

SENECA COLLEGE

INTERIM PROJECT SUMMARY REPORT

DIALOGTM

Interim Project Summary Report
Seneca College Master Plan

April 20, 2011

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Seneca

Part A: Introduction

1. Introduction

This Interim Summary Report is an overview of the work undertaken thus far over the first two phases of the campus master planning process. The first phase defined the scope of the project, while the second included the Kick-Off events as well as the detailed background research that will be used to inform later phases of the project. The Report, therefore, summarizes the outcomes from the public consultation events that have taken place to date, and provides analyses of the existing conditions, as well as the opportunities and constraints identified for each of the campuses under study. The information contained in this report will be used to formulate the background section of the Draft Master Plan document.

1.1. Project Background

In December 2010, Seneca College launched a Campus Master Planning process for its Newnham, King, and Markham Campuses as part of its ongoing commitment to providing a “superior quality education experience” and “access to success”. The Master Plan Process consisted of two stages: the development of the Seneca College Campus Master Plan, and the preparation of the ‘Building-Level’ Master Program and Plan. The ‘Building-Level’ Master Program and Plan also included the Seneca@York Campus and the Jane Campus. The two stages began simultaneously, and ran concurrently in the initial phase of the project. The results of the Building Master Program and Plan were vital to informing the completion of the Campus Master Plan.

The early stages of the project consisted of defining the necessary parameters for developing the Campus Master Plan. This included: an inventory of space and equipment requirements; an assessment of client and user needs; a critical review of relevant precedents; an analysis of community and site conditions; a review of the relevant laws and standards and an assessment of their implication for the project; and a definition of site selection (where applicable) and design assessment criteria.

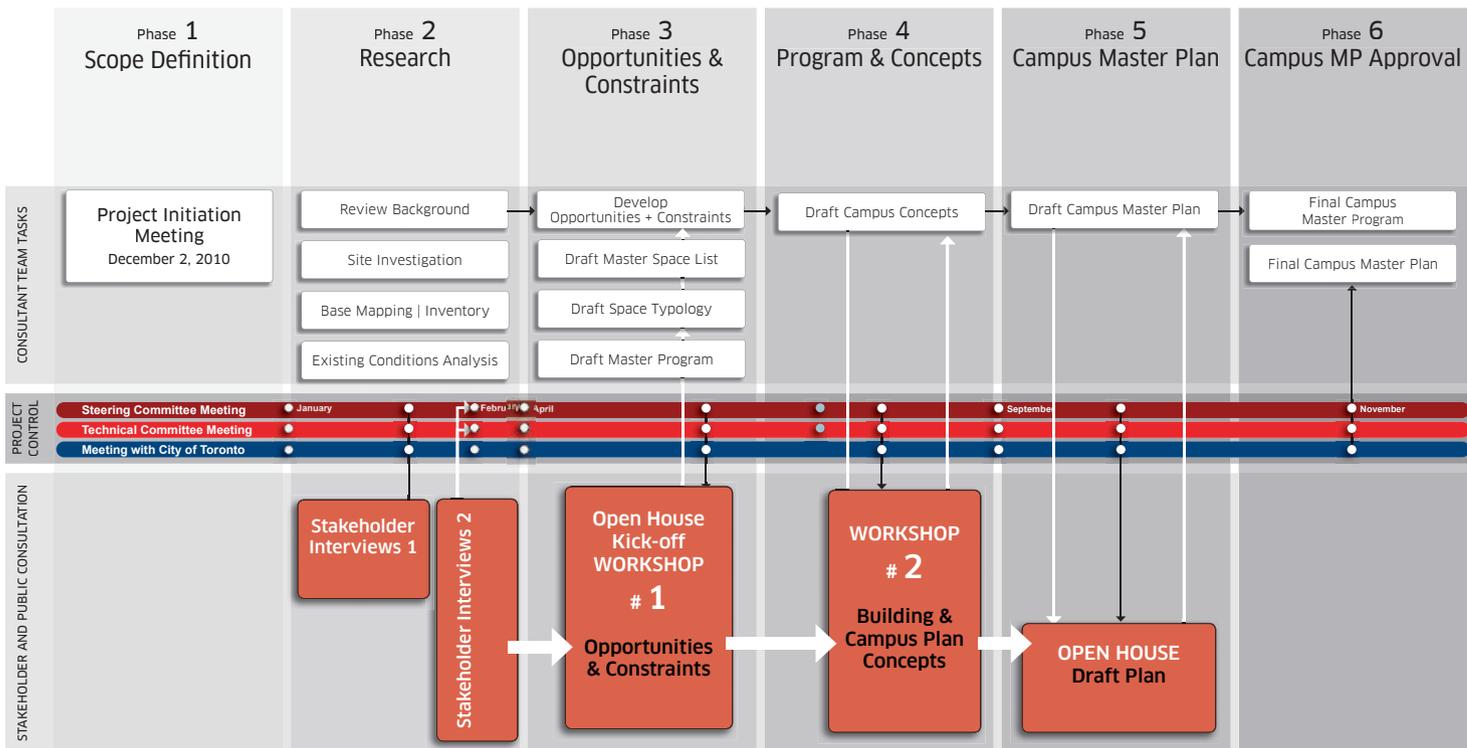
The project focus is on Seneca’s Newnham, King, and Markham Campuses and buildings, but the implications of possible changes to other campuses have been considered in the planning process. The planning process describes the College’s adaptation and development to changes in academic delivery, community needs, and operational needs.

1.2. Study Process

The work plan and methodology associated with this Master Plan were structured around a dynamic and collaborative process that involved a wide array of stakeholders. This process was specifically tailored both to creating an exciting Campus Master Plan as well as to generating interest and ideas toward a new direction for the College.

The methodology integrated technical due diligence with a public consultation strategy that emphasized capacity building and aimed at generating a true dialogue with participants. This strategy was designed to elicit meaningful feedback that not only helped to advance the project but also gave it a strong sense of credibility.

The following diagram describes the key components of the work plan for each campus, and outlines the sequencing of the key tasks and events, as well as additional tasks that were considered integral to the process. Highlights of the work plan and methodology include: An evolution of ideas, reflected over the course of four consultation events, and initiated by informative stakeholder interviews; a celebratory Public Forum that embraced best practices in campus planning; the initiation of a dialogue with all key stakeholders on new ideas and opportunities, resulting in a shift in thinking; opportunities for targeted and focused discussion and decision making; and finally, bringing a new Campus Master Plan to fruition for College and community review.



Work Plan

1.2.1. Public Consultation

1.2.1.1. Stakeholder Interviews

A series of master planning stakeholder interviews were undertaken to initiate the public consultation process and begin a dialogue with the College. The interviews were held over a two month period and included stakeholders from the Newnham, King, and Markham Campuses. The objective of the interviews was to obtain a "fresh-eyes" understanding of current campus issues, and to identify opportunities that would influence the Master Plan.

Concurrent to this process, master building program stakeholder interviews were also held to understand the program needs for the campuses, including the Seneca @ York Campus and the Jane Campus.

1.2.2.2. Newnham Kick-off Event

The Newnham Kick-off, held in January, was the first celebratory public open house event, which included guests from all campuses, the president, students, and Alumni. The focus of the event was the Newnham Campus, although larger Seneca wide issues were addressed. Participants were also able to respond to interactive panel questions on boards regarding the campus and the existing conditions analysis. A presentation of "what we heard" from the stakeholder interviews was well received, and the participants agreed with most of the issues and opportunities brought forward.

1.2.2.3. Seneca All Campuses Alumni and Donor Event

Building on the momentum of the Newnham Kick-off Event, an additional open house event was held specifically for alumni, donors, and other key stakeholders. The purpose of this event was to include key stakeholders in a celebration of the development of a new Master Plan, and to allow these stakeholders to participate in an important moment for Seneca College. The participants were asked to provide their feedback on what was felt as a new direction for the College. The event was very successful and well attended, and there was a renewed excitement around the future of Seneca.

1.2.2.4. Seneca All Campuses Open House Event

The Cross Campus Master Planning Forum, attended by 400 Seneca staff and employees, presented an opportunity for an All Campuses Open House Speaker's Panel Forum. The Consultant Team, which included sub-consultants, represented a panel of speakers that responded to both general and campus-specific questions from the participants. The outcome of this event included important feedback from all aspects of the campus community. Additional information was also garnered from the interactive panels.



Newnham Kick-off Event



All Campuses Alumni and Donor Event



King Campus Opportunities and Constraints Workshop

1.2.2.5. King and Markham Campuses Kick-off Open House and Opportunities and Constraints Event

The purpose of the workshops was to establish a specific vision for each of the campuses and to create a preliminary concept based on an assessment of constraints and opportunities. Although many of the stakeholders participated in the past events, it was important to have the celebratory kick-off presentation for each of the campuses to start the process. The presentation at each workshop event provided an overview of what was heard to date, as well as opportunities for development. The stakeholders then worked through ideas for the future development of the campuses and presented these ideas back in an open forum. The outcomes of these events will guide the direction for the development of draft campus concepts, which is the next step in the study process.

Note: The Newnham Campus Opportunities and Constraints event is scheduled for May 6th, 2011.

1.3. Seneca's Strategic Goals

As Seneca continues to provide its students with the quality educational experience that will lead them to successful, fulfilling careers in the new economy, three priorities will be emphasized:

1. LEADING IN CAREER-RELATED AND PROFESSIONAL EDUCATION

Seneca will be a leader in providing professional and career-related education of the highest quality. Seneca will also strengthen the College's academic clusters of expertise and enhance the profiles of its programs to employers and the communities it serves. As well, the College will continue to increase its applied research activity to support its advanced educational offerings and scholarships in teaching and learning.

2. INCREASING STUDENT SUCCESS

Students are successful when they have options for achieving their goals at various stages of their academic and professional careers. Seneca will work to expand laddering opportunities within its programs and increase the pathways to and from Ontario universities and colleges. The College's growth plan requires new recruitment and support strategies. Seneca will also look to expand reciprocal partnerships with international PSE institutions.

3. BUILDING THE STRONG ORGANIZATION

Quality standards and outcomes will be embedded in all programs, services and business practices. The College will support professional development and workforce planning for faculty and staff, refreshing the skills and experience that bring such value to the classroom. Entrepreneurial activity in all areas will continue to be encouraged, including partnership opportunities to benefit students and the College.

1.4. Campus Planning Objectives

- Implement Seneca's (ongoing) Strategic and Academic Plans and provide a feedback loop for the future Strategic Plan.
- Generate a shared vision for the College's settings.
- Engage in a collaborative process that generates buy-in and interest from key stakeholders. Involve students, the campus community, and all levels of government.
- Provide an approved framework for future decisions: a Built Form Framework, including strategies for future expansion; and an Open Space Framework that shapes and connects a system of exterior places.

- Address the compatibility with the campus' neighbourhoods and communities.
- Improve the quality of the campus environment.
- Address site and building accessibility, including public transit, site circulation, pedestrian networks, servicing, and parking.
- Investigate opportunities for campus expansion (maximize use of site) and partnerships.
- Demonstrate leadership in campus planning and sustainable design.
- Integrate short-term opportunities/needs such as sports build and student centre build.
- Satisfy municipal requirements.

1.5. History of Seneca

1.5.1. General College History

In May 1965, then provincial Minister of Education William Davis introduced Bill 153, establishing the province's community college system, which was intended to provide a post-secondary education alternative for those not wanting or able to attend university. Colleges were to be independent of existing systems, community-based, and fulfill the needs of both business and industry. In August 1966, Seneca College was officially established at its first Board of Governors meeting.

On September 6, 1967, Seneca opened its doors with William Newnham as its founding President. That first year saw 852 full-time and 1,067 part-time students enrolled in 20 diploma and certificate programs. Classes were offered at a number of sites including the North York Board of Education, a Woolworth Store at Sheppard Avenue and Yonge Street, the Lewis Beattie Secondary School, and a renovated factory at 43 Sheppard Avenue East.

One year later, in 1968, ground was turned on a 62-acre parcel of land at Finch and Woodbine Avenues (now Highway 404), that would become Seneca's first permanent campus, later to be called the Newnham Campus, after the College's founding President. The first phase of construction created a two-storey brick building that housed the college's computer, secretarial, engineering, and applied arts programs. By its second year of operation, enrolment at Seneca College had grown to 8,667 full-time and part-time students.

1971 Seneca purchases Lady Flora Eaton's King Township estate and the adjoining 650 acres. This would become Seneca's King Campus.



A sign in 1968 marks the future location of the Newnham Campus

1988 Seneca is the first college in the province to enter into a joint articulation agreement with a secondary school.

1994 The Province announces it will provide capital for the development of the Seneca@York Campus of advanced technology, located on the grounds of York University, and the Yorkgate Campus in the Jane-Finch area.

1996 Seneca offers 230 programs of study. Enrolment grows to more than 100,000 full-time and part-time students.

1999 Seneca@York opens its doors to the first semester of students.

2002 The provincial government grants Seneca College the ability to offer bachelor's degrees. In September, Seneca becomes the first college in Ontario to offer a degree program when classes begin for its Bachelor of Applied Business – Financial Services Management Program.

2003 Seneca offers three additional degree programs: Bachelor of Applied Technology – Environmental Site Remediation; Bachelor of Applied Technology – Flight; and Bachelor of Applied Technology – Software Development. Seneca offered the Liberal Arts program (formerly the General Arts and Sciences program) for the first time at the Seneca@York Campus. Seneca becomes a founding member of Polytechnics Canada.

2005 Seneca opens its Markham Campus, becoming the first post-secondary education facility in the Town, to better serve York Region's educational needs. Full-time, part-time, and corporate training classes are offered.

2006 Seneca receives authorization to offer three new degrees: Bachelor of Applied Business – International Accounting and Finance; Bachelor of Applied Business – Human Resources Strategy and Technology; and Bachelor of Applied Technology – Informatics and Security. Financial Services Management students become the first graduates of an Ontario college degree program.

2007 Seneca College celebrates its 40th Anniversary. Seneca College's Board of Governors receives the Maytree Foundation's Diversity in Governance Award.

2008 Seneca launches a new degree program, the Bachelor of Applied Arts – Child Development. Seneca is named one of Greater Toronto's top 75 employers.



Eaton Hall, King Campus



A worker prepares to install the "S" in the sign atop the new Markham Campus building, circa 2005



Ground is turned on Seneca's first campus, 1968



The Newnham Campus in the early 1970s

1.5.2. Newnham Campus

1968 Ground is turned on a 62-acre parcel of land at Finch Avenue and Woodbine Avenue (now Highway 404). The first phase of construction creates a two-storey brick building containing the College's computer, secretarial, engineering, and applied arts programs.

1970 Phase two: Buildings B and C are built. They are described as a "daisy chain of unfinished concrete, 4-storey links sweeping diagonally from south-east to north-west." Phase Two adds 38 teaching areas, 28 laboratories and 87 faculty offices.

1972 Seneca's Sport Centre, featuring a triple gymnasium and an ice arena, opens at Newnham Campus.

1973 Phase Three: the four-storey Building D is built. The Sports Centre and Arena (Building G) are also built at this time, though without an indoor link to the College's other buildings. Portables are also situated at the east end of Building D.

1980 The Newnham Campus Annex is opened (current location of the KIP building). It consists of the Centre for Individualized Learning, and computer labs. It is demolished in 2010.

1984 The Board of Governors votes to rename the Finch Campus in honour of the retiring President William Newnham.

1988 An extension to Newnham Campus Buildings E and F (SeneCentre) connects Phase Three to the Sports Centre Building G.

1992 The Early Childhood Education Building is built (Building H).

1999 Newnham Residences are built.

2001 Construction begins on the Ontario government-funded renovation of the Newnham Campus and Technology Enhanced Learning (TEL) Building SuperBuild projects. Glass buildings are added to buildings B and C (facing Finch); and Building A is gutted and refurbished with new labs, classrooms, and faculty offices.

2011 A new 160,000-square-foot building is being built as an extension to Newnham Campus. The new building will include additional classrooms and faculty spaces, as well as a new auditorium, which will have a flexible design that can serve as a single classroom, be divided into multiple teaching spaces, or host Seneca functions.

1.5.3. Markham Campus

2005 Seneca purchases the iconic Allstate Insurance Company of Canada headquarters and converts it into a campus dedicated to business, marketing, and tourism programs. The Campus is the first and only post-secondary education facility in the Town of Markham.

The Town of Markham commits \$500,000 to the Markham Campus. This leads to the opening of a multi-purpose sports field at the Campus, used by Seneca athletes and the greater Markham community. Organizations like Allstate Insurance, Amsdell Inc., Avaya Canada Corp., HSBC Bank of Canada, Herman Miller Canada Inc., Miller Paving Ltd., Parmalat Canada, and Sun Microsystems of Canada partner with the Campus through research, training, financial contributions and in-kind gifts of technology and infrastructure.

2006 Seneca establishes its Office of Research and Innovation (ORI) at the Markham Campus. The ORI employs faculty and students to support industries through applied research, scholarship and commercialization.

The ORI's benefits to business enterprises in York Region have been recognized through partnerships with the Technology Enhanced Learning Institute, the Toronto Region Research Alliance, Yorkbiotech, the York Technology Association, and the Innovation Synergy Centre in Markham.

2007 The Avaya Canada Multilingual Call Centre Lab is established to train current call centre agents, supervisors, and managers on standards, technology, and process, and to provide research and development opportunities for Seneca students and companies in the call centre industry.

2008 The roadway that enters Seneca's Markham Campus is renamed "The Seneca Way."

2009 The Markham Campus hosts the first-ever training conference for the National Press and Ethnic Media Council of Canada, which is attended by Prime Minister Stephen Harper. Earlier in the year, the Campus also hosts a GTA Economic Summit for political and community leaders to strategically consider solutions to economic challenges in the region.

2010 The Markham Campus is recognized with the Town of Markham's 2010 Achievement and Civic Recognition Award in the Business/Corporate Achievement category.

1.5.4. King Campus

1971 Seneca purchases the 696-acre Eaton Family Estate in King Township, including Eaton Hall, a chateau modelled in the Norman French tradition. The College takes full advantage of the beautiful landscape and environmental components of the estate, and early programs offered at King include Visual Arts Instructor Training, Natural Interpretive Services and Recreation Facilities Management.



Seneca's Board of Governors poses for a photograph to commemorate the opening of the new Markham Campus



The Atrium at the Markham Campus



Aerial view of the King Campus, 1977

Students also benefit from canoe paddling for stress management, tree planting, and environmental activities.

1973 Seneca launches its Underwater Skills program—the first commercial diving program in Canada. The program attracts a full cohort of 45 students annually, with graduates continuing on to careers in offshore construction, salvage, and oil and gas exploration. Along with using the College’s 45-foot diving tank, students dive in Lake Seneca, and on a deep diving barge at Colpoy’s Bay, Bruce Peninsula.

1975 The Veterinary Technician program begins, housed in the quarters once used by Lady Eaton’s shepherds. Classes are held in the living room, and the kitchen provides space for the animal kennels.

1977 The 136,992-square-foot Garriock Hall opens, named for Seneca Board Chair Norm Garriock, who was the driving force behind the acquisition of the Eaton Estate. The first dean of the King Campus, Roy McCutcheon, makes his office in what had been Lady Eaton’s boudoir and a ping pong room is set up in the former library. Mr. McCutcheon would become Seneca’s second president in 1984, and “Recreation Island” was re-named “McCutcheon Island” in 2008;

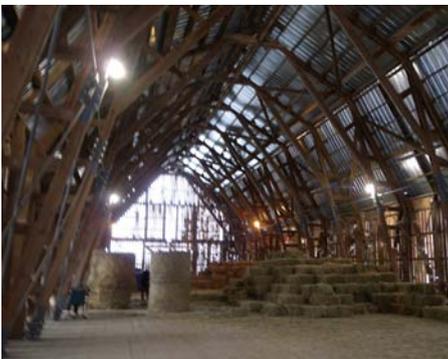
1997 Seneca joins with York University to offer a collaborative degree program in Nursing to be offered at the King Campus. A Practical Nursing program would begin at King in 2002;

2005 The Animal Health Centre opens. This 26,000-square-foot building features kennels, an x-ray room, operating rooms, and labs. The on-site horse barn, originally constructed in 1915, is refurbished to provide space for 12 horses, cows, pigs, and sheep;

2006 The King Campus is lauded by Earth Day Canada for its environmental stewardship, with initiatives including recycling and litter reduction programs, wetland regeneration, and wildlife corridor development.

2008: King Campus hosts “Kingfest,” an outdoor rock, blues, country ,and folk festival, headlined by Bruce Cockburn.

2011: The King Campus welcomes 3,115 students who pursue a number of postsecondary programs, including Nursing, Early Childhood Education, Child Development, Police Foundations, 911 and Emergency Services Communications, Forensic Health Studies, Veterinary Technician, Underwater Skills, and Social Services. It is situated on the picturesque Oak Ridges Moraine, and houses the College’s recreational programs, youth summer camps, many environmental studies initiatives, as well as an Aboriginal sweat lodge and tepee. As King’s second largest employer, the Campus has



The refurbished barn, King Campus

108 full-time and 138 part-time faculty, 10 administrators, as well as 53 full-time and 32 part-time support staff members.

1.5.5 Seneca @ York Campus

1994 The Province of Ontario announces it will provide capital for the development of the Seneca@York Campus of Advanced Technology, located on the grounds of York University. Architect Raymond Moriyama designs the “Stephen E. Quinlan Building” (named after Seneca’s third president), which houses the schools of Communication Arts, Computer Sciences, and Biological Studies and Applied Chemistry. The building includes a three story 500 computer learning commons, interior courtyard, gymnasium, indoor running track, and various recording and editing studios.

2001 Construction begins on the Technology Enhanced Learning (TEL) Building through the province of Ontario’s SuperBuild program.

2004 The TEL Building opens. The \$88-million, 345,000 square-foot building boasts 31 classrooms, 40 computer labs, and three resource centres, and accommodates 4,000 students.

2005 *Ryan*, the ground-breaking computer animated film, produced by director Chris Landreth, Copper Heart Entertainment and the National Film Board of Canada, in association with the School of Communication Arts, is awarded the Academy Award for Best Short Film - Animated.

2007 The Mozilla Foundation provides a \$50,000 grant to Seneca, which is used to develop open source and Mozilla-focused curriculum and the Centre for Development of Open Technology. The Centre provides a physical and virtual environment for the development and research of open source software through collaboration with Seneca, the open source community, business, and other institutions. Mozilla’s grant is increased by \$100,000 in 2009.

2010 Chris Landreth’s film *The Spine* is made with creative participation from Seneca’s Animation Arts Centre at Seneca@York, and is nominated for a Genie Award for Best Animated Short.

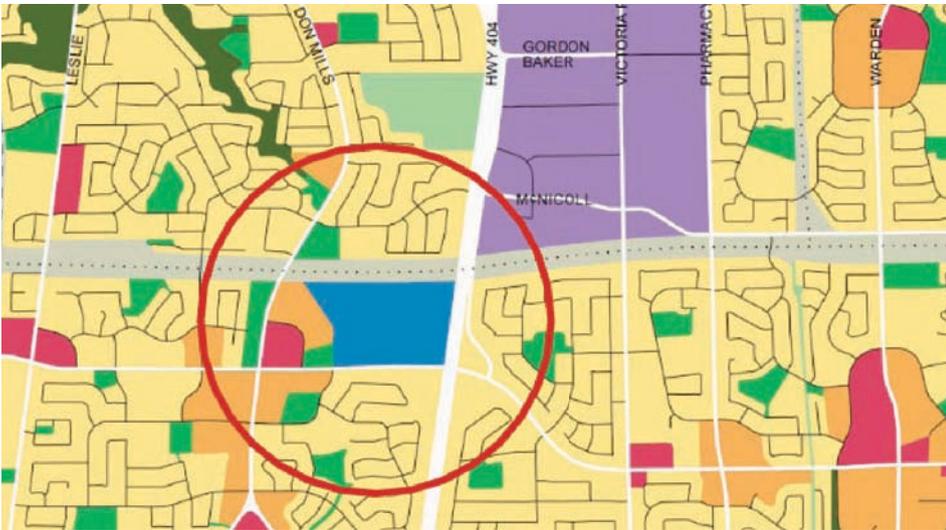
Today, Seneca@York is home to more than 30 programs, including, 3D Animation; Acting for Camera and Voice; Animation; Bioinformatics; Broadcasting; Chemical Engineering Technology; Corporate Communications; Digital Media Arts, and Graphic Design.



Seneca@York



The Computer Learning Commons, Seneca@York



Land Use Plan



Higher-Order Transit Corridors



Parks and Open Space System

Part B: Background and Existing Conditions

2. Policy Context

The purpose of the Policy Context is to give an overview of the policy opportunities and constraints that exist within each campus. There is a comprehensive policy framework at the provincial, regional, and municipal levels that provides direction on planning matters for communities in Ontario. This framework is discussed below, as it applies to each campus.

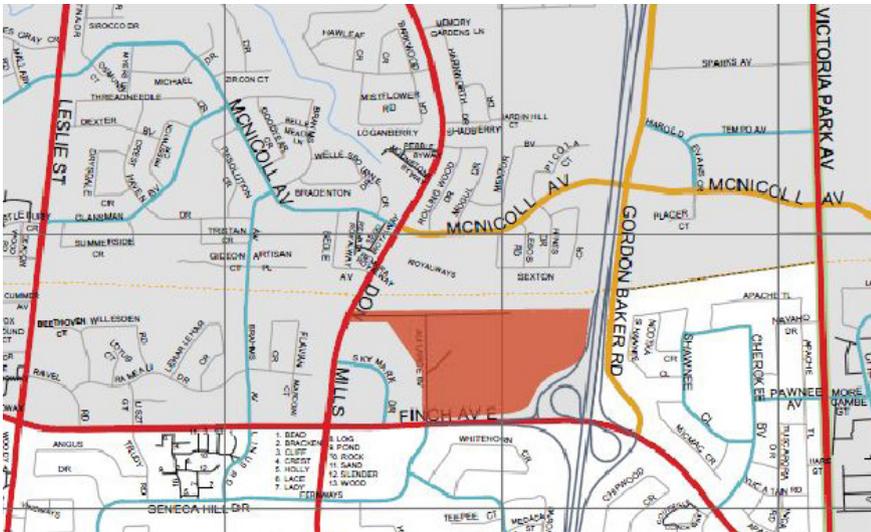
2.1. Newnham Campus

2.1.1. Municipal Policies

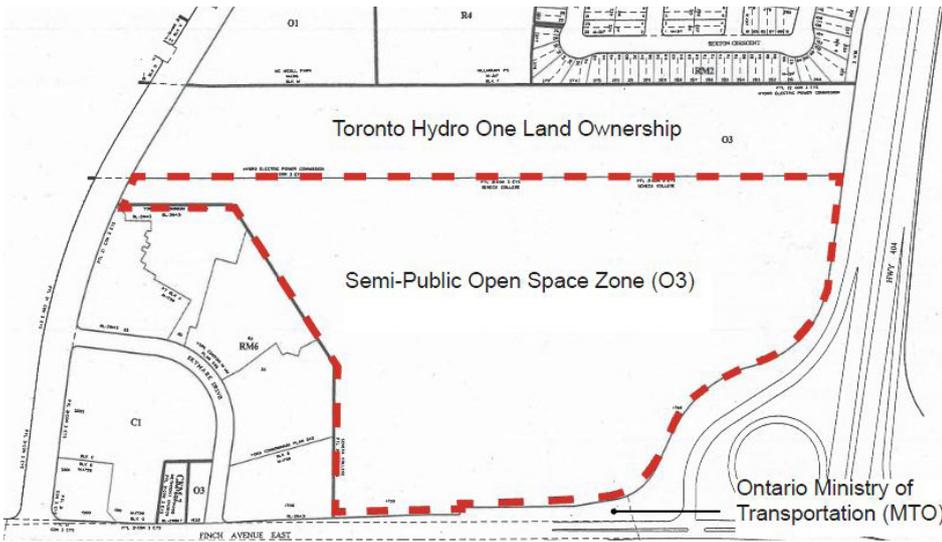
2.1.1.1. City of Toronto Official Plan

The City of Toronto Official Plan outlines a vision, principles, and policies that direct the future growth and development of the city through a focus on issues such as land use and development, transportation, built form, and the environment. The Plan identifies a number of policies and objectives relevant to the Newnham Campus, including:

- Providing a development framework that directs most major growth to the city's Downtown, the three suburban Centres, and along major "Avenues". The Newnham Campus is located in an area designated as an existing neighbourhood, which is intended to maintain its general character over time. New development within existing neighbourhoods is expected to respect and reinforce the existing character of the community by transitioning in scale and density to adjacent residences, minimizing the impact of traffic and parking, and promoting sustainable building practices.
- Providing a land-use framework through the Land Use Plan that designates the Newnham Campus as institutional lands. According to the Plan, major institutions are encouraged to develop campus master plans that identify areas for future expansion while emphasizing heritage and open space preservation, compatibility with nearby neighbourhoods, transportation, transit, traffic, and pedestrian and cycling facilities.
- Identifying a series of major arterials as designated Higher Order Transit Corridors, for which dedicated transit rights-of-way are to be a priority. Both Finch Avenue East and Don Mills Road are designated as Higher Order Transit Corridors.



Road Classification System



North York Zoning Bylaw

- Encouraging the maintenance and expansion of the city's parks and open spaces by mandating that new development dedicate between two and five per cent of land to high-quality parkland in addition to protecting and improving access and linkages to existing parks. The city's open space system currently extends to the edge of the Newnham Campus. There is a significant opportunity to continue this system through the Campus in order to increase the amount of open space within the city.

2.1.1.2. Other Municipal Policies

Road Classification System

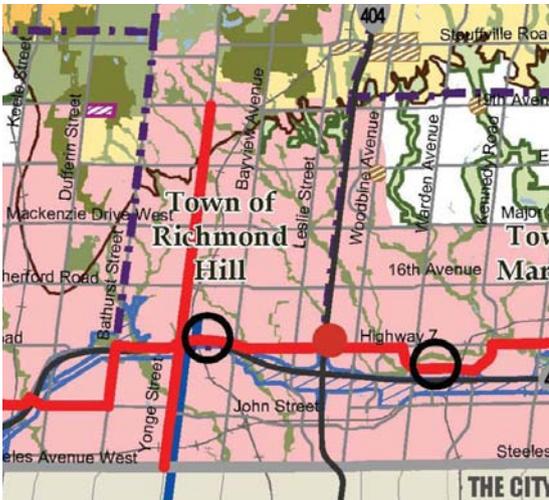
The City of Toronto Road Classification System designates streets into different classes, depending on the type of service each class is intended to provide. The Newnham Campus is bounded by two major arterial routes, Finch Avenue East and Don Mills Road, to the south and west, as well as a minor arterial road, Gordon Baker Road, to the east. Both major and minor arterial roads have traffic movement as their primary function. Minor arterial roads are expected to accommodate 8,000 to 20,000 vehicles, and 1,500 to 5,000 bus passengers daily, travelling between 40 and 60 kilometres an hour. Major arterial roads are expected to accommodate over 20,000 vehicles and more than 5,000 bus passengers daily, travelling at speeds between 50 and 60 kilometres an hour.

North York Zoning Bylaw

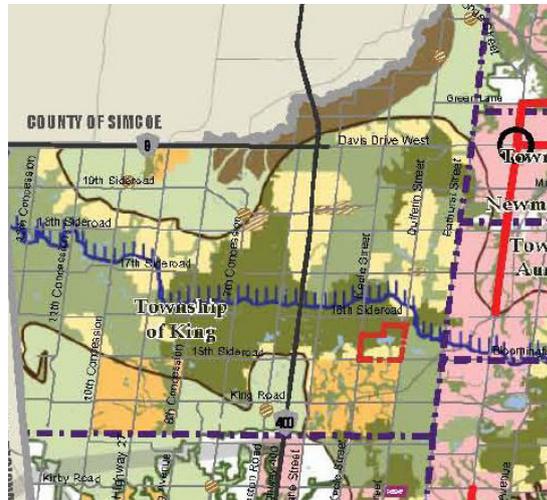
The Newnham Campus lands are classified as a Semi-Public Open Space Zone (O3) in the North York Zoning Bylaw, for which Seneca College is clearly identified as a permitted use. Regulations regarding yard setback pertaining to this zone state that no building or structure shall be closer to any lot line than a distance equal to the height of the building or structure. Of additional importance is the ownership of the lands located directly north and south-east of the Campus, indicated in Schedule 'C' of the Bylaw. The lands directly north of the site, where campus parking is currently located, are owned by Toronto Hydro One. The lands to the south-east of the Campus, around the intersection of Finch Avenue East and Highway 404, are owned by the Ontario Ministry of Transportation, which limits the possibility of additional road access from those arterials.

City of Toronto Zoning Bylaw

The Newnham Campus is not covered under the City of Toronto's new Harmonized Zoning Bylaw.

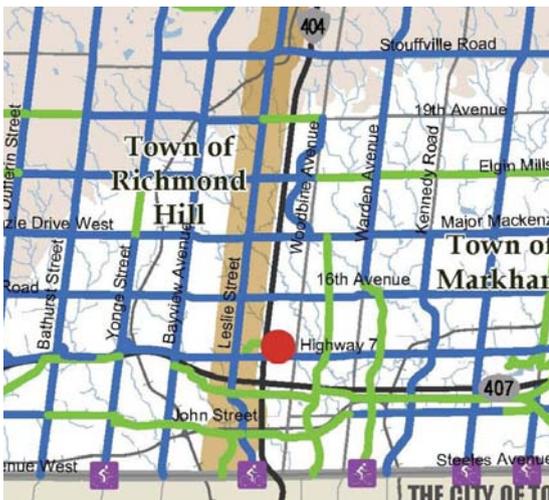


Markham Campus

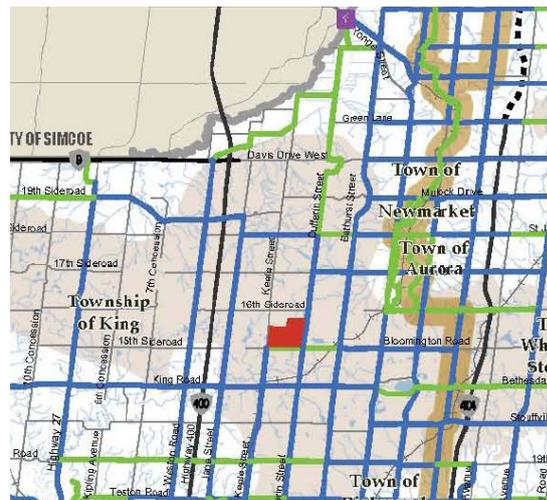


King Campus

Regional Structure Plan

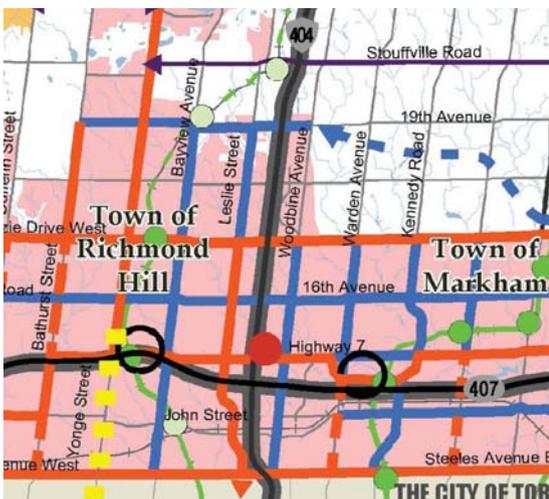


Markham Campus

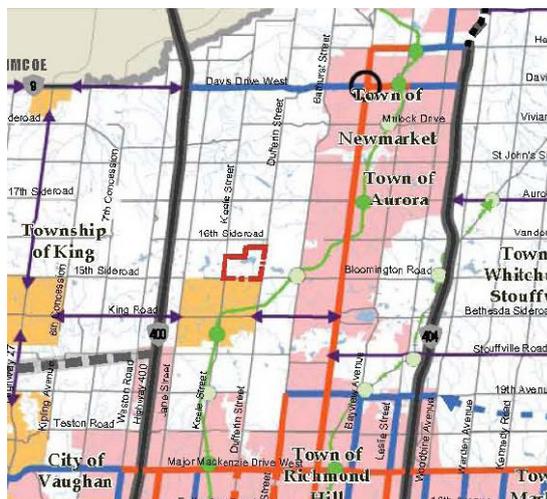


King Campus

Regional Cycling Network



Markham Campus



King Campus

Regional Transit Network

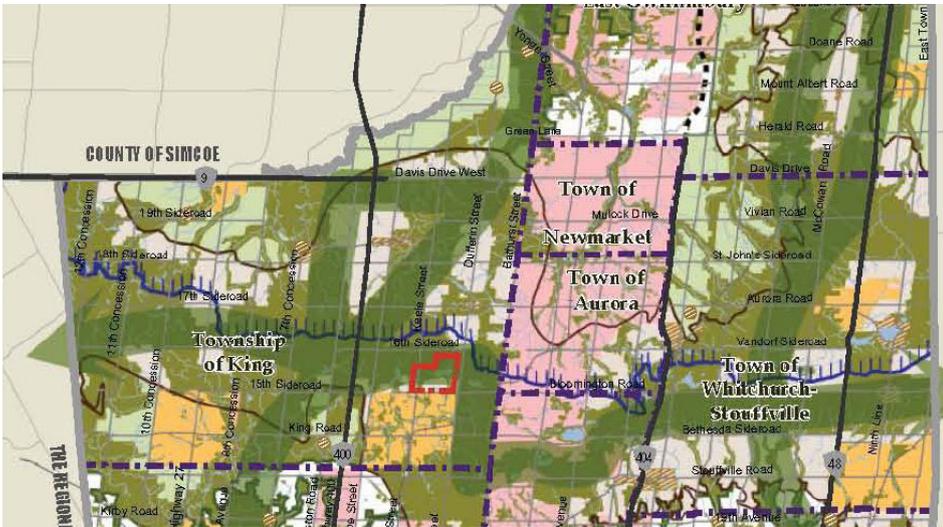
2.2. York Region Campuses

2.2.1. Regional Municipal Policies

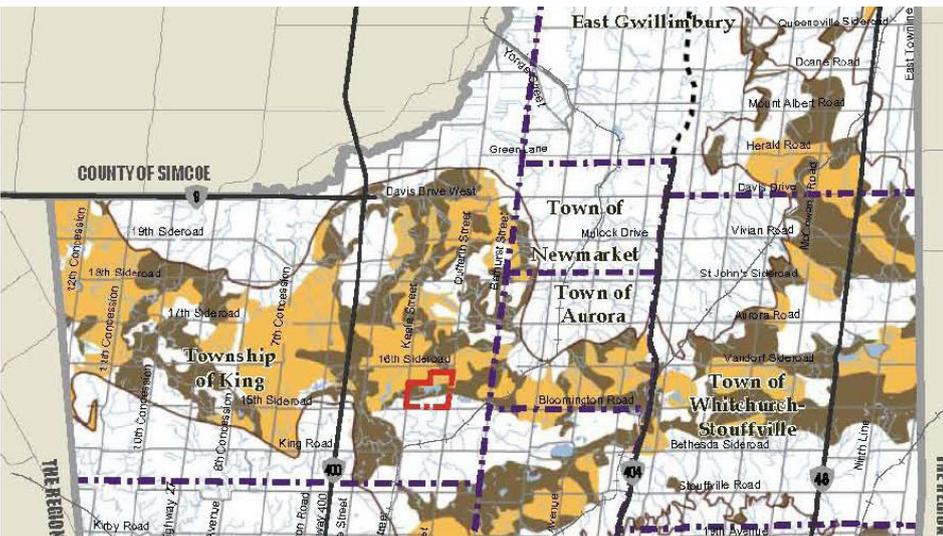
2.2.1.1. York Region Official Plan

The York Region Official Plan provides regional policy direction to ensure a regional vision is implemented. The Plan identifies a number of policies and objectives relevant to the Markham and King Campuses, including:

- Directing the majority of growth to the Urban Areas identified in the Regional Structure Plan. The Markham Campus is located within the identified Urban Area, along a Regional Corridor and between two Regional Centres. This suggests that intensification on the Campus is appropriate. The King Campus, on the other hand, is located in an area designated as Natural Core and Countryside. These areas are subject to careful development in order to maintain their general character and ecology over time.
- Identifying a series of Regional Roads and Non-Regional Roads that feature cycling facilities. Both the Markham and the King Campuses are surrounded by Regional and Non-Regional roads that provide cycling facilities. There are environmental and energy benefits associated with an increased proportion of trips by bicycle. Bicycle networks can also contribute to the establishment of healthy communities. Practical, safe facilities and amenities to promote this mode of travel as an alternative to automobile use will be supported by this Plan.
- Providing rapid transit services linking the Regional Centres with adjacent urban areas. The Markham Campus is located adjacent to Highway 7, which is identified as a Regional Rapid Transit Corridor, and which features a transit stop that serves the Campus directly. This Rapid Transit Corridor provides the Markham Campus with direct access to two GO Train Stations and will also provide a direct connection to the Spadina Line subway extension. The King Campus is located near to an existing commuter rail line and a GO Train Station. An additional proposed GO Train Station is also located near to the Campus.
- Designating a series of local and regional rights-of-way of varying widths, which are to prioritize the needs of pedestrians, cyclists, and transit users. These modes of transportation are to be further encouraged through the integration of adjacent land uses, and the inclusion of transit lanes, high-occupancy vehicle lanes, bicycle lanes, and other transit signal priority needs.



Regional Greenlands System - King Campus



Regional Landform Conservation Areas - King Campus



Land Use Plan - Markham Campus

- Identifying a Regional Greenlands System containing key natural heritage features and key hydrologic features and the adjacent lands necessary to maintain them in a linked system. The Greenlands System is the remnant of a forested natural system which covered most of York Region as recently as 200 years ago. The King Campus is located on a Greenlands System Corridor. Opportunities exist, through sound environmental management practices, to rehabilitate and strengthen some of these areas, as well as to improve the links between the greenland areas.
- Identifying a series of Landform Conservation Areas within the Oak Ridges Moraine that are intended to encourage and support the conservation of significant landscapes, views, and vistas. Part of the King Campus is located in an area designated as Landform Conservation Area category 1 and 2. An application for development or site alteration with respect to land in a Landform Conservation Area shall identify planning, design, and construction practices that will keep disturbance to landform character to a minimum, by maintaining significant landform features, and limiting building coverage and impervious surfaces. Category 1 provides the highest constraints.

2.2.2. Markham Campus

2.2.2.1. Markham and Richmond Hill Official Plans

The Markham Campus, while technically within the Town of Markham, is also located on a site that abuts the border with the Town of Richmond Hill. This section, therefore, will simultaneously consider the implications of the policies contained in both towns' Official Plans on the development of the Markham Campus. There are several policies and objectives found within these documents that are relevant to the Markham Campus, including:

- Designating the lands surrounding the Campus for industrial and employment use, suggesting there is an opportunity to further urbanize and intensify the site.
- Identifying future improvements to the existing street network. The Markham Official Plan identifies a future mid-block crossing over Highway 404, which would be located directly adjacent to the Markham Campus, and would connect to a proposed extension of the Collector Road system in the Town of Richmond Hill. The proposal for this mid-block crossing is currently under study.
- Identifying a natural heritage system that includes parklands, valleylands, woodlots, watercourses, and wetlands. A portion

of this system passes through the north-eastern portion of the Markham Campus and features a water retention pond that services the Campus as well as several other adjacent properties. This feature, which is maintained by the Township, must be preserved in any future development.

2.2.3. King Campus

2.2.3.1. Provincial Policies

Greenbelt Plan

The Seneca King Campus is located within the Greenbelt. The Greenbelt Plan identifies where urbanization should not occur in order to provide permanent protection to the agricultural land base and the ecological features and functions occurring on this landscape.

Oak Ridges Moraine Conservation Plan

The Seneca King Campus is located within the Oak Ridges Moraine. The Oak Ridges Moraine Plan sets a clear policy framework for protecting the ecological and hydrological features and functions that support the health and well-being of the Region's residents and ecosystems. Three different land uses are addressed within the campus area.

Natural Core Areas protect those lands with the greatest concentrations of key natural heritage features that are critical to maintaining the integrity of the Moraine as a whole. Only existing uses and very restricted new resource management, agricultural, low intensity recreational, home businesses, transportation, and utility uses are allowed in these areas.

Natural Linkage Areas protect critical natural and open space linkages between the Natural Core Areas and along rivers and streams. The only allowed uses are those in Natural Core Areas, plus some aggregate resource operations.

Countryside Areas provide an agricultural and rural transition and buffer between the Natural Core Areas and Natural Linkage Areas, and the urbanized Settlement Areas. Prime agricultural areas as well as natural features are protected. Most of the uses typically allowed in agricultural and other rural areas are allowed here.

2.2.3.2. Municipal Policies

Township of King Official Plan

The land uses addressed in the Township of King Official Plan are identical to the land uses defined in the Oak Ridges Moraine Conservation Plan. All data used in the Township of King Official Plan come from the Region. Refinements occur in the zoning By-law.



Oak Ridges Moraine Conservations Plan - King Campus



Land Use Plan - King Campus



Township of King Zoning Bylaw - King Campus

Township of King Zoning By-law

The zoning By-law refines the areas defined by the Official Plan Land Use map. The Oak Ridges Moraine Feature Protection (ORMFP), indicated by the light green colouring on the zoning bylaw map, is built in around all natural features (coloured dark green) including the 30m Vegetation Protection Area. In addition, the ORMFP area is buffered by a 120m area of Influence (coloured grey) that requires Site Plan approval for any new construction. All new construction within the developable area on the King Campus must be for institutional use only.

BOOTH
U.S.F. Event Tickets
Metro Pass

Monday to
7am to 8

NO OUTSIDE
SLEEPER
PERMITTED



3. Existing Conditions

The following represents an overview of the existing conditions analysis for each of the campuses, which entailed a thorough review of the surrounding context, built form, open space, and movement systems.

Note: This section will be further refined in the Master Plan Document to include supporting analysis text.

3.1. Newnham Campus



3.1.1. Surrounding Context



-  Campus Area
-  Residential
-  Apartment Neighbourhood
-  Mixed Use Area
-  Institution
-  Office
-  Park
-  Hydro Corridor

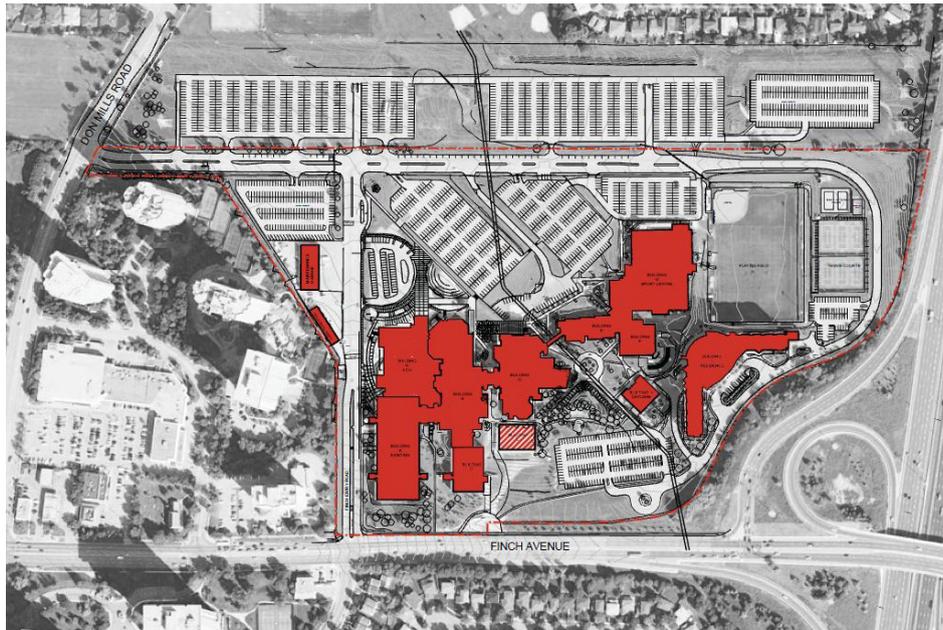
3.1.2. Built Form

3.1.2.1. Building Heights



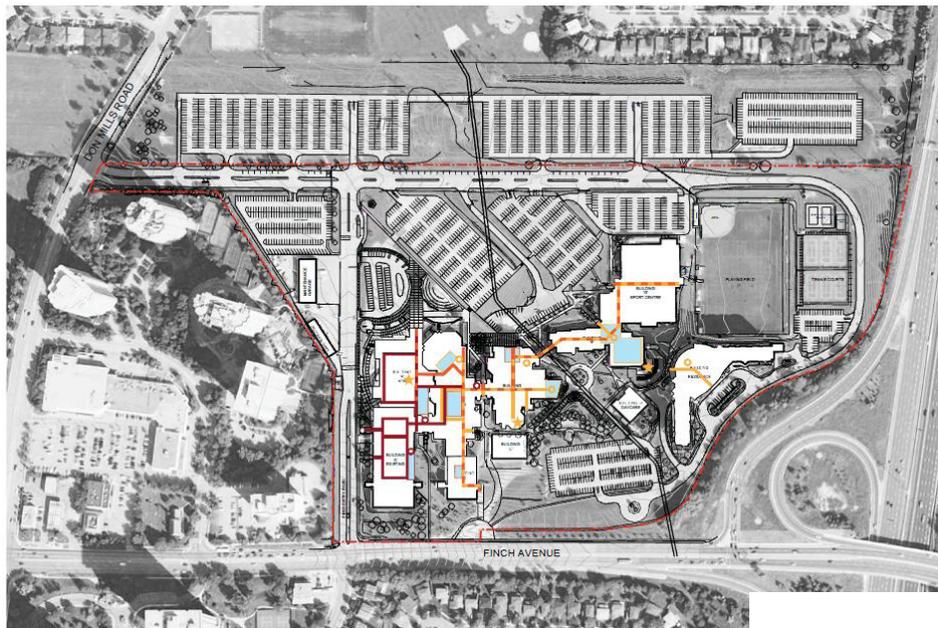
-  Campus Area
-  Building 11+ storeys
-  Building 5-10 storeys
-  Building 1-4 storeys

3.1.2.2. Building Footprint



-  Campus Area
-  Existing Buildings on Campus

3.1.2.3. Internal Circulation



-  Campus Area
-  Gathering Place
-  Main Circulation
-  Food Service
-  Amphitheatre - Auditorium
-  Occuring on Level 1
-  Occuring on Level 2
-  Occuring on Level 3

3.1.3. Open Space

3.1.3.1. Green Connections

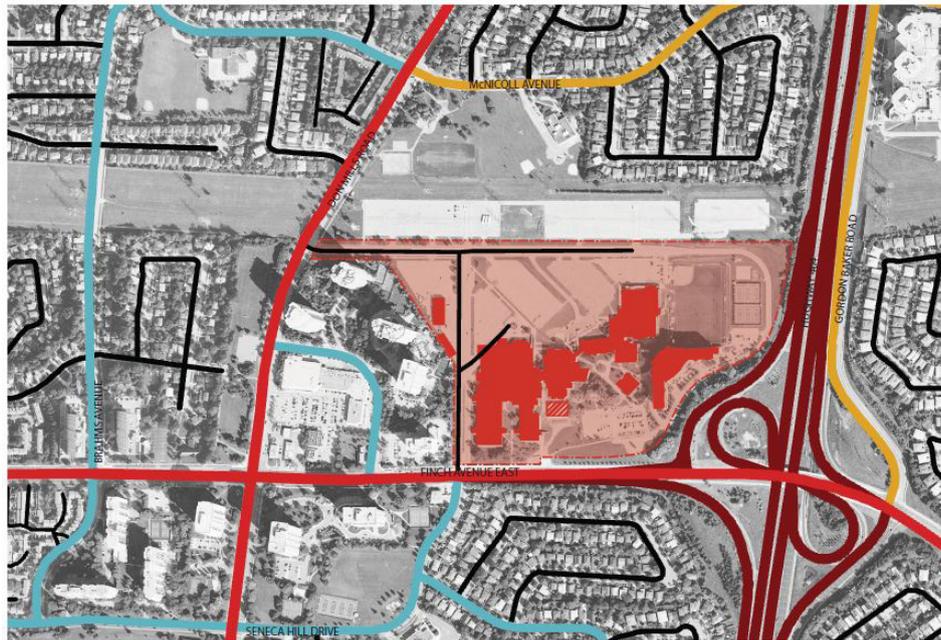


3.1.3.2. Open Space



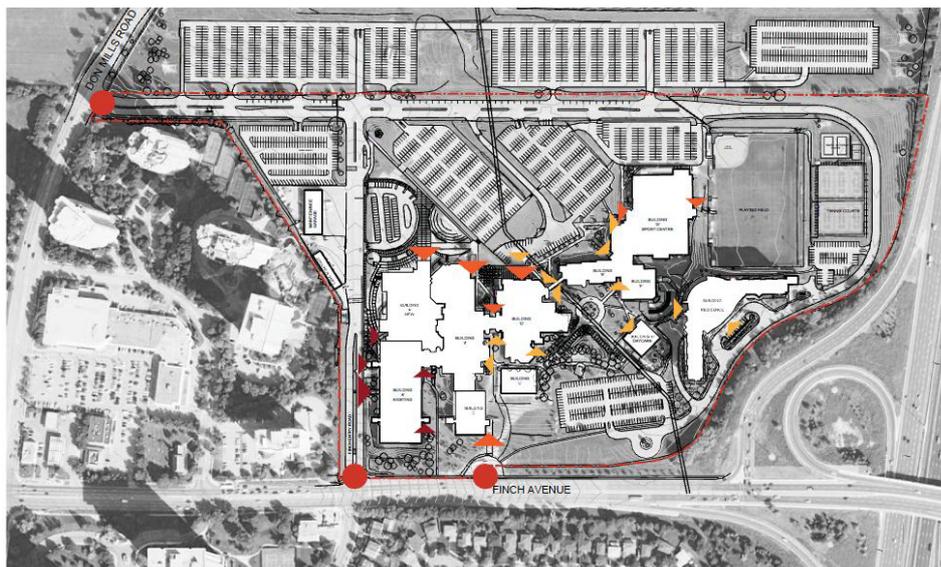
3.1.4. Movement

3.1.4.1. Street Hierarchy



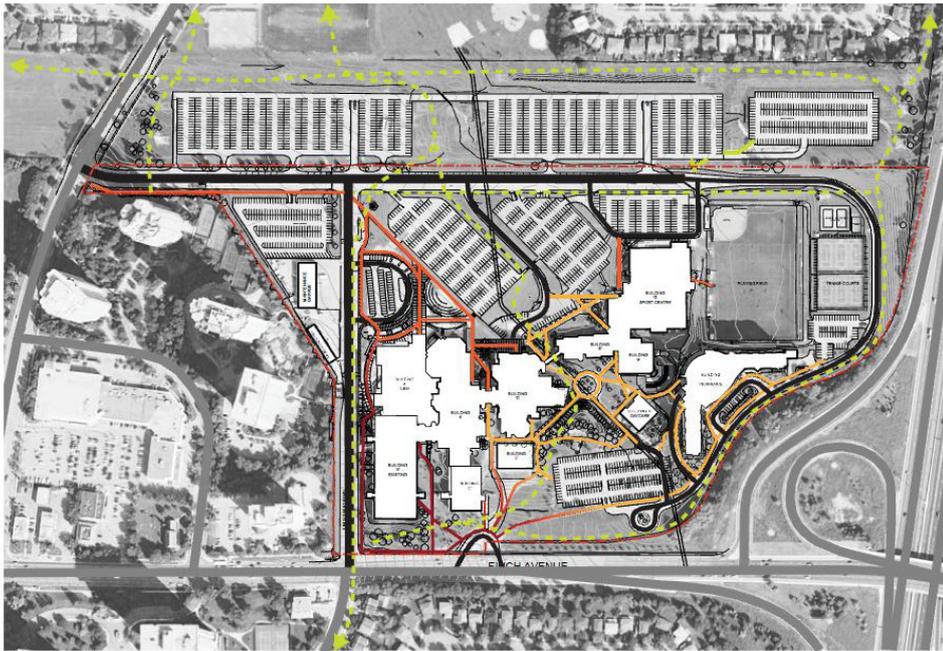
-  Campus Area
-  Highway
-  Arterial
-  Minor Arterial
-  Collector
-  Local

3.1.4.2. Gateways and Entrances



-  Campus Area
-  Campus Gateway
-  Secondary Entrance
-  Primary Entrance
-  Occuring on Level 1
-  Occuring on Level 2
-  Occuring on Level 3

3.1.4.3. Outdoor Campus Circulation



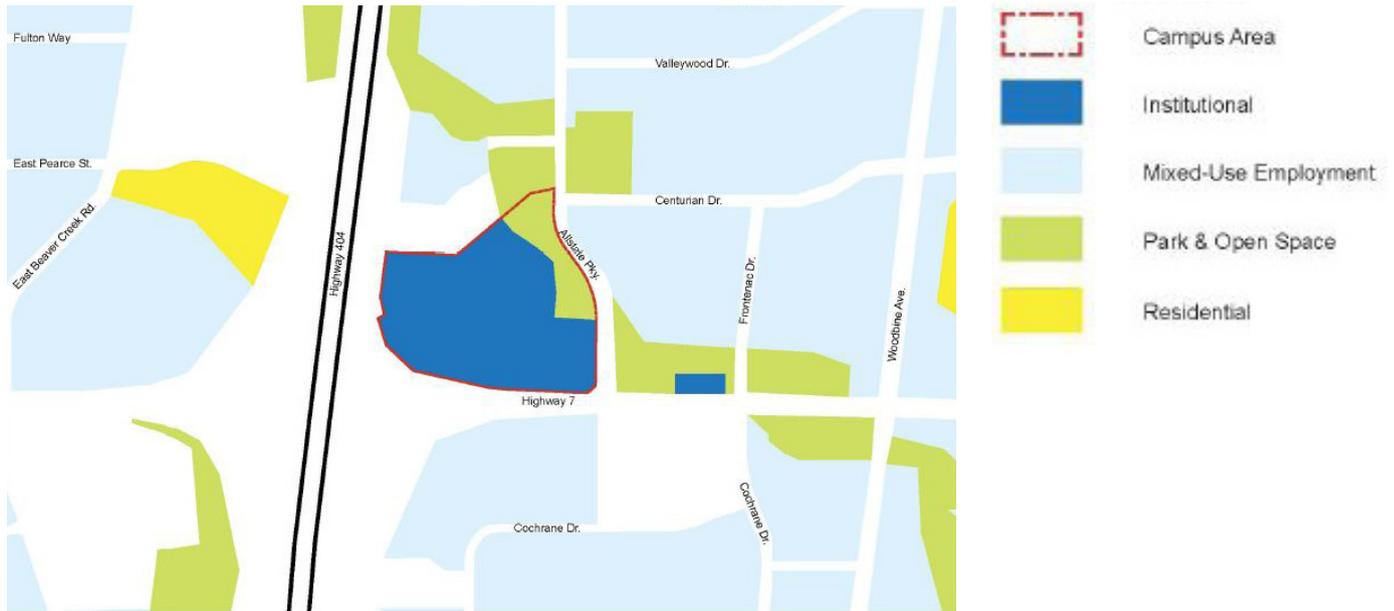
Legend:

-  Campus Area
-  Surrounding Street
-  Primary Campus Street
-  Secondary Campus Street
-  Pedestrian Path at Level 1
-  Pedestrian Path at Level 2
-  Pedestrian Path at Level 3
-  Desired- Paths and Connections to Green Corridor System

3.2. Markham Campus



3.2.1. Surrounding Context



3.2.2. Built Form

3.2.2.1. Building Footprint

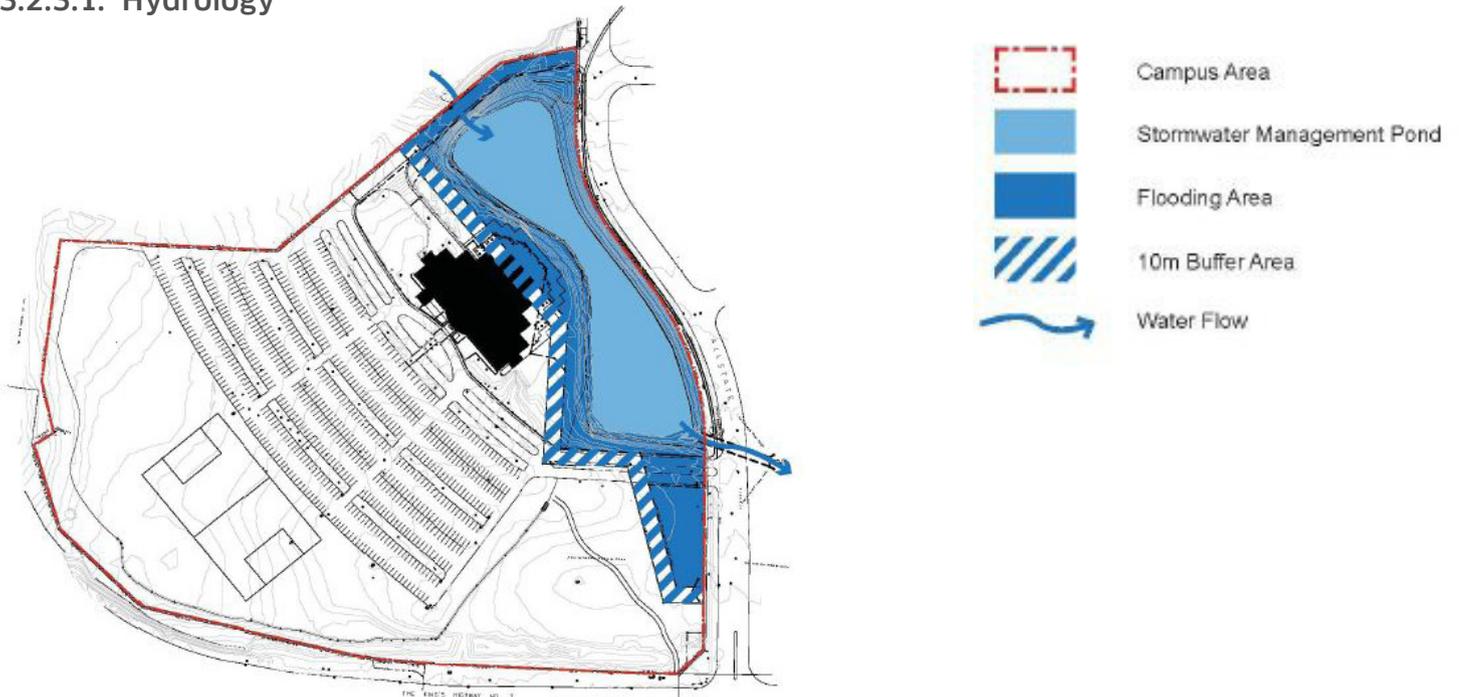


3.2.2.2. Built Form



3.2.3. Open Space

3.2.3.1. Hydrology



3.2.3.2. Open Space

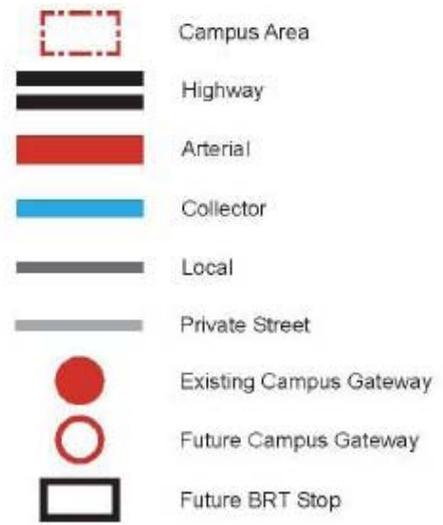
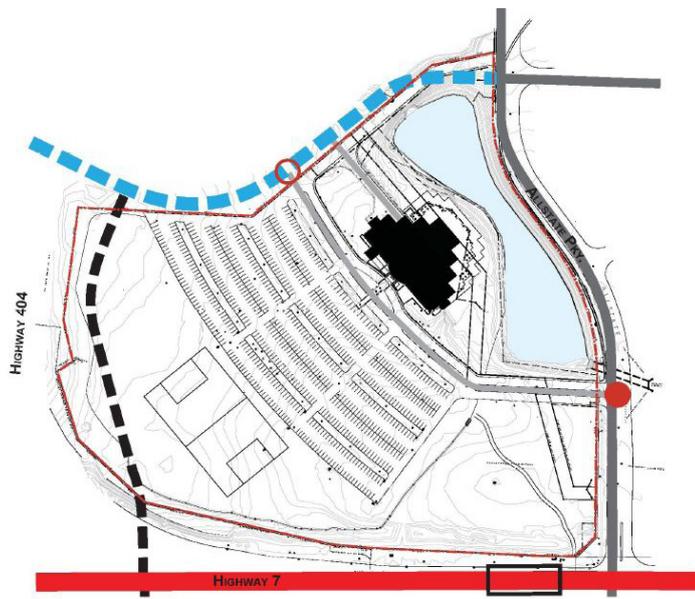


3.2.4. Movement

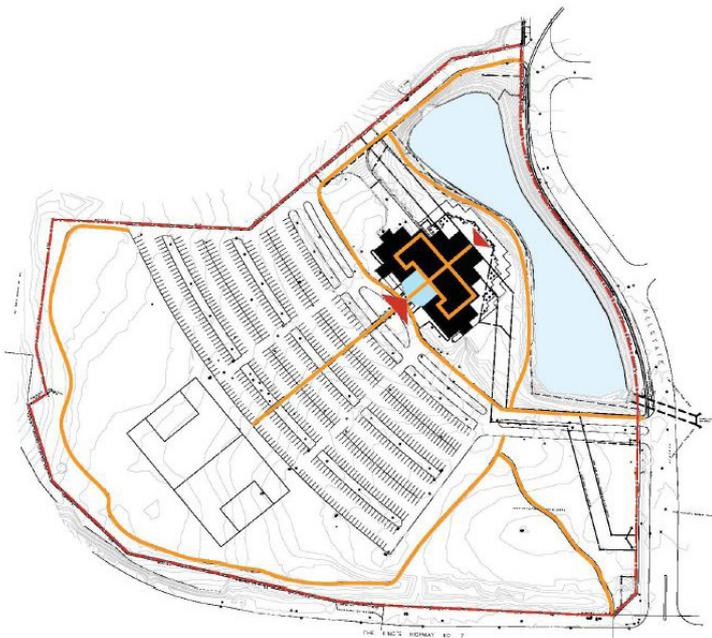
3.2.4.1. External Street Hierarchy



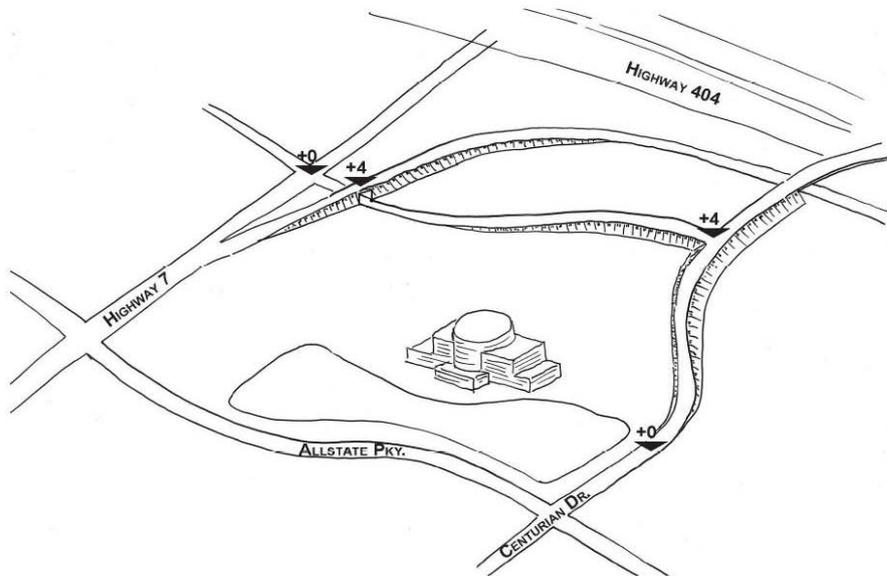
3.2.4.2. Internal Street Hierarchy



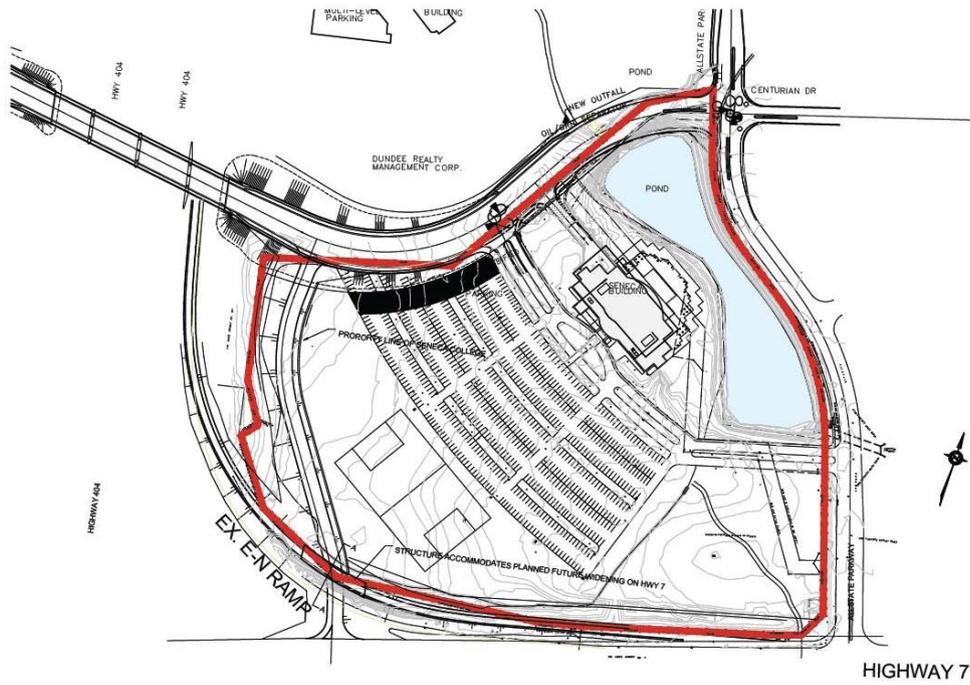
3.2.4.3. Pedestrian Circulation



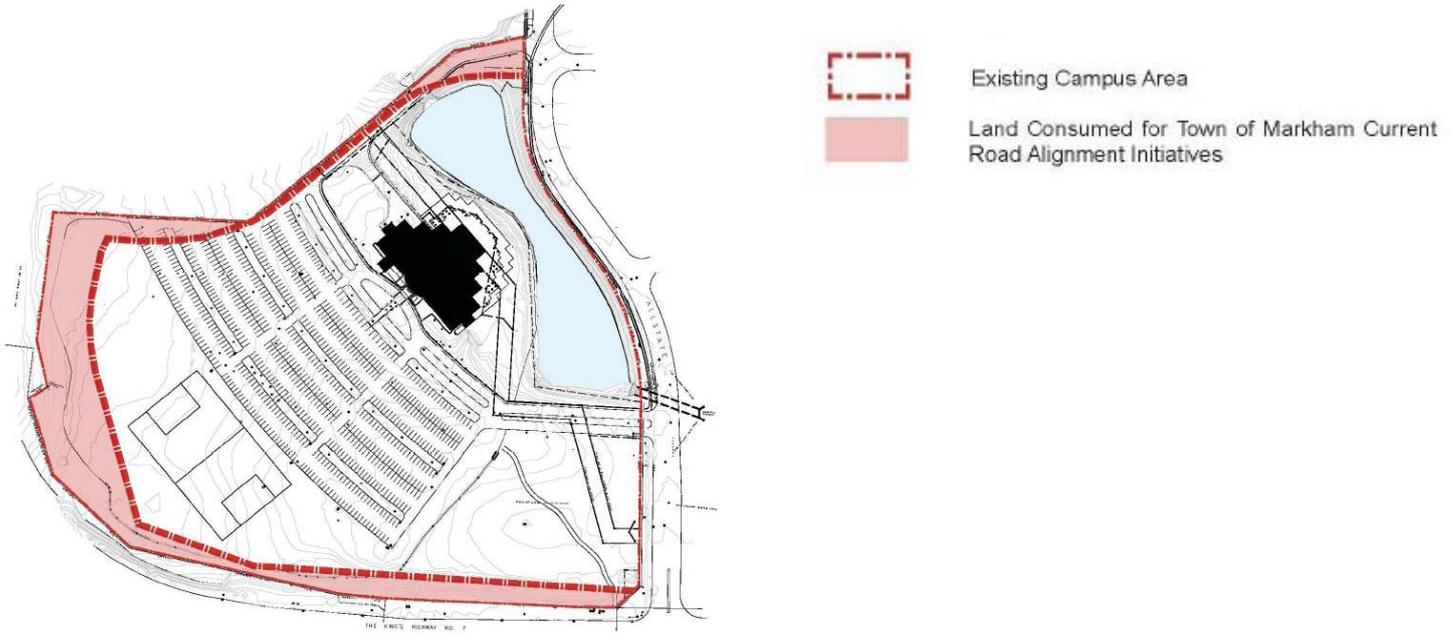
3.2.4.4. Current Road Alignment Initiatives



3.2.4.5. New Road Alignment



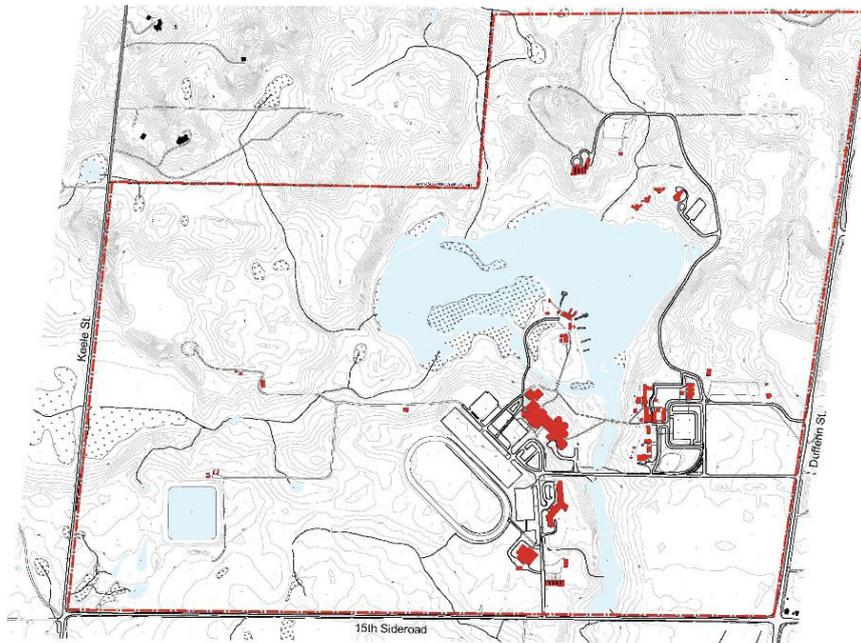
3.2.4.6. Land Needed for New Road Alignments



3.3. King Campus



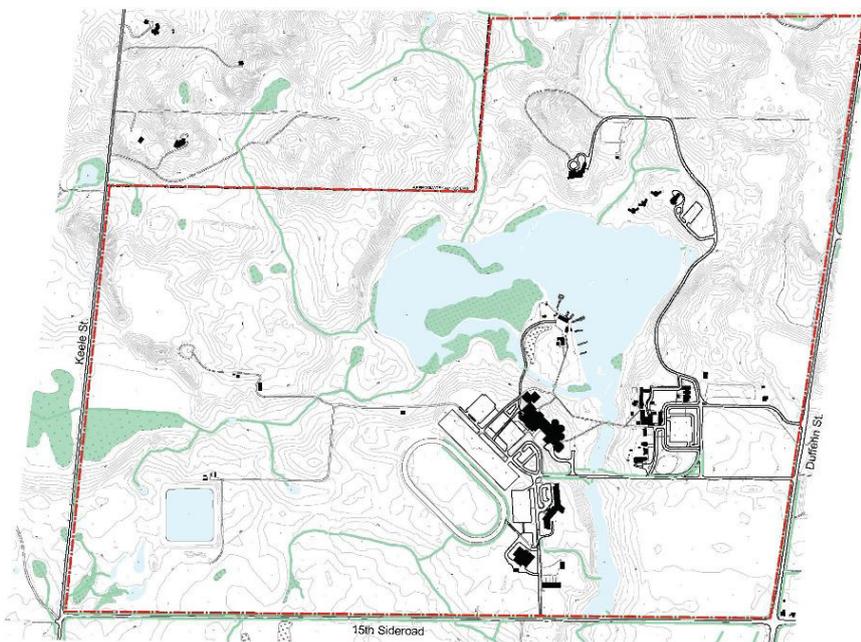
3.3.1. Built Form



-  Campus Area
-  Existing Buildings on Campus
-  Existing Heritage Buildings on Campus

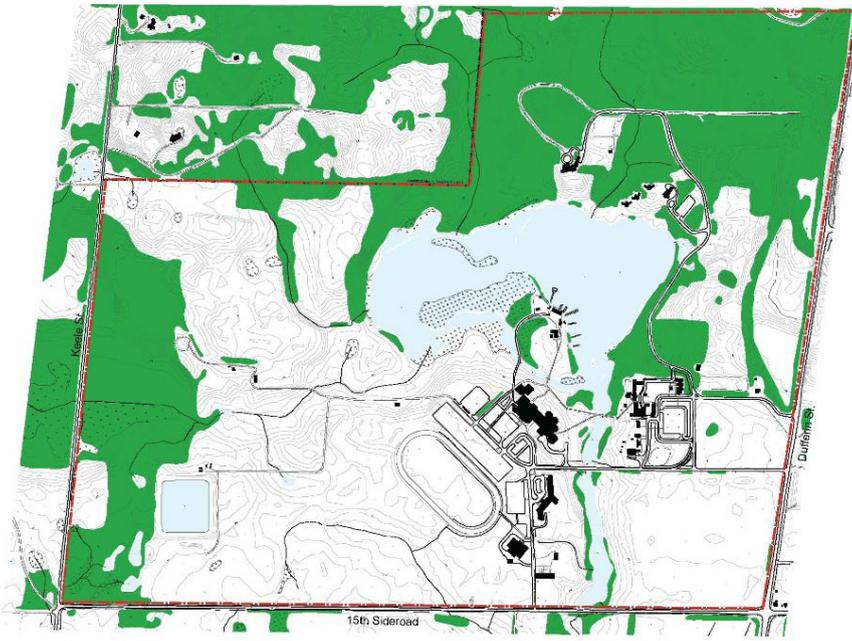
3.3.2. Open Space

3.3.2.1. Hydrology



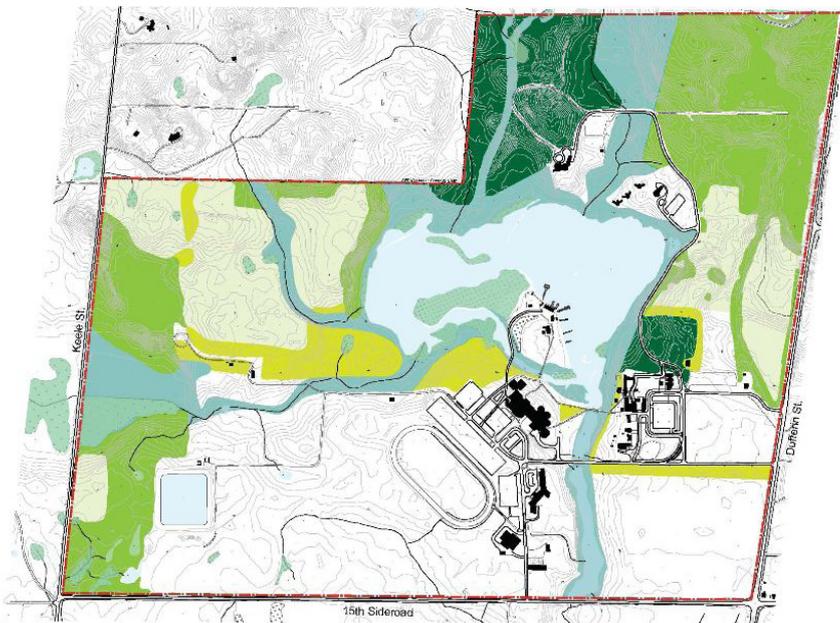
-  Campus Area
-  Water Body
-  Marsh
-  Swales & Streams

3.3.2.2. Woodlands



-  Campus Area
-  Tree Canopy

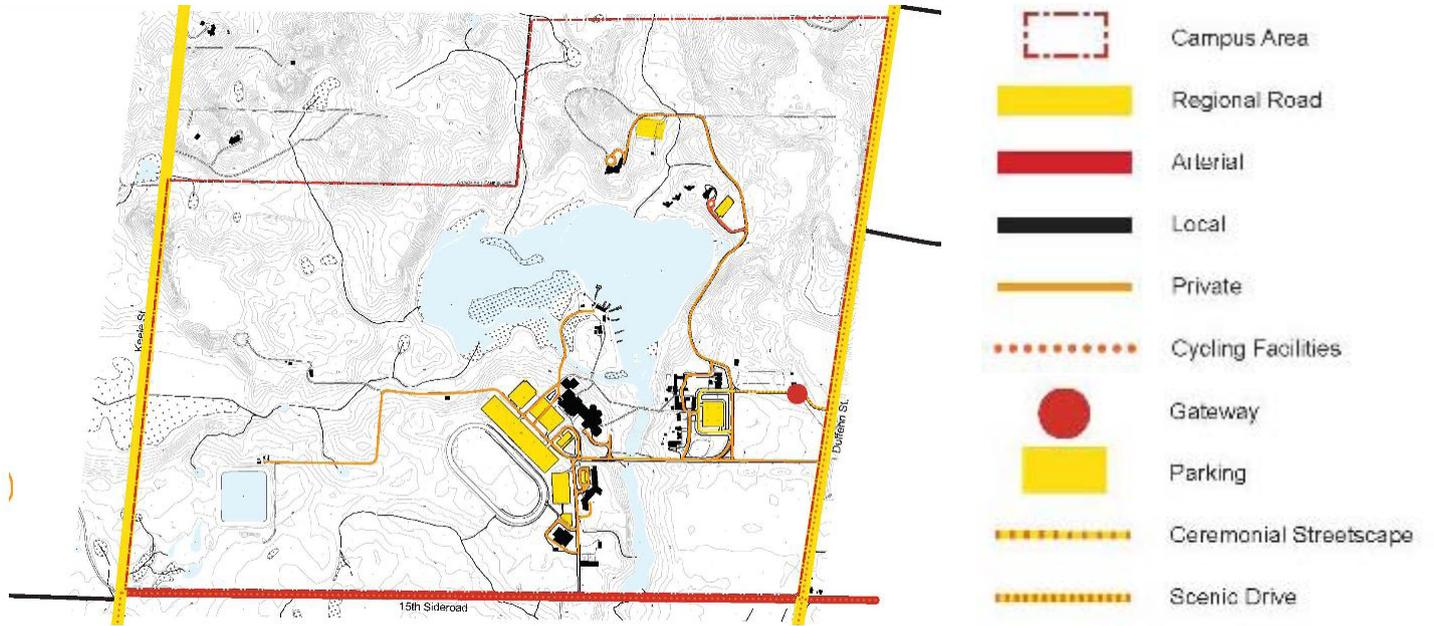
3.3.2.3. Ecological Zones



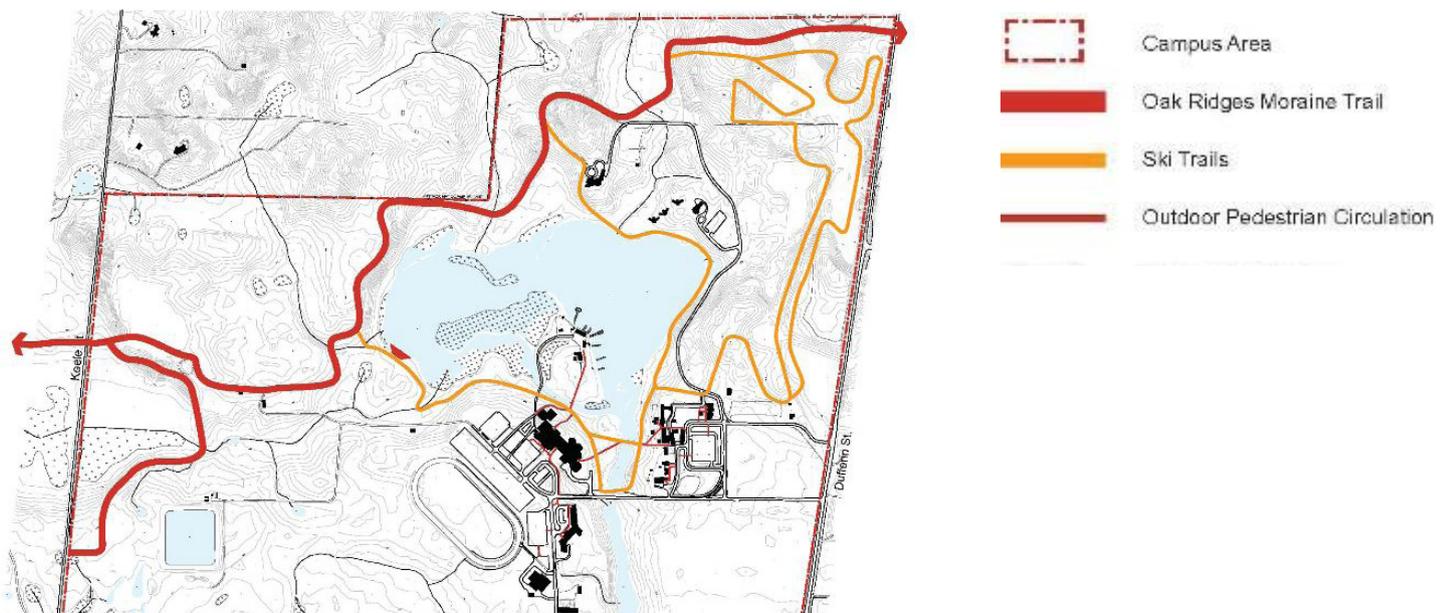
-  Campus Area
-  Water Body
-  Marsh
-  Old Growth Forest
-  Mixed Forest and Reforestation
-  Naturalized from 2000-2007
-  Riparian Forest
-  Special Consideration - Zone for projects which serve as examples of positive response to the ecological footprint

3.3.3. Movement

3.3.3.1. Street Network



3.3.3.2. Pedestrian Paths and Trails Network





Campus
Newburgh
Seneca

Carlsberg

Campus
Newburgh
Seneca

Seneca's Mission Statement
Seneca is committed to providing a high-quality educational experience for all students, faculty and staff, and to be a leader in the field of higher education.

Seneca
Newburgh
Seneca

4. Opportunities and Constraints

The following represents highlights from “what we’ve heard and seen” through our background analysis phase, including a review of plans and documents, stakeholder interviews, workshops and open houses, student facebook commentary, and the contributions of our Steering Committee and working group members.

This summary is not intended as a detailed recording of inputs, but rather, as a high-level overview of some of the key shared ideas and sentiments – constraints and opportunities – that are often expressed, and function as drivers for change.

4.1. Drivers for Change: All campuses

The following have been established as the core drivers for change that are applicable to all campuses: Newnham, Markham and King.

Leadership

“We have an opportunity to demonstrate leadership”

Anonymous Stakeholder

Undoubtedly, the Campus Plans – through the process of their creation and through their implementation – have the potential to demonstrate Seneca’s leadership and capacity to innovate on a number of fronts, including:

- The engagement process of the Campus Plan itself: open, transparent, meaningful, and inclusive of a broad constituency of students, faculty, staff, neighbours, and the broader Seneca community.
- Visioning: in a way that realizes Seneca’s strategic planning goals, and establishes each campus for realizing academic excellence.
- Sustainable planning: addressing each campus’ relationship with the city and surrounding context, capitalizing on long-term opportunities.
- Sustainable design: ensuring that the College is a responsible steward of its buildings, streets, landscapes, grounds, and resources.



The Campus Master Planning Process presents an opportunity to demonstrate leadership in sustainable design



Well designed buildings and open spaces, such as this one at Penn State University, help to establish a sense of place and identity

- Educational programming and delivery: should be state-of-the-art, with campuses that showcase leadership, creativity, and innovation.

The opportunity for leadership is widely recognized, and expectations are high.

Sense of Place + Identity

“We need a greater sense of campus community”

Anonymous Stakeholder

On every campus, people expressed a deep longing for a campus with a strong sense of place and identity, a beautiful campus, and a campus that would inspire pride. From the student looking for a place to take a graduation photo with his family, to the recruitment officer trying to invite people to visit, there was desire for uplifting places, great open spaces, and great buildings.

It was generally clear that each campus – and each place within each campus – offers a different opportunity for this. For example, given its natural and cultural heritage, the sense of place at King will be very different from that of the Newnham and Markham Campuses. Addressing each campus’ sense of identity is an exercise that ought to be nuanced to its setting and condition: from Newnham’s Finch Street frontage to Markham’s storm water pond; from King’s system of trails to Newnham’s forecourts and courtyards.

Places to sit + gather

“We need places to sit and gather... ‘soft-seating’, informal spaces...”

Anonymous Stakeholder



Casual places to sit and gather are increasingly recognized as a key part of the academic experience

Few issues galvanized students, faculty, and staff, on all campuses as much as the yearning for casual spaces to dwell – small and large; formal and informal; programmed and un-programmed; intimate and extroverted – from quiet study nooks, to lounge couches, to places to meet for coffee, to places to host events.

These spaces are increasingly recognized as a key part of the academic experience - the time outside the classroom and/or office, where peer interactions take place, where disciplines interact, where ideas emerge. They are also an integral component of a rich, fulfilling campus life.

A system of open spaces

“We need useable open spaces”

Anonymous Stakeholder

Although all campuses have open spaces, few of them include the types of open spaces where people choose to gather, linger, eat lunch, read a book, or enjoy some fresh air.

King is undoubtedly the campus with the greatest wealth of green spaces. Nevertheless, in all campuses students, faculty, and staff, expressed a strong desire for a diversity of beautiful open spaces – gardens, walkways, trails, courtyards, quads, woodlots, shorelines, etc. – to be fully integrated with their everyday life on campus.

While the extent, design, configuration, and nature of open spaces will probably be radically different in each campus, they all share a unique opportunity to develop a strong, vibrant, and attractive system of open spaces and greenery that works in concert with the layout and design of buildings.

Amenities + services

“We need more amenities and more reasons for students to stay on campus, eg. more recreational facilities and more common spaces with services”

Anonymous Stakeholder

Seneca’s campuses are much more than classrooms and office spaces. Students do much more than attend class. Seneca’s campuses are rich environments where students, faculty, and staff undertake a broad range of activities at different times of the day, on all days of the week – from grabbing a coffee to catching a hockey game, from buying a good book to having a picnic.

The extent and nature of amenities and services, however, is directly tied to the critical mass of users that can support them – a coffee shop requires a minimum amount of coffee drinkers to keep the doors open. As the campuses increase in population, and as the hours of use extend into the evenings, weekends, and summer, amenities and services will become increasingly viable.



The Campus Master Planning Process presents an opportunity to develop a strong, vibrant, attractive system of open spaces



Stakeholders identified a need for more choices in food services, and for longer operating hours



Building facilities to make cycling a viable alternative mode of transportation will improve mobility

Mobility + parking

"It can take me 45 minutes to enter the campus and park"

Anonymous Stakeholder

How people arrive to each campus – today and in the future – has a significant impact on what the campus looks like, where resources are allocated, and what their experience will be.

To varying degrees, each campus is currently serviced by transit, but the majority of people access them by car. A more sustainable future requires us to seriously identify mechanisms to reduce car dependency and encourage the use of alternative modes of transportation: walking, cycling, and transit.

All campuses are uniquely positioned to:

- Link up with an extensive system of walking and cycling trails and pathways (recreational and commuting) connecting uses within the campus and beyond the campus boundaries.
- Integrate transit facilities within the campus and along the campus' edge, encouraging their use.
- Develop transit and pedestrian-oriented open spaces and buildings, that encourage walking as a preferred mode of transportation.



Designing a system of trails and open spaces that is integrated with those of the greater community is one way to address Seneca's role in the community

Seneca's role in the community

"We have an opportunity to define Seneca's role in the community"

Anonymous Stakeholder

Each campus interfaces with its surroundings in a unique way. Newnham Campus is surrounded by a mix of uses. Markham lies within an employment area. King is within the Oak Ridges Moraine. All have the opportunity through their Campus Plans to address the compatibility and connectivity of adjacent land uses; the flow of people from campus and from the community; the integration of roads, open spaces, and natural systems; and ultimately, the opportunity to redefine Seneca's relationship with the people and places that surround each campus.

Housing

“We need more campus housing”

Anonymous Stakeholder

Housing is widely recognized as an important ingredient of student life. On this front, however, every campus is different. They vary, among other things, due to:

- The supply of, and connectivity to, housing in the surrounding context (extensive in Newnham, limited in Markham and King).
- The supply of housing on campus (existing in Newnham and King, not in Markham).
- The particular demographics and needs of students.
- The opportunities for downtime use of housing facilities (e.g. summer conferences).
- The affordability and quality of housing options.

In all instances, convenient and affordable access to housing is an important factor in a students' choice to attend Seneca and in enjoying a positive student experience throughout their time there.

Student housing is also an important element of keeping a campus animated and full of life, round-the-clock. A base resident population helps sustain services and amenities and keeps “eyes-on-spaces”, a key factor for campus safety (real and perceived).

Accessibility to/within/between campuses

“Transit is not frequent enough, especially for the York Region Campuses, ... most people drive to get to campus.”

Anonymous Stakeholder

Many of the comments we received throughout the engagement process had to do with how people get: 1) to campus; 2) from one part of the campus to another; and 3) from one campus to another. Connections between different areas, departments, services, amenities, and the quality of the experience when transiting between destinations, was a significant cause of apprehension, and also an identified opportunity for improvement.

Universal access for people of different abilities is also a significant priority.



New student housing and amenities should be built with a focus on quality



Improved transit connections to and between campuses will improve mobility and accessibility



A new open space framework could include a plan to think of streets as "connectors" that have a distinct design treatment

Great importance ought to be placed on the movement of pedestrians. Walking is in keeping with Seneca's commitment to a more sustainable campus, and with the desire to create a high-quality campus experience. With these objectives, the design and connectivity of open spaces, and the interface of the campus with adjacent lands and roads, is a priority.

A built form and open space framework

"Do we have to study in portables?"

Anonymous Stakeholder

The history of Seneca's campuses – as with most Canadian colleges of similar vintage – includes a series of incremental decisions resulting in the current built form. The opportunity at this moment is to stand back, develop a long-term vision for each campus, and articulate a plan that can guide decision-making and implementation strategies into the future. It is important that this is accomplished through a participatory and transparent process, which enables the extended Seneca community to share the vision and participate in its realization.

4.2. Opportunities: Individual Campuses

Although some issues and opportunities are relevant to all campuses – albeit to different degrees – each campus presents a unique set of conditions and opportunities (short- and long-term). The following highlights for each of the campuses are in no particular order, and are followed by preliminary concept scenarios that were developed in the opportunities and constraints workshops.

Note: The Newnham Campus Opportunities and Constraints workshop will be held in May and the outcomes of this event will be included in an updated version of this document.

4.2.1. Newnham Campus

- Improving the sense of identity of the Campus (and school spirit) by addressing frontages, open spaces, and lack of trees (create a greener campus);
- Enhancing the College's urban presence and access by addressing the Finch Ave E. frontage;
- Addressing vehicular and pedestrian access from Finch Ave E., and from Don Mills Rd;
- Addressing the character of Au Large Blvd, and the Campus' perimeter, as part of the open space system,
- Establishing connections to surrounding trails, parks, and the Hydro corridor
- Identifying the location, use, and configuration of open spaces (courtyards, gardens, quads, trails, fields) and their relationship to buildings, services, and amenities;
- Addressing storm water management on campus (especially the Finch Ave frontage);
- Identifying locations for outdoor art and creativity (to showcase Seneca talent);
- Addressing the need for after-hour amenities, services, and recreation to create a 24/7 campus;
- Identifying locations for new buildings and building connections;
- Identifying locations and strategies for improved mobility, servicing, and parking;
- Improving access to, and circulation within, buildings;
- Identifying locations and strategies for implementing structured parking;
- Improving the configuration and presence of service areas.



Create a stronger gateway and redefine the parking.



Utilize the new road embankment for parking.



Create a connected green network.

4.2.2. Markham Campus

- Addressing the emerging streets and ramps (to the north, west, and south of the site), and considering access, frontage, and views;
- Considering potential connections and synergies with adjacent land uses, including the future development of Buttonville;
- Considering potential synergies with the community (shared walking trails, joint community centre/library);
- Addressing vehicular, bicycle, and pedestrian access to the Campus and circulation within;
- Addressing the need for more/improved recreational facilities (indoor and out);
- Identifying the location, use, and configuration of open spaces (courtyards, gardens, quads, trails) and their relationship to buildings, services, and amenities;
- Identifying locations for new buildings and building connections;
- Identifying opportunities to create a more welcoming front door and a central hub;
- Identifying locations and strategies for implementing structured/ below-grade parking;
- Considering the landscaping integration opportunities with storm water management facilities and adjacent streets (existing and proposed);
- Consider opportunities to better engage/use the storm water management pond (edge condition and connection to building);
- Identifying the best long-term use/function for the existing building.



Group 1

Develop around a central open space and create a community hub along highway 7.



Group 2

Create a pattern of streets and block with internal courtyards.



Group 5

Create a strong gateway and open space focus along Highway 7, and provide a frontage along a central scenic drive.



Expand the woodlands.



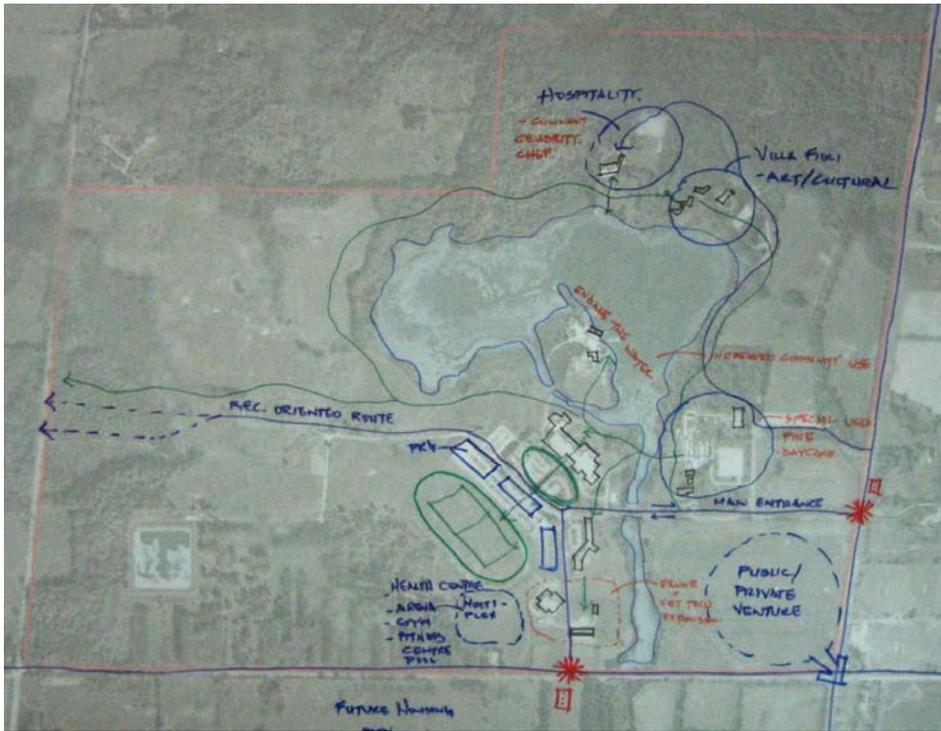
Rationalize the built form and circulation.



Create opportunities for new built form, open space, access and circulation.

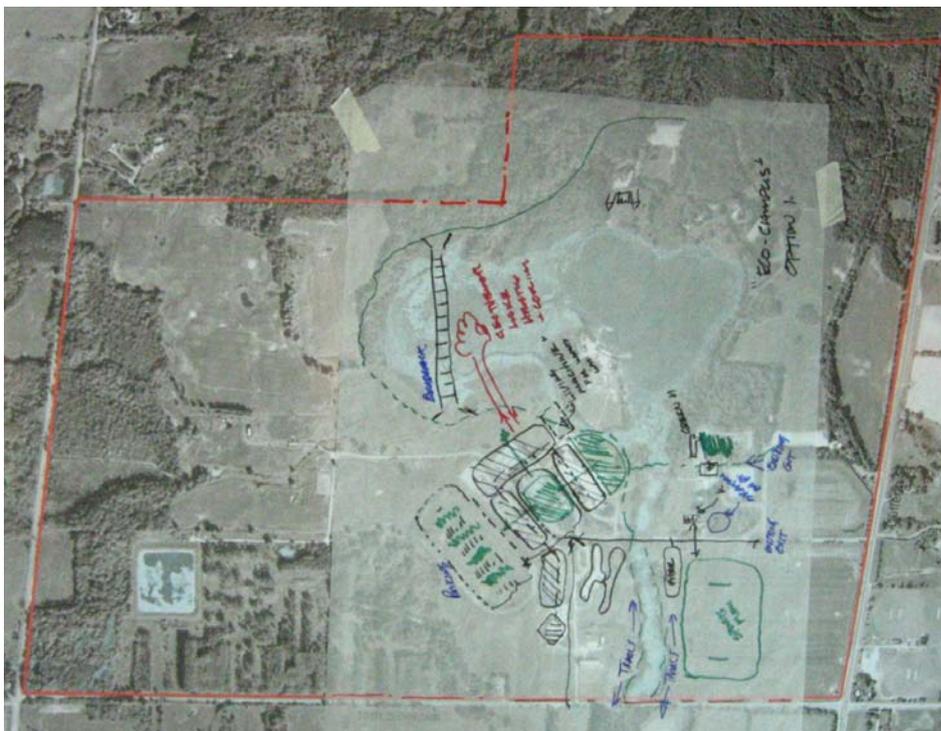
4.2.3. King Campus

- Identifying opportunities for the College to act as a steward of the natural areas and water bodies, considering them for conservation, recreation, amenities, and pedagogical uses;
- Planning the conservation of natural and cultural heritage resources;
- Identifying the location, use, and configuration of landscaped and programmable open spaces, and their relationship to buildings, services, amenities, and adjacent natural areas;
- Identifying opportunities to showcase existing assets (Eaton Hall, the landscape);
- Identifying opportunities to encourage more evening, weekend, and community use of the Campus;
- Identifying locations for new buildings and building connections, and the relationship of new buildings to existing buildings;
- Identifying the best long-term use/function for the existing buildings;
- Identifying locations and strategies for improved mobility, servicing, and parking;
- Addressing vehicular and pedestrian access to the Campus and encouraging circulation within it;
- Identifying opportunities to create a more welcoming front door, and to improve wayfinding to campus, on campus, between buildings, and within the buildings.



Group 1

Create a cluster campus configuration with a focus along a north/south spine, and revitalize heritage assets for community uses.



Group 2

Create a tightly clustered campus, focusing built form around a large central green, with parking on the periphery.



Group 3

Integrate built form, open space and parking.



Group 4

Create a new campus gateway and expand the campus toward the intersection.



Group 5

Create a "Campus in the forest", with built form focused along a strong north /south spine.

