The Job Ahead
One year spent looking 10 years ahead.
A MESSAGE FROM THE PRESIDENT AND THE CHAIR OF THE BOARD OF GOVERNORS

If there’s one phrase that defines the past year, it’s “doing our homework”—preparing for what’s to come at George Brown College for our students, their employers and the economic health of the city in which they live and work. In true academic fashion, we have spent the past year hitting the books — studying how the workplace will change over the course of the next decade. As a result, we have laid the groundwork to ensure that our programs and the full student experience at George Brown College are ready for these changes so that we can continue to produce successful graduates.

We are reminded daily that our students are the focus of everything we do. Our mandate is to serve them; to meet their needs and to help them find a path to success. We are confident that, as a result of the work that is now behind us, we are in a strong position to continue to meet that goal for years to come.

The plans we have put in place over the past year are our response to clear needs, ensuring that we give students the right tools, environments and opportunities to make their time at George Brown College much more than simply a means to an end. As we move toward 2020, we do so with a constant awareness that our role as a post-secondary institution is critical not only to the employers and students we serve, but to the city and its many communities.

We have an opportunity to shape our collective future, rather than letting it shape us.

2010-11 was the year we finished our homework. Now it’s time to begin the job ahead — to make George Brown College the post-secondary institute that truly understands employment. That is our commitment to our students, to Toronto’s employers and to our city.

Anticipating change.

in students

in the workplace

in Toronto’s economy

Anne Sado
President

Michael Eubanks
Chair
Board of Governors
Anticipating change — in our economy, in the workplace and in our students — has been a core focus at George Brown College over the course of the past 12 months. Leadership and staff have spent the year focused on the decade ahead, forecasting and planning for the socioeconomic changes that will shape the college’s approach to preparing students to be the graduates of choice for employers in Toronto and beyond.

This work has been fuelled by an unprecedented amount of research examining the challenges, needs, perspectives and perception gaps that exist among students and their future employers. As the bridge that connects them, it is critical that the college understands the current and future trends that will continue to shape an evolving workplace.

The research findings have helped to identify a new series of objectives and priorities aimed at identifying the best methods of developing graduates who are well-prepared to meet and exceed the needs of employers through 2020. For this to happen, new and more flexible learning approaches and curricula must be offered; new ways of engaging industry and community identified; and new ways of strategically managing our exploding growth carefully considered.

Employers expect graduates to begin their careers armed with much more than technical ability. They expect strong communicators and team players with a commitment to customer-service excellence. More broadly, these attributes will form the skills base Toronto’s economy requires to remain competitive through the next decade.

As the college moves toward 2020, it will need creative approaches to achieve its goals and renewed emphasis on the objectives that will keep it at the forefront of post-secondary education, namely:

- Preparing diverse learners for job success
- Investing in the creation and stewardship of high-performing partnerships
- Being an enabler of the innovation economy
- Building a sustainable financial and resource model
- Leveraging state-of-the-art technology
- Building a high-performing organization

Achieving these goals will require deeper levels of cooperation and increased investment from the private sector. As the direct beneficiaries of successful college graduates, it will be incumbent upon Toronto’s employers to meaningfully engage with George Brown College, supporting program development and currency, field education, student scholarship, and expansion.

Fundamentally, it will take significant public and private sector collaboration to continue to equip students with the skills and resources they need to excel in their careers of choice, and thereby provide employers and the greater economy with the capable, future-ready work force it demands.

65% of the children in preschool today will work in jobs that don’t currently exist.

Jim Carroll, Trends and Innovation Expert

GRADUATE PROFILE
Alejandro Holguín – Hospitality, Tourism and Leisure
Class of 2009

Alejandro emerged from the Hospitality, Tourism and Leisure program at George Brown College with clearly defined goals and well-developed abilities, but his professional development didn’t end there. He also pursued the college’s Hotel Management Program. Combined, these diplomas gave him the leadership, interpersonal and technical skills he needs to run all facets of a hospitality business and led to a post-graduation role as the restaurant manager at the Holiday Inn in Guelph, Ontario.

58% of GTA employers who plan to hire a post-secondary graduate this year plan to hire a college graduate, compared with 42% who intend to hire a university graduate.

Northstar Research Partners, Employer Tracking Research, 2011

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Context: A Changing Workplace

Between 2006 and 2015, service producing industries will grow 12% and generate 1.6 million jobs

Since 2002, the Canadian manufacturing sector’s contribution to GDP has fallen more than 25% while the financial, wholesale and social service sectors have risen dramatically. Major sectors, such as health care, are moving toward more collaborative delivery models while new technologies continue to change the operations of centuries-old industries.

Through this transformation, many Ontarians find themselves unemployed, underemployed or simply lacking the skills required to fill the thousands of in-demand jobs across the province. The knowledge economy is in full effect, but not enough of our workforce has transitioned to this new reality. Increasingly, post-secondary students require flexible options for post-secondary education and a variety of learning experiences to attain or upgrade their employability skills. While classrooms, labs and simulated work environments remain at the heart of this process, student life outside the classroom plays a significant role, and real-world field experiences are becoming an increasingly crucial requirement for effective workplace preparation. Also, while online educational delivery is not new, it will become a much more significant learning option by 2020. Beyond the base of skills training, employers are looking for graduates from programs that foster productive, solution-based capabilities that go beyond the theoretical. A changing student demographic has resulted in increased reliance on career transition and lifelong learning to maintain economic prosperity. George Brown College contributed to this prosperity in 2010-11 by graduating its highest number of newly skilled students yet.

More than 35% of the current workforce falls between the ages of 50 and 65.


THE NEW EMPLOYMENT REALITY

Twenty-first century jobs require constant learning to maintain high levels of productivity. Upgrading of technical skills continues to be a strong motivator to send mature learners back to school, but these mature learners require more flexible educational options than those who come to us from high school. George Brown College is making flexible learning options a top priority over the next decade to ensure that those who want or need to upgrade their skills can do so in a manner that meets their lifestyle and personal circumstance. That means more opportunities for distance learning, online delivery, streamlining of programs and a sustained emphasis on continuing education programs.

The success of the city hinges on the success of its newcomers. More than 100,000 immigrants arrive in Ontario each year, and 78% of them choose to settle in the GTA. Within a few short years, these new Canadians will make up 100% of the city's labour force growth. Nearly half of these newcomers are in their prime working years of 25 to 44, but a series of hurdles — including language barriers, shortage of income and a lack of foreign-credential recognition — prevents them from filling the knowledge gap. George Brown College is on a course to address this gap, developing new methods of certification and instruction to help newcomers integrate into the workforce quickly, and increasing the capacity of its ESL programs by 30% by expanding the program to a larger location at 333 King Street East.
2010-11: A YEAR OF RESEARCH & REFLECTION

Being the bridge between students and employers means fully understanding what matters most to each, and identifying solutions to fill any gaps. In 2010-11, George Brown College commissioned a series of primary research studies to examine the needs, challenges and perspectives of these distinct groups. The research revealed a number of opportunities to bring these groups together by finding educational solutions that connect them.

GTA employers gave George Brown College graduates the highest rating among all five GTA colleges and across the skill sets they value most.

Northstar Research Partners, Employer Tracking Research, 2011

GTA employers listed customer service, productivity and teamwork as the three skills they deem most important in recent graduates.

Northstar Research Partners, Employer Tracking Research, 2011

VALUABLE ENGAGEMENT OPPORTUNITIES FOR EMPLOYERS

GTA employers can connect with George Brown College in several meaningful ways.

Program Action Committees
Employers interested in helping the college maintain the currency of its curriculum can join our Program Advisory Committees (PACs). Comprised of faculty, students, employers and administrators, these committees provide a 360-degree perspective on curriculum development, and allow industry partners to help set students on the path to meeting their needs.

Field Placements
There’s no better way for an employer to show students the realities of their workplace than through field education. These invaluable partnerships between George Brown College and hundreds of industry partners throughout the GTA and beyond not only provide students with the real-world skills they need to be successful, they also offer employers the opportunity to fill employment gaps and gain access to the next generation of talented professionals.

GBC Careers
This year marked the first full year of operation for the George Brown College job board, www.gbcareers.georgebrown.ca. Through this online portal, employers can connect with students and graduates from a cross-section of faculties, schools and industries and learn more about them and explore opportunities for summer, part-time and full-time employment. The site also brings faculty into the equation to serve as mentors and liaisons for students looking to make connections with employers.

“George Brown is a great fit with Tridel because they’re willing to listen to and work with the industry. We also find that George Brown students are very well rounded in terms of education. The training they have received is very true to life. And they come with great enthusiasm.”

David LeFevre, Chief Estimator, Tridel

“Nurses in Family Practice have used their basic nursing knowledge and gained ‘on the job’ experience in order to become experts in areas such as chronic disease management, patient education, prenatal and pediatric care, geriatrics, and counseling… I congratulate George Brown College for providing this program and hope it will inspire the introduction of similar nursing programs across Canada.”

Ann Alsaffar, President, CFPNA (Canadian Family Practice Nurses Association)
George Brown College has deep relationships with more than 800 partners involved in its Program Advisory Committees (PACs). Partners help shape the curriculum, direction and methodology of college programs to ensure students gain the most current skills and knowledge.
The Plan: Charting a Path to Leadership

In 2010-11, George Brown College completed a planning process that will ensure the college remains a leader in understanding employment and effectively preparing students throughout the next decade. This commitment was renewed this year in the college’s mission, vision and values statement, called “The Path to Leadership”.

Inspired by a commitment to achievement through excellence in teaching, applied learning and innovation:

- We will set the benchmark to which all colleges will aspire, and be recognized as a key resource in shaping the future of Toronto as a leading global city.
- We will build a seamless bridge between learners and employment as we develop dynamic programs and workplace-ready graduates who will be the candidates of choice for employers.
- We will create a community of life-long learners, grounded in the principles of access, diversity, mutual respect and accountability.

Vision 2020

Much of the past year has been spent preparing a forecast and developing a plan for the next decade. Vision 2020 is a response to the transformation of the GTA’s economy that’s already underway and a preparation for changes yet to come. It is the product of considerable primary and secondary research studying the depth and breadth of these changes and how they affect private and public sector leaders, departmental managers, students and the next cohort of prospective graduates.

The resulting plan focuses on the customized needs of an increasingly diverse student body. George Brown College will do everything in its power to mitigate potential obstacles; cost, location, language and age so that students can receive quality education whenever and however they choose, regardless of their personal socioeconomic situation. It is a goal that recognizes that today’s students lead increasingly complex lives and need new options to ensure they receive the training to find meaningful employment.

Vision 2020 will create new methods of learning delivery to be more flexible and use up-to-date technology. It will provide all students an opportunity to experience field learning that can provide real-world scenarios and allow them to develop the skills they need to get the jobs they want. It will implement educational approaches that encourage innovative thinking, establish new pathways to enable students to move between programs and institutions and change the way programs are delivered so that faculty, administration and support staff are constantly refreshing their methodology and expertise to ensure they meet the evolving needs of employers.

The result will be an annual cohort of graduates that is flexible and adaptive to an ever-evolving workplace. These individuals will be lifelong learners with a desire to continually improve themselves, and refine their balance of technical and soft skills.
Six Commitments Form Vision 2020:

Preparing Diverse Learners for Job Success
A commitment to ensure all graduates, regardless of their status, are socially and technically attuned to the needs of the workplace and prepared to succeed there. These graduates will understand the importance of continually updating their skills through ongoing training and education so that they can make a unique contribution to the industries in which they work.

Investing in the Creation and Stewardship of High-Value and High-Performing Partnerships
An aim to establish and maintain industry partnerships that are strategically aligned to college programs; exist within the parameters of a definitive governing framework; and, ensure a mutually beneficial outcome for student and employer alike.

Enabling the Innovation Economy
An imperative to create course curricula, programming, experiential learning opportunities and applied research projects that enable students to solve real industry problems with practical solutions more efficiently and effectively.

Building a Sustainable Financial Resource Model
A commitment to establish revenue streams that will come from the public and private sectors, and to bolster our capacity to raise funds so that the college will have the resources necessary to fund expansion to meet increasing capacity needs, and continue to improve the student environment.

Leveraging State-of-the-Art Technology
A promise to offer the most advanced technologies available to enhance innovation in teaching, learning, applied research, programming and service delivery. The college aims to be recognized as a leader in the knowledge economy and to create a campus environment that drives innovation and creativity.

Building a High-Performing Organization
An intent to balance the alignment and engagement of our staff, and to be a flexible organization that responds to new opportunities with appropriate risk analysis; one that attracts high-performing, valued employees who breed excellence in the execution of their diverse roles.

ACADEMIC EXCELLENCE
At the heart of the college is its commitment to academic excellence. It will continue to lead George Brown College’s core approaches to education, regardless of program. The difference at George Brown is that this mandate is not the sole responsibility of academic centres that directly deliver curriculum, but a responsibility of all staff. It’s a charted course of definitive learning objectives and benchmarks that have already evolved the college from a centre of learning to a community of educational trailblazers.

As this program of academic excellence takes root over the course of the next decade, it will profoundly change the way education is administered at George Brown College. Learning models will alter the role of professor from that of sage to one of knowledge curator — someone who helps students gather, organize and analyze information to their own advantage.

Field Education
Field learning opportunities are set to become even richer and more abundant in the coming years with the ambitious aim of achieving field learning opportunity across 100% of programs by 2020. These placements will ensure students are exposed to the realities of the workforce so that they can make connections between what they learn in class and what is expected of them after graduation. By 2020 George Brown College will be recognized for providing students with rich experiences in a full range of learning environments. While classrooms and labs will remain the heart of the college experience, additional investment will be made to ensure students get the full benefits from the social and extracurricular opportunities across our campuses, the real-world experience that comes from working on field placements and the flexibility that comes from learning online.

RETURN ON INNOVATION: APPLIED RESEARCH
Students are offered applied research opportunities through a cross-college approach established four years ago that fosters strategic and innovative thinking by finding creative, collaborative solutions to real-world problems faced by employers. These special projects benefit students and entrepreneurs alike by connecting industries with the resources they need across our academic divisions to help them close the loop in commercializing their concepts. Students receive invaluable opportunities to experience real-world collaboration and innovation in the true spirit of entrepreneurialism. These projects are a powerful demonstration of the George Brown College commitment to Toronto’s economic and employment vitality.

21% of GTA residents considering post-secondary education plan to attend George Brown College — the highest rate among all GTA colleges.

Environics, “Perceptions of George Brown College and Potential Opportunities”, 2011

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“While invention is the act of building something new, innovation is the process of creating social or economic value from something that already exists.”

Robert Luke, Assistant Vice President of Research and Innovation, George Brown College
Putting Wind in the Sales of Green Syndications

GTA-based Green Syndications couldn’t quite perfect the design of its vertical-axis wind turbine, a compact source of green energy created to power individual homes and small commercial buildings. Students of the George Brown College School of Construction and Engineering helped the company refine its design so that it could be sold to green energy consumers. Since then, Green Syndication has received orders from as close by as downtown Toronto to as far away as the Philippines. The original prototype still operates atop the Casa Loma campus.

“The social and environmental impact of the vertical axis wind turbine is that most of this is going to be produced in Ontario, which stimulates the economy. It’s going to create jobs; it’s going to create opportunity.”

Edward Wong, George Brown College student researcher for Green Syndications

Innovation in Teaching & Learning Delivery

- Programs will have multiple delivery methods including:
  - Online delivery
  - Learning on demand
  - Compressed delivery
  - Connected learning spaces

- Inspires innovation; transforms student expectations

The past 12 months have seen numerous gains made — from the launch of seven new online courses for math, hospitality and business programs to the creation of a digital space and resource for collaboration between students and teachers to the investigation of mobile communications platforms such as smart phones and tablets as an alternative form of learning delivery.

Best-in-Class Partnerships

- Each industry partnership will be strategically, mutually beneficial and multi-faceted
- Partnerships will be formed with a broad spectrum of high-performing organizations

Over the past year, the committee leading the charge on this initiative has made significant gains defining a best-in-class partnership and the standards to which these partnerships should be held.

Field Education

- 100% of programs will have a field placement component
- Minimum standards to be embedded into each program
- Direct contact between students and clients
- Domestic & international options

In 2010-11, a series of pilot projects were launched to test different methods of broadening field education to include international placements, opportunities for field education in design and technology programs, interdisciplinary field placements, and extended field placements for hospitality students.

THREE DEVELOPMENT OBJECTIVES

Three core areas of focus have been identified for special attention and expansion to ensure George Brown College graduates have the opportunities they need to make a real impact in their future workplace and on the Toronto workforce.

Betty-Jean Reid & Corene Kennedy

What happens when you bring together one of Canada’s top intervenors for the deaf-blind and a veteran American Sign Language (ASL) interpreter? An ambitious new project that benefits students and the broader community. Earlier this year, Corene & Betty-Jean used their participation in their respective industries to develop a partnership with the Art Gallery of Ontario. Beginning in spring 2011, students from the ASL, English interpreter program at George Brown College have provided interpretation of the gallery’s tours to those who are deaf or hard of hearing. The project — following on the heels of a similar initiative introduced at the Royal Ontario Museum in 2010 — benefits not only the gallery and community, but will also be an invaluable real-world learning experience for the participating students.

Jim Kinney

Computer Graphics students at George Brown College rave about Jim Kinney’s approach to teaching. Far removed from the traditional lecture style, Jim uses a series of online social-media tools to engage students on a lateral level, and allow them to learn and work collaboratively to solve problems, develop new ideas and become innovation literate.

Christine Walker

Before teaching students at George Brown College the art of gastronomy, Christine tantalized palates as a chef in top-rated restaurants from the U.K. to Australia to New Zealand. Living by the adage of “waste not, want not,” Christine currently studies methods of assisting foodservice industry partners how to turn their leftover fruits into preserves and make the most of their produce. Her efforts have inspired students to join in her quest to find new ways of making the most of Ontario’s agriculture.
Intelligent Growth: Managing Unprecedented Demand

In the past seven years, applications to George Brown College have increased 50%, while enrolment has surged 70% to surpass physical capacity, resulting in the creation of waitlists for many high-demand programs. To accommodate growing numbers of students, the college has increased its physical size through the acquisition of new spaces in the city. But expansion cannot come at the expense of academic excellence or the student experience. The college must grow responsibly in order to maintain and improve upon the standards that have led it to where it is in 2011.

60% of George Brown College students do not enrol directly from high school.


43% of George Brown College students were born outside of Canada.


The Changing George Brown College Student

George Brown College is a microcosm of Toronto in many ways, but most obviously in its diversity. A smaller proportion of students are coming to the college in a straight line from high school. They come from all walks of life, all parts of the world and will enter the college in their twenties, thirties, forties and beyond. Many will do so more than once.

Some of these students are experienced employees who want or need to reinvent their careers. Some are new Canadians who have arrived in Canada to discover their professional credentials are not recognized and must find an accessible path to the many in-demand professions in Ontario. Others are university graduates who seek the practical, experiential learning employers are increasingly demanding. Still, others are learners with special needs who hold great hope that a college education is a means to a more meaningful, productive life.

29% of George Brown College students come to us following a university experience.

Key Performance Indicators, Colleges Ontario, 2010

Deepening the Student Experience

At George Brown College, students are positively engaged with the college from the moment they express interest in attending. They are provided with guidance and orientation to help them transition smoothly into college life. They are given tools for success through one-on-one counselling, a lively, social and encouraging environment in which to learn and grow and extracurricular opportunities to expand the college experience during their years of study. Co-curricular activities that support the development of critical soft skills will be expanded, evaluated and documented, differentiating George Brown College graduates even further. And, once they’ve graduated, they are encouraged to return to the college and participate in activities, volunteerism or philanthropy.

This student engagement outside the classroom adds considerable value to the post-secondary experience. In fact, research shows it contributes substantially to the skills development of the students and makes them more inclined to continue their relationship with George Brown College well after they have graduated. The end result will be a growing George Brown College graduate community that works cohesively to continually raise the bar of quality education and student life at the college.

Goals of the enhanced focus on student experience include:

• Attract and select learners with potential to succeed
• Identify individual needs to optimize customer service leadership
• Define, set and measure student experience performance against standards
• Build support systems that facilitate student persistence and engagement
• Earn a reputation as the college that understands employment in the GTA.
Paying Back: An Expanded Role for Partners

By 2025, Ontario will have a labour shortage of 364,000 skilled workers in critical industries — jobs that will require a post-secondary education; yet, only 62% of the current population have earned a diploma or degree. To meet the labour and socioeconomic demands of the future, more student spaces will be needed. This will place greater pressure on the resources available to Ontario’s colleges, which are provided the lowest level of public funding per student among Canada’s provinces.

While enrolment at Ontario colleges has increased almost 30% in the past 15 years, public funding in the 2010-11 academic year remained at comparable levels to 1996-97, creating a significant gap between the resources colleges need and what is publicly provided.

Supporting Expansion
To meet growing enrolment demand, George Brown College has embarked on a $250 million expansion vision, which includes a $60 million contribution from the private sector to support a series of projects that will open up thousands of spaces for students.

INVESTING IN THE FUTURE WORKFORCE

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In 2010, 57% of post-secondary students were enrolled in colleges compared with 43% enrolled in universities.

Yet universities receive 33% more public funding than colleges.

Ontario’s post-secondary institutions receive $7,000 in operating grants per full-time student — the lowest in the country and less than half that of Manitoba.
The George Brown College Foundation

As George Brown College grows, it will need new sources of revenue and new methods of directing that revenue where it's needed most. To this end, the George Brown College Foundation serves as an arms-length organization that strengthens the college's ability to offer new and innovative programs, while supporting student success through scholarships and bursaries.

Its mission is to raise funds for George Brown College that will:

- Enable the College to achieve its goal that no student is denied a George Brown education because of financial burden.
- Advance the College's commitment to excellence in teaching, applied learning and innovation.
- Enable George Brown College's programs, facilities and services to be best-in-class.
- Enable George Brown to be a key resource in shaping the future of Toronto.
- Help George Brown produce graduates who are the candidates of choice for employers.
- Support George Brown's commitment to access, diversity and mutual respect.

The Campaign for George Brown

While almost $150 million in public funding has been secured and a request for additional public support is currently outstanding, a substantial amount must still be raised to complete the expansion, including an additional $60 million from the private sector. The George Brown College Foundation solicits private sector organizations and individual donors to support these expansion projects and to ensure future students have a learning environment that inspires innovation and achievement.

In 2010, our two main campuses and 12 satellite locations served 24,000 full-time students and 48,000 continuing education learners, including 2,000 international students through 150 full-time and 1,600 Continuing Education courses.

Contributing to the Social and Economic Fabric of Toronto

George Brown College isn’t just a place to learn, it’s an integral part of the communities we serve. Whether it’s the development of new amenities and eco-friendly buildings in the East Bayfront or providing avenues for post-secondary education to disadvantaged youth in Regent Park, the students, faculty, and support staff of George Brown College go far beyond the frontiers of our campus to make a meaningful contribution to the GTA. Over the past six years, the Community Partnerships Office has helped to redefine Toronto’s communities. Through strategic, collaborative initiatives and multi-sectoral partnerships with more than 80 agencies, it has served almost 4,000 non-traditional students, helping them achieve educational success. It has initiated 72 projects that have led to improved community health and sustainable employment. It’s all part of our collective sense of responsibility to society and the city we have called home for more than 40 years.

Leadership in Student Support

The Ontario Trust for Student Support (OTSS) matches the donations of private and industry donors to provide students with limited financial means access to post-secondary education that will change their futures. Endowment funds support the more than 50% of George Brown College students who need financial support to access post-secondary studies. In 2010-11, applications for bursaries rose by almost 52% and the average bursary rose to $395, which covers just a portion of tuition – clearly more is needed. The George Brown College Foundation has made a commitment to double the $18 million it currently holds in endowments so that more adults in the GTA can access a post-secondary education that is a prerequisite for meaningful employment today.

The Job Ahead

In 2010-11, contributions from private donors, industry partners and public funding amounted to $3.7 million in student endowments — the highest among Ontario colleges.

WAYS FOR DONORS TO ENGAGE

George Brown College offers a wide variety of opportunities for private and corporate donors to engage with the college. Whether you’re making a one-time donation, creating an endowment or leaving behind a legacy through an estate, your contribution to George Brown College will provide a new generation of students with the opportunity to realize a more meaningful career and to make a difference to their sectors and society as a whole.

Donors can visit www.georgebrown.ca/donate to make a contribution.

Those interested in creating a long-lasting legacy can do so through a variety of channels by naming a classroom, lab, or even a building. You can even create an endowment, which is invested in perpetuity and used to fund education through its investment income. These gifts can be named in honour of living or lost loved ones to create a memorial and legacy for them. Other options for donations include estate planning and investment vehicles, which can offer significant tax advantages.

For more information, contact fdn@georgebrown.ca.

In 1998, Vince Thomson made an initial personal gift of $10,000 to George Brown College in the name of Jean Baptist De La Salle. Today the De La Salle Scholarship exceeds $1 million, providing financial assistance to students in the schools of Community Services and Health Sciences. Thomson never thought his initial gift would make such a significant long-term impact.
Academic Centres and Schools

| CENTRE FOR CONTINUOUS LEARNING | School of Continuing Education  
|                                | Corporate Training  
|                                | Distance Education  
|                                | School of Emergency Management  
|                                | Yorkville School of Makeup & Esthetics  
| CENTRE FOR INTERNATIONAL AND IMMIGRANT EDUCATION | School of English As A Second Language  
|                                | International and Immigrant Education  
| CENTRE FOR PREPARATORY AND LIBERAL STUDIES | School of Liberal Arts & Sciences  
|                                | School of Work & College Preparation  
| CENTRE FOR ARTS AND DESIGN | School of Design  
|                                | School of Fashion Studies  
|                                | School of Performing Arts  
| CENTRE FOR COMMUNITY SERVICES AND EARLY CHILDHOOD | School of Early Childhood  
|                                | School of Deaf & Deafblind Studies  
|                                | School of Social & Community Services  
| CENTRE FOR HEALTH SCIENCES | School of Dental Health  
|                                | School of Health And Wellness  
|                                | School of Health Services Management  
|                                | School of Nursing  
| CENTRE FOR HOSPITALITY AND CULINARY ARTS | Chef School  
|                                | School of Hospitality And Tourism Management  
| CENTRE FOR CONSTRUCTION & ENGINEERING TECHNOLOGIES | School of Architectural Studies  
|                                | School of Computer Technology  
|                                | School of Construction Management & Trades  
|                                | School of Mechanical Engineering Technologies  
| CENTRE FOR BUSINESS | School of Business  
|                                | School of Financial Services  

Numbers at a Glance*

| PROGRAMS OFFERED |  
College and Foundation Board of Directors

College Board of Governors 2010-11

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Former Deputy Minister
Ministry of the Environment

David Wilkes
Senior Vice President, Trade & Business Development
Canadian Council of Grocery Distributors

Robert Wong
Vice Chair/Sr Investment Counsel/Portfolio Manager
Leon Frazier & Associates Inc.

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George Brown College

Marilou Martin
Support Staff Representative
Co-Operative Education Officer Centre for Business,
George Brown College

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Assistant Vice President
Applied & Institutional Research and Innovation
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Anne Sado
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Michael Cooke
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Graeme Page
President & CEO
George Brown College Foundation

Financial Report

Operating Revenue by Source, 2010-11
$270 Million

- Ontario Government 123
- Federal Government 3
- Student Fees 106
- Ancillary 18
- Other 20

Total 270

Operating Expenditures, 2010-11
$252 Million

- Salaries and Benefits 159
- Supplies and Other Expenses 63
- Plant, Property and Capital 22
- Scholarships and Bursaries 8

Total 252