITY

Responding to the new community context and needs, and fostering relationships.



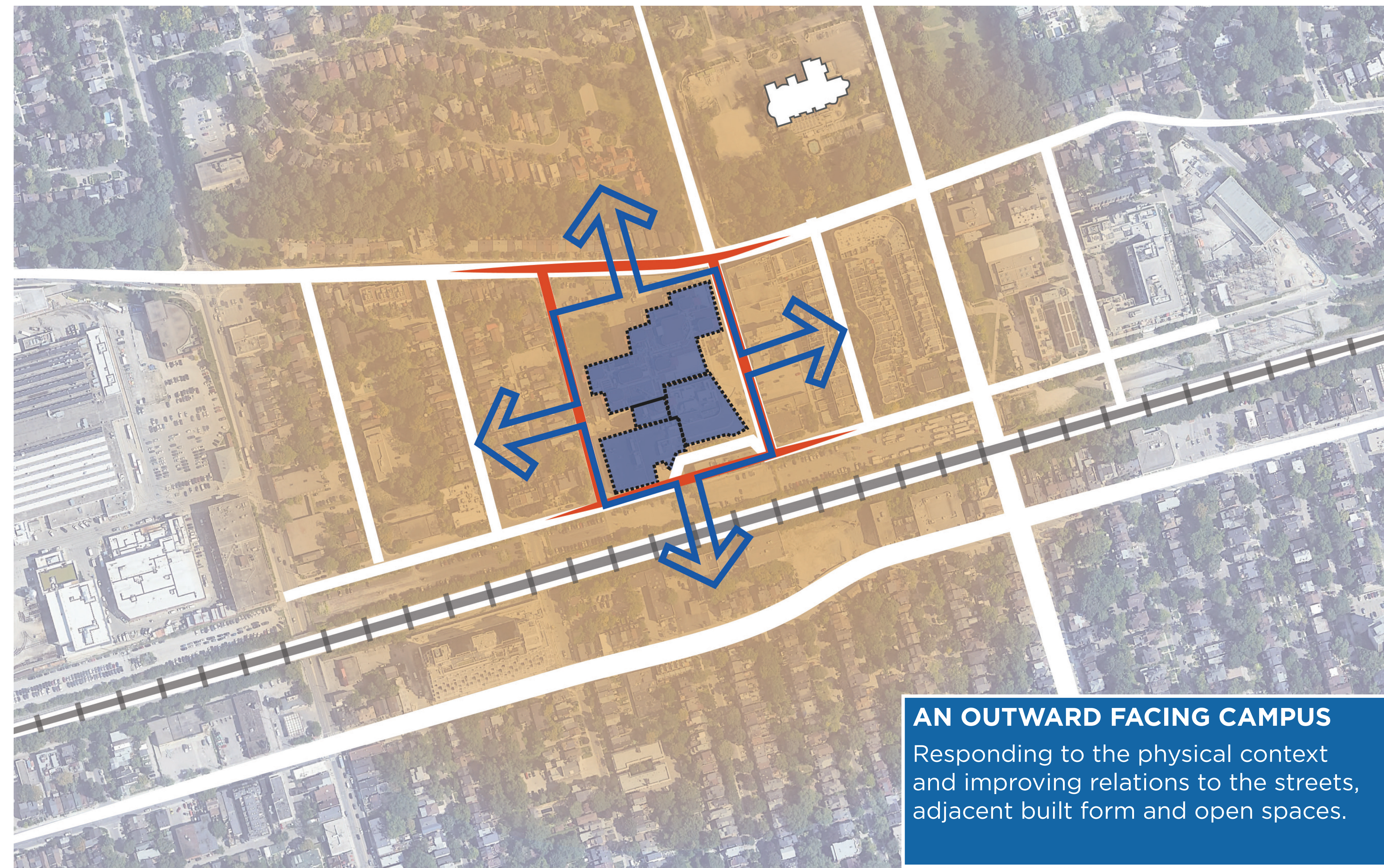
### ENGAGING THE PUBLIC REALM

Repositioning GBC as a jewel in the open space network, connecting to the green line and trails, and programs opportunities with Casa Loma and Wychwood Barns



### MAKING THE BEST OF TRANSIT ACCESS

Finding synergies between GBC programs and amenities that are suitable to transit ridership.



### AN OUTWARD FACING CAMPUS

Responding to the physical context and improving relations to the streets, adjacent built form and open spaces.