

college administrator

The professional journal for Ontario college administrators | Vol. 20 No. 1 | Spring/Summer 2025

PAST,
PRESENT,
AND FUTURE

FROM CLASSROOM TO CAREER

**TURN NUMBERS INTO KNOWLEDGE
AND EQUATIONS INTO OPPORTUNITIES.**

Equipping students with real-world
numeracy skills for a data-driven future.



Reach out to learn more.
info@harrislearn.com
harrislearn.com



contents

Vol. 20 No. 1 | Spring/Summer 2025



4 President's Message

31 CAAT: Your Pension Partner



9 College Administrator Celebrates a Milestone 20 Years!

12 Colleges at a Crossroads: Past, Present, and Future

26 OCASA Awards Winners

27 Meet the New College President: Mitch Dumas

30 Going Virtual! OCASA's 2025 Leaders & Innovators Events

The PDF version of this digital magazine can be found on our website at <https://ocasa.on.ca>.

OCASA APACO

Connecting, supporting and advancing management and leadership in Ontario colleges.

OCASA Executive

PRESIDENT Tammy Mackey

Campus Manager,
Haileybury Campus, Northern College

VICE PRESIDENT Michelle Tait Eburne

Association Chair, School of Business
and Hospitality, Algonquin College

TREASURER Barry Waite

Executive Dean, Faculty of Media,
Art & Design, Durham College

EXECUTIVE DIRECTOR Erin Roberts

866-742-5429 ext. 101

Editorial Board

Nicole Drake

Chair, Community Services
Conestoga College Institute of
Technology & Advanced Learning

Kurt Muller

Dean, Faculty of Communication, Art & Design at
Seneca, and Campus Principal, Seneca@York Campus

Marie Nathalie Moreau

Director, Diversity and Talent Development, La Cité College

Jenn McIvor

Administrative Coordinator & Executive Assistant |
School of Business
Conestoga College Institute of Technology &
Advanced Learning

OCASA

65 Overlea Blvd., Suite 240, Toronto, ON M4H 1P1
Phone: 866-742-5429 Fax: 866-742-5430
Email: info@ocasa.on.ca www.ocasa.on.ca

Published by



Third Floor - 2020 Portage Ave., Winnipeg, MB R3J 0K4
Phone: 866-985-9780 Fax: 866-985-9799
Email: info@kelman.ca www.kelman.ca

Managing Editor: Monique Doyle
Design/Layout: Tracy Toutant
Advertising Sales: Jeff Kutny
Advertising Coordinator: Stefanie Hagidiakow

All rights reserved. The contents of this publication may not be reproduced in whole or in part without the express consent of the publisher.

PAST, PRESENT, AND FUTURE

Tammy Mackey, OCASA President



Welcome to the Spring/Summer issue of *College Administrator* magazine – now in its 20th year of publication!

This magazine looks back at our Spring 2015 magazine and the predictions for post-secondary education that were featured in it 10 years ago. The feature article also puts the spotlight on Collège Boréal, and then asks a few experts to look into their crystal ball to predict what the college system can expect over the next 10 years.

College Administrator magazine also connects with Mitch Dumas, President and CEO of Northern College, as we wrap up our “Meet the New College Leaders” content.

In the following pages, you will also find information about the recent OCASA award winners and learn about the no-cost conference events for OCASA members this year.

Thank you to everyone who shared their time and their insights – this magazine would not be possible without your contributions. Please reach out to the editorial board (listed on page 3) with story ideas and happenings from your colleges.

Remember to connect with OCASA on LinkedIn at www.linkedin.com/company/ontario-college-administrativestaff-association-ocasa-.

On behalf of the OCASA Board of Directors, we appreciate the value of the work you do and hope to see you at some of our upcoming virtual events. ■

Tammy Mackey,

Campus Manager, Haileybury Campus, Northern College
mackeyt@northern.on.ca



Proudly Empowering Canadian Businesses for Over 140 Years

Your source for workplace essentials and quality **Canadian-made products**. With easy online procurement tools and support from our reliable team, getting what you need has never been easier.

For more information on our OECM programs connect with your Client Solutions Advisor or visit our website.

✉ ChristinaJones@grandandtoy.com

🌐 [grandandtoy.com](https://www.grandandtoy.com)



G&T GRAND&TOY®



- ✓ Office Supplies & Fine Copy Paper
- ✓ Custodial & Janitorial Supplies
- ✓ Toner Cartridges
- ✓ Office Space Furniture

PASSÉ, PRÉSENT ET FUTUR

Tammy Mackey, Présidente de l'APACO



Bienvenue au numéro printemps/été du magazine *College Administrator*, qui en est à sa 20^e année de publication!

Ce numéro fait un retour dix ans en arrière sur notre magazine du printemps 2015 et sur les prévisions que nous y avons faites quant à l'enseignement postsecondaire. Notre article de fond met également en lumière le Collège Boréal et demande à quelques experts de regarder dans leur boule de cristal pour prédire ce à quoi le système collégial devrait s'attendre au cours des dix prochaines années.

College Administrator s'entretient également avec Mitch Dumas, président et directeur général du Northern College, dans le cadre de notre rubrique « Rencontrez le nouveau leadership des collèges ».

Dans les pages suivantes, vous trouverez également des renseignements sur les récents lauréats des prix de l'APACO et sur les conférences gratuites organisées cette année pour les membres de l'APACO.

Merci à tous ceux et celles qui ont généreusement donné de leur temps et partagé leurs histoires. Ce magazine n'existerait pas sans vous. N'hésitez pas à communiquer avec le comité éditorial (voir page 3) pour proposer vos idées d'articles et discuter d'événements qui se déroulent dans vos collèges.

N'oubliez pas d'ajouter l'APACO sur votre LinkedIn : www.linkedin.com/company/ontario-college-administrative-staff-association-ocasa-.

Au nom du conseil d'administration de l'APACO, nous apprécions la valeur du travail que vous accomplissez et nous espérons vous voir lors de l'un de nos prochains événements virtuels. ■

Tammy Mackey,
gestionnaire de campus, campus de Haileybury,
Northern College
mackeyt@northern.on.ca



Vous trouverez également des renseignements sur les récents lauréats des prix de l'APACO et sur les conférences gratuites organisées cette année pour les membres de l'APACO.



25 YEARS

JOINT PhD

EDUCATIONAL STUDIES



3 Universities

100s of Graduates

Maximum Flexibility

Countless Reasons to Apply

1 Choice

jointphdined.com

jointphd@uwindsor.ca



Lakehead
UNIVERSITY



University
of Windsor

Brock
University

Joint PhD in Educational Studies Program

jointphdined.com

The Joint PhD in Educational Studies Program brings together qualified faculty from Brock University, Lakehead University, and the University of Windsor with a broad spectrum of expertise and research interests.

HIGHLIGHTS OF THE PROGRAM

Flexible study options

- Two in-person classes and each class is only one month (July annually) in duration. The sites of these courses rotate among the partner universities.
- The remaining required courses are online/independent study

Access to highly qualified expert faculty

- Courses are taught, and doctoral committees are formed from highly qualified faculty from the partner universities of Brock, Lakehead, and Windsor.

Fields of study

- Cognition and Learning
- Educational Leadership and Policy Studies
- Social/Cultural/Political Contexts of Education

BENEFITS AFTER GRADUATION

Once you complete the program, you will receive your Doctor of Philosophy in Educational Studies:

- Inform as well as be a leader in educational decisions, knowledge, and policy.
- Contribute to the development of knowledge and expertise in teaching/learning.
- Contribute to the solutions of problem/s issues in Canadian education.
- Promote scholarly inquiry and the development of methodological advances in the study of education.
- Integrate theory and practice in education.
- Assume positions of leadership in Faculty of Education, school systems, and other private/public sector institutions concerned with education.

Flexible learning options:

This unique program is available to those midcareer professional educators who cannot relocate or leave their employment to pursue advanced training in a

traditional full-time degree program as well as students completing their master's degree.

Unique course structure:

Continuing with the flexible learning options, there are only two in-person classes (and each class is only one month (July, annually) in duration. The remaining required courses are online and independent study.

This year incoming doctoral students from the three institutions will embark on their academic journey at the beautiful Brock University campus in St. Catharines, Ontario. They will be completing the Doctoral Seminar I course. Dr. Connie Russell from Lakehead University and Dr. David Hutchison from Brock University will be leading this course. Meanwhile, second-year students will reunite with their cohort for the Doctoral Seminar II course, guided by Dr. Xiaobin Li from Brock University and Dr. Cam Cobb from the University of Windsor. These courses offer the students a life-changing opportunity to connect with their peers and begin forming a tight-knit community. This year is particularly special as it marks the 25th anniversary of the program, making the 2025 cohort a milestone group in the program's history.

Strengths of the partnership:

The jointness of the program means that students benefit from having access to the strengths and uniqueness of each university – expanding the range and scope of the possibilities for research and scholarship and provides opportunities in generating new knowledge and directions in research. With a focus on nurturing students as developing scholars and leaders, we promote professional development through collaboration and promote partnerships locally, nationally, and internationally. It is available for qualified applicants across Canada and globally.

Dr. Andrew Allen is the current Director of the program. "The program is designed to suit the schedule of working professionals and educators. One of the most exciting things about the Joint PhD Program is that students get to work with faculty members from all three universities. They also attend the in-person classes and progress through the program as a cohort group. The experience for both students and faculty members is collaborative and collegial," Allen explains.

**To learn more about the program, please visit our website at jointphdined.com.
Applications for July 2026 admissions will be accepted from May–October 2025.**



college administrator

We want to hear from you!

College Administrator is seeking articles of interest to administrators in Ontario colleges for our **Fall/Winter 2025** issue.

College Administrator is the bi-annual digital publication of OCASA (Ontario College Administrators Network). The magazine aims to engage and connect with thousands of administrators at Ontario's 24 colleges, along with college presidents and all members of boards of governors.

We're looking for timely and topical articles and columns to inspire lively and meaningful discussion on topics important to the Ontario college community. Feature stories run about 1,500 to 2,500 words, with columns at approximately 750 words.

Our editorial deadline for the Fall/Winter 2025 issue is August 5, 2025

College Administrator wants to hear YOUR stories about:

- current issues facing administrators.
- emerging challenges for the future.
- reports on academic papers.
- interesting people and colleagues in the college community.
- noteworthy projects happening at your colleges.
- new and innovative approaches to situations.
- insights on how developments in areas like information technology, student services, and more impact the role of administrators in other departments.
- societal shifts that are affecting how colleges function.
- how we can learn from other colleges outside of Ontario.
- **AND MORE!**

Please reach out any time to *College Administrator* Managing Editor Monique Doyle at monique@kelman.ca with questions, story ideas, and submissions.

College Administrator

Celebrates a Milestone 20 Years!

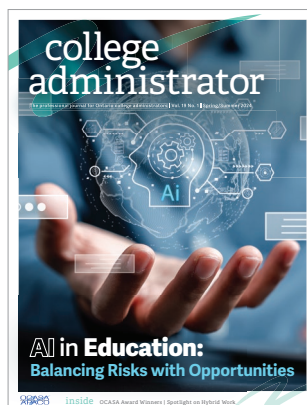
We are excited to share that 2025 marks the 20th year of publication of OCASA's *College Administrator* magazine.

College Administrator is OCASA'S semi-annual professional journal for college administrators. Feature articles focus on important issues and news items relevant to college administration and post-secondary education.

To view some of our past issues of the magazine, please visit <https://ocasa.on.ca/membership/college-administrator/back-issues>.

20 Years

We look forward to continuing to share new issues of this publication with our members in 2025 and beyond!



CONGRATULATIONS TO OCASA from Craig Kelman & Associates!

Craig Kelman & Associates would like to congratulate OCASA on your milestone of 20 years of publication for *College Administrator* magazine!

We are pleased to continue our long-term partnership with OCASA, and are proud to continue to work with you in producing and publishing this magazine for you and your membership.



Your road to retirement and beyond



1

5-10 years before you retire

Make sure you're retirement-ready. Attend one of our retirement planning workshops to understand financial readiness and steps to follow. rtoero.ca/rpw



2

1-5 years before you retire

Get our retirement planning bundle for tools and tips to start the practical tasks of preparing at rtoero.ca/retirement-bundle. Book a call with our membership team to learn more about how we can support you. Email membership@rtoero.ca or call 1-800-361-9888

3

6 months before you retire

Set up an appointment with your financial planner and look into your pension if you have one. Think about activities after retirement, including the possibility of a second career. Consider your insurance needs: rtoero.ca/insurance

4

Up to 3 months before you retire

Apply for your Entente Group Insurance Program. You won't pay premiums until your existing coverage ends. Notify your employer that you intend to retire.



After retirement

Join events through your RTOERO district. Explore activities you've wanted to try. Check out: rtoero.ca/enjoy-retirement



Download our free ultimate retirement planning bundle:

rtoero.ca/retirement-bundle



To support education employees nearing retirement, start with 'quick wins'

Focus on employee well-being is a competitive advantage

You'd be hard-pressed to find an education organization in Canada not currently grappling with looming staffing issues – and the challenge isn't unique to education. According to [Statistics Canada](#), more than 21% of the workforce is within the 55- to 64-year-old age bracket – an all-time high.

A retirement boom is upon us. What does this mean for education leadership? It's time for a shift in thinking, says veteran education leader Jim Grieve, former assistant deputy minister of education in Ontario and now CEO of RTOERO, a national non-profit dedicated to supporting education workers and retirees.

"As educational leaders, we're responsible for creating experiences for the students we serve," says Grieve. "The quality of those experiences hinges almost entirely on the systems we set up and how we nurture the people who make those experiences happen – the staff. We advise organizations to follow the data and start with quick wins."

Grieve suggests beginning with what the workforce says it wants. For the last three years, RTOERO has [surveyed future retirees from the education sector](#), most of whom are within five years of retirement. They're clear about what they're interested in when it comes to retirement planning: practical support.

"Overwhelmingly, respondents told us they want information about health insurance options for retirement and support with practical to-do tasks to prepare," says Grieve. "This is something employers can do very easily, and it's an area we can help with at RTOERO."

RTOERO, Canada's largest provider of non-profit group health insurance for education workers and retirees, has been building up its [resource library](#) to make it easier for education workers to get that practical support. Its popular [retirement planning bundle](#) has been downloaded thousands of times in the last few months. And RTOERO is reaching out to colleges, universities, and other educational institutions to offer support in bringing practical tools to their workforce.

While it might seem counterintuitive to help employees prepare for retirement, Grieve cautions leaders not to think about it like that. "We should be supporting employees across all stages of their careers and life cycle – focusing on employee well-being is a competitive advantage in this market."

While retirement is often billed as an exciting time, there can be much stress leading up to it. Personal and financial stress can lead to distraction at work and other issues.

Financial stress may cause some workers to delay retirement, and others are planning to continue working

in retirement. Over 52% of respondents to the 2025 [Future Retirees Survey](#) said they plan to continue working full- or part-time, which could present an opportunity for forward-thinking leaders. With the retirement boom, the sector will also face challenges with knowledge transfer.

"We're living longer, healthier lives, and so there are many possibilities for what can come after retirement," says Grieve. "We know from RTOERO members that many will find part-time opportunities within education. Recognizing that your workers are looking for opportunities, education leaders can consider how they might use this reality to meet organization needs – through part-time mentorship programs, for example."

Grieve suggests also focusing on another significant area related to the aging labour force: workplace ageism. Ageism is one of the critical issues RTOERO is tackling through its advocacy efforts with partners. "Age diversity is an asset in an organization. We need to ensure we're fostering environments where older workers feel valued," explains Grieve. "Ageism should be included in your DEI work. Older workers bring experience that's essential to successful teams."

The retirement boom won't last forever, and Grieve points out that how organizations handle the shift that's underway will shape their future success. Statistics Canada suggests a higher labour force participation rate among those 50 and older could reduce the impact on the labour force. "It's an unprecedented time – we know our population is aging, and those aged 15 to 64 will make a smaller proportion of the overall population, even with immigration," says Grieve. "If your organization isn't evolving, it'll fall behind. We can embrace this challenge and keep Canada's education system one of the best in the world."



**RTO
ERO**

About RTOERO

RTOERO is a bilingual trusted voice on healthy, active living in the retirement journey for the broader education community. With 86,000+ members in 51 districts across Canada, we are the largest national provider of non-profit group health benefits for education workers and retirees. We welcome members who work in or are retired from the early years, schools and school boards, post-secondary and any other capacity in education. We believe in a better future, together!

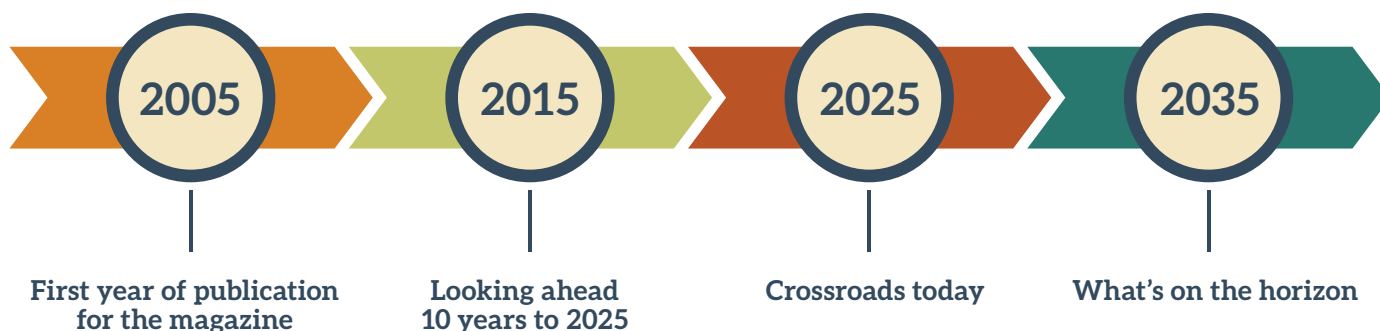
Your membership is free until you retire. Learn more at [rtoero.ca](#). ■ ■

Colleges at a Crossroads: Past, Present, and Future

By Monique Doyle

This year marks *College Administrator* magazine's 20th year of publication. Ten years ago, the Spring 2015 issue of the magazine looked ahead 10 years with a focus on "Preparing for intake 2025." (You can find this back issue of the magazine online at https://ocasa.on.ca/wp-content/uploads/files/inline-files/pdfs/CollegeAdmin_Spring2015_MR_0.pdf.)

In 2015, *College Administrator* predictions for the next 10 years in post-secondary education included increased student and staff diversity (international and Indigenous peoples); multiple and flexible delivery options for education and training; increased global competition for students; rapid adaptation to new digital technologies; plus changes to campus design and construction. Much of these predictions came true, but our magazine contributors in 2015 were not yet able to foresee an impending global pandemic like Covid-19 or the surprisingly quick rise of generative AI.



Ken Steele, President and Chief Futurist at Eduvation Inc., contributed his thoughts and predictions to Bill Swan for the magazine 10 years ago. We connected again in March 2025 to discuss those predictions, touch on what's happening in post-secondary education right now, and to look ahead at what's on the horizon for the next 10 years.

"In general, the pandemic didn't introduce new vectors for change in higher education, so much as it accelerated the existing changes. It propelled us a decade ahead in the adoption of digital delivery and virtual work – with all the Zoom fatigue, interpersonal and mental health issues that inflamed. In the years since, it's become clearer that a blended or hybrid approach to learning and work will serve most students and institutions best," Steele explains.

He adds: "Artificial intelligence has been on the horizon for decades, but what was really shocking in 2023 was the breakthrough in generative AI and large language models, led by Open AI's ChatGPT. We're still seeing the ramifications of AI percolate through the labour market, but it is rapidly transforming work in most occupations, and

may substantially reduce workforce demand for those with skills in data analysis, computer coding, and perhaps also illustration, photography, and writing."

Referencing those predictions made 10 years ago, Steele adds: "Perhaps most disappointing is that some things are still tantalizingly beyond our reach – I'm thinking specifically of our shared hope for seamless credit transfer between colleges and universities."

The current climate

Steele acknowledges that colleges are facing a number of big disruptions today. "The abrupt IRCC policy changes is the third big shock that Canadian colleges have endured since the pandemic. Arguably, this is causing much more substantial disruption to the sector than Covid or ChatGPT ever did. The Trump administration's trade war is likewise a political shock, which will disrupt Canada's economy, labour markets, institutional expenses and investments. The broader pressures towards efficiency, alternative revenue streams, collaboration, and industry-responsive programming have been acting on



Canadian colleges for decades now, but these twin political shocks have intensified and accelerated their impacts.”

And what about the next 10 years? Steele says: “Over the decade ahead, Canadian colleges will likely be forced to consider some formerly unthinkable sacrifices, like mergers and campus closures, or even surrendering control over credentials and transcripts to centralized provincial or federal blockchain repositories. Financial pressures will encourage more widespread adoption of AI systems to streamline plenty of administrative functions and improve efficiencies. 24/7 chatbots for student services seem an inevitability.”

Climate change will also continue to be a challenge that can’t be ignored. “College campuses will continue their carbon reduction and green energy initiatives, but will need to harden their physical and digital infrastructure against floods, ice storms, wildfires, and coastal erosion. The research and teaching done at colleges will evolve rapidly in relation to environmental priorities and pressures,” he explains.

Colleges will maintain physical campuses as venues for social interaction, interdisciplinary serendipity, student supports, and hands-on learning, says Steele, but over the next decade he predicts we’re going to see colleges become even more virtual than real, with a “digital-first mentality.” “Classroom learning, laboratory simulations, information access and many kinds of interaction will be first hybrid, and increasingly virtual,” he says.

He also sees an increased need for more innovative learning options. “In a world of delayed retirements and endless technological change, Canadian workers will need ongoing, lifelong upskilling and reskilling – and the combination of AI, an economic recession, and ever-more-closed borders will intensify these factors. We’re likely to see more and more part-time employment – in our colleges and in our society – and learners of all ages seeking to blur the lines between work and education, in more and more complex ways. There will be pressure to offer more flexible and fluid options for learners, more cost-effectively, than ever before.” And colleges will need to compete with private sector and AI-driven alternatives, says Steele.

“Another key trend we cannot ignore is Indigenous reconciliation, or decolonization. Before the pandemic, AI, IRCC, and Trump exploded on the scene, I would have said this was the biggest challenge facing Canadian higher education in the 2020s. Decolonization needs to be on the radar for Canadian colleges in the decade ahead,” says Steele.

Robert Luke, Chief Executive Officer at eCampusOntario, also shared his thoughts on the changes that have occurred in last 10 years in post-secondary education, along with a look to the future.

“I think what the pandemic did was it showed us a little bit more about what the potential is of digital learning, but most importantly, it exposed learners to options. And that more than anything is forcing the post-secondary education

system to change because, left to its own trajectory, it likely would not have done that in the same timeframe. It would not have adopted online hybrid at the scale that it is now. And we see now how well designed digital learning can empower people with options,” he says.

Luke explained that changing learner demographics and freedom from geographical restrictions are also factors for change. “What the pandemic showed us was that actually you could do a lot online. I want my surgeon and my chef to have some hands on experience. My nurses, my electricians – they need hands-on experience for sure. But there is a lot of learning that can be done with digital options. And when we start to explore digital options, a lot of things happen that are advantageous to the learner. Geography is transcended. Time, and space. Those three things, I think, are pretty important things.”

He predicts that the ways in which people will access education will increasingly be distributed over geography and time. “We will increasingly use technology like AI, but also extended reality, augmented reality, virtual reality, all those kinds of things to help us to make a very big leap from a content-based system to a competency-based system. And a time-based system to a competency-based system, and a location-based system to a competency-based system. So all of the vectors that we think of as being contiguous with education, ‘I’m going to go to this school in this place for this amount of time,’ have already been disrupted,” he explained.

Because of that, he says, colleges will need to retool and reconfigure the physical environment to account for the options that learners want and need. “Seneca College is a great example of an organization that took advantage of the pandemic to reconfigure, I think, a third of their classrooms to be completely hybrid. Your location no longer matters. That’s an example of an organization that was incredibly forward thinking during the pandemic to say, ‘Change is now afoot. This is the way forward. We are going to redesign our physical space to account for that,’” says Luke.

The value proposition

Luke remains optimistic about the sector’s ability to respond to today’s challenges and to remain resilient. “The correction that we’re going through is painful but will help the college system reify its values, but most importantly, reify its value to society. It’s true we’re underfunded and overregulated. But, within the box that we are in, we need to find a way to understand and unpack that the value of the kind of education that colleges are producing is absolutely essential to the wellbeing and the economic resiliency, and the social and cultural resiliency of this country. And certainly of this province. And within the constraints that we have, we need to double down on the fact that colleges are the focus of competency-based education, are close to industry. And are able to leverage that to ensure that our citizens are able to skill and reskill throughout their lifetime.”

Luke says the opportunity space for colleges today is to “think hard about their value proposition,” and to work together

as a sector that includes universities and Indigenous institutes. "What is the level of cooperation and collaboration that can come when we cease to start competing with our neighbours and start collaborating to compete together?" he adds.

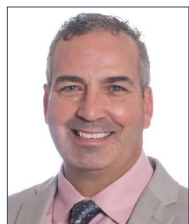
Luke points to OntarioLearn, Fanshawe College, and Humber Polytechnic as good models of collaboration in education. "Why are we not sharing curriculum widely? The colleges own the curriculum. They have the power to share content, open educational resources, save students money," he says.

Adds Luke: "I think the erosion of public trust that we have seen is because we have not done a good enough job of helping people understand the public good that accrues with the investment in public education. I would like to think that we're going to change that."

Luke looks at the current situation as an opportunity for big changes, a time for colleges to adapt and to plan for the future. "The college system is an incredibly valuable asset of our society. And I think our opportunity right now is to really look hard at what we want to be about, what our values are, and to intentionally design the futures that we want to meet." He adds: "Things are about to get hard. And I know that a lot of people are working hard and making tough decisions. But I think this is our time to come together and to work together and to start thinking about, 'How can I work with you and support the common goal?'"

Finding success through diversification

Today, Collège Boréal is one Ontario college that stands out as an example of successful diversification and growth during a challenging time.



Daniel Giroux

"Since 2022, we've seen over 40% growth in domestic enrollment, which is great news for Collège Boréal. And we're kind of one of the new kids on the block when it comes to international enrollment. In 2013, believe it or not, Collège Boréal only had 13 international students. Looking at March 2025, we're sitting at 1,317 students, which make up approximately 45% of our total student base. We've seen significant growth, and we're extremely proud of that," said Daniel Giroux, President of Collège Boréal.

"We recruit from 35 different countries, so that diversification in international students has really helped us," he adds.

Giroux says that some of the additional advantages for the college include having 37 sites in 27 communities across the province of Ontario, a focus on developing more online programming, and its smaller class sizes. "That visibility and that presence in all those communities helps us tremendously. And I think one of the things that we really promoted – we're the only college in Ontario that has what we call 'La Garantie Boréal' (The Boreal Guarantee). And that is: if you graduate from Boréal, we'll help you look around and find a job. And if you can't find a job in your field, you can come back and take any program you want, and Collège Boréal will pay your tuition fee."

"We're the only college in Ontario that has what we call 'La Garantie Boréal' (The Boreal Guarantee). And that is: if you graduate from Boréal, we'll help you look around and find a job. And if you can't find a job in your field, you can come back and take any program you want, and Collège Boréal will pay your tuition fee."

Being a French-language college is also a factor contributing to the college's resilience and success. "Internationally, I think the Francophonie has seen a huge growth. People don't realize that there's 321 million people – that was in 2022 – that actually speak French. That was a growth of 7% since 2018. And there's over 15 million people that take French as second language worldwide. It's the second most learned language internationally," Giroux explains.

Giroux recognizes the ongoing importance of diversification for Collège Boréal and for other colleges. "We knew that with smaller class sizes, just having a campus in a small community of only 70 students on the campus, it's almost impossible for it to be viable. So we knew we had to expand our different sources of revenue. We're the college who offers the most employment services in the province of Ontario. We've also become a service system manager in northeastern Ontario, which kind of manages all the employment services for that region. We run a bunch of immigration services, right from language training to helping them get employment with IRCC. And we do a lot of work training and contract training, French as a second language, applied research. We are very diversified, and that's really helped us. When you look at international student revenue, for Collège Boréal, it only represents 14% of our total revenue. We're not as dependent in one area. Does it hurt? Absolutely. We had to make tough decisions on programming and staffing like everybody else. But we're not as dependent on international students, which has really helped us weather the storm."

With campuses in multiple regions in the province, Giroux says it's easier for the college to find financial balance. "A lot of times when there is an economic boom, students are working, or potential students are working, and not necessarily looking to get educated. And there's parts of the community where there's higher unemployment rate, where students will be going back to school, or getting second career training. So that diversity geographically has really helped us, too," he says.

Collège Boréal in the news

Sudbury's French-language college, Collège Boréal, serves over 2,300 students across its Ontario campuses. Interest in the college's post-secondary programs has risen over 80% from 2022, with significant increases in both domestic and international applications. Boréal is the only college in Ontario to have seen a three-year consecutive increase in domestic applications, most of which come from Ontario. In 2023, the college opened a new campus in the Distillery District of Toronto to meet increasing demand.

In 2024, Collège Boréal was named as one of Canada's top 50 research colleges for the third year in a row. Its research office – Research and Innovation Boréal (RIB) – collaborates with various industrial and community partners on a diverse set of projects, from developing food security in northern communities, to improving the availability of bilingual educational resources.

In November 2024, Collège Boréal unveiled a new addition to the Sudbury campus, the Shkode 'Heart of Fire' Pavilion. The pavilion provides over 2,000 square feet of multi-use space. The pavilion design incorporates artwork from Indigenous artists and includes an outdoor canoe installation and medicinal garden. Establishing the space for the college's First Nations, Métis, and Inuit Educational Centre is part of the Collège Boréal's ongoing commitment to the Truth and Reconciliation Commission's calls to action.



Supporting and retaining staff

Giroux points out that Collège Boréal is committed to supporting and retaining its staff. "We developed a leadership program for all managers. And I think the intake has been tremendous. It's over a year-long leadership program that covers all the different assets of leadership. I get the chance to meet managers from different parts of the province, and you get to know them, how their thoughts, what makes them tick, what drives them, and what are the challenges. And so you get to know all the different managers, and the executive team gets to know all the different managers. It shows how important that leadership development is when even in the executive teams, including myself, participate in that leadership program. We want to continue to attract, but that retention is absolutely critical," he says.

"When there are difficult times, it's easy to get bogged down in the day-to-day. I believe in growing that skill, that leadership within," he adds.

Similarly, other colleges have committed to avoiding cutbacks to professional development, EDI initiatives on campus, and

staff wellness programs with the aim to help college employees weather the current situation. These types of supports are arguably more important today than ever before.

Looking to the future

Daniel Giroux agrees that innovation is key for Ontario colleges right now. "Whenever we're backed into a corner, when times are tough, we always find ways to innovate, and different models of teaching. I think the levels and how we deliver post-secondary programs, we're going to be forced to change. We're going to have to be more efficient and think of innovative ways to do it. When you're in a tough position, you're caught in the corner, you've got to come out swinging. And to me, how you come out swinging is by being even more creative. And when we're talking about creativity and efficiencies, it's not just within 24 colleges, but how can you partner with hospitals? How can you partner with other community partners to help you, if it's a placement, or a co-op, or donations and equipment, having a training lab in their facility? How can we work with our partners in our communities to make sure we drive the cost down, where we deliver what they need is skilled graduates?" says Giroux.

With Francophone immigration in the province of Ontario on the rise, Giroux sees another advantage for the French-language college. "There's a huge growth potential. I think international partnerships are going to drive this. With the challenges with our neighbor in the U.S. right now, I think it'll open even more markets up. It'll be a huge advantage for us to open up those markets in Francophone countries, in countries where a huge percentage of the population speak French. So, to me, it's to continue to expand on that training and programs, and to continue to diversify. When I say diversify, it's what's in demand. It's okay to suspend a program that employment has shifted, industry has shifted, and there's no longer a demand for that type of employee. That's okay – there's a demand for something else. I want Boréal to continue to grow and attract students not just internationally, but nationally, from Québec, from New Brunswick, from out west. I want Collège Boréal to be renowned as an amazing Francophone college."

"At this crossroads for post-secondary education, everyone interviewed agrees that colleges need to focus on strategic adaptations and innovations – while remaining true to their core values, mission, and strengths, and continuing to promote their value to society and the economy."

“Right now, administrators need to calm anxieties and address the fears of campus stakeholders through honest, transparent communication. We need to build hope and optimism, so that the college community can contemplate future challenges and embrace future opportunities with excitement and energy.”

At this crossroads for post-secondary education, everyone interviewed agrees that colleges need to focus on strategic adaptations and innovations – while remaining true to their core values, mission, and strengths, and continuing to promote their value to society and the economy.

Ken Steele says, “Canada’s colleges are among the most nimble and entrepreneurial institutions in the country, designed from the ground up to be responsive to community and industry needs on an ongoing basis – so the best way colleges can weather the turbulence and uncertainty is to embrace that part of their mission. Colleges need to keep listening to society and employers, keeping an eye

on emerging occupations and research opportunities, and evolving their facilities, programs, and expertise in response.”

“These are uncertain and anxious times for the general public, our students, our staff and faculty – and nothing quashes innovative thinking and entrepreneurial behaviour quite like overwhelming ambiguity, scarcity, and fear. Right now, administrators need to calm anxieties and address the fears of campus stakeholders through honest, transparent communication. Then, we need to build hope and optimism, so that the college community can contemplate future challenges and embrace future opportunities with excitement and energy,” he adds. ■

Every Number Tells a Story

Equip your students with the skills to critically analyze them.



Reach out to learn more.
info@harrislearn.com
harrislearn.com



Helping educators develop risk management solutions to support their mission to provide a quality and affordable education.

Please contact your Aon representative for more information.

Toll-free: 1 855 868 5588

aon.com/canada



PROUD PARTNER OF THE

ONTARIO COLLEGE

SECTOR SINCE 1989

ALGONQUIN
COLLEGE


Cambrian
College

 CANADORE
college

 Boréal


CONESTOGA
Connect Life and Learning

 Confederation
COLLEGE

 DURHAM
COLLEGE
SUCCESS MATTERS

 FANSHAWE

 GEORGE
BROWN
COLLEGE

 Georgian

 Lambton
College

LOYALIST
COLLEGE

 MOHAWK
COLLEGE

 nc Niagara
College

 Northern
COLLEGE

Seneca
POLYTECHNIC

Sheridan


UNIVERSITÉ
SAINT-PAUL
UNIVERSITY

ST. CLAIR
COLLEGE


St. Lawrence
College



PROUDLY CANADIAN  **OWNED AND OPERATED**

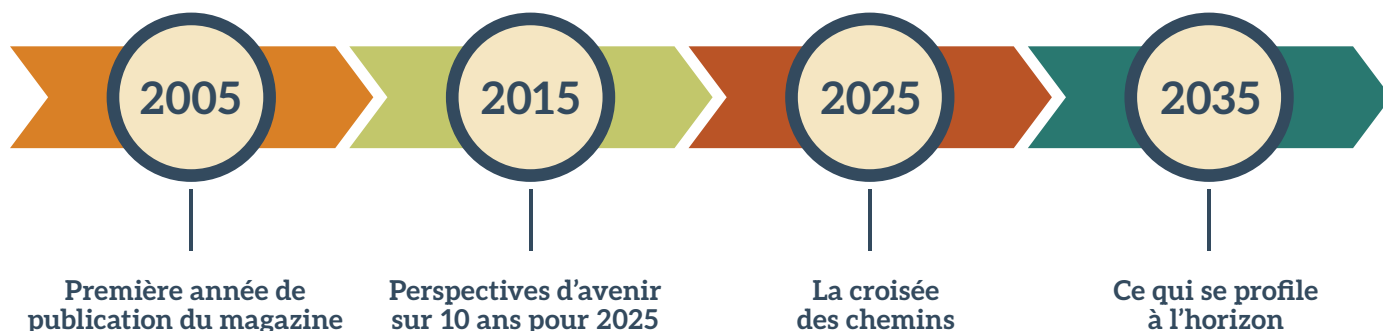
Brian Freeman, Senior Vice President, Strategy & Development
416-738-5998 | bfreeman@campuslivingcentres.com

À la croisée des chemins : Passé, présent et futur

Par Monique Doyle

Cette année marque la 20^e année de parution du magazine *College Administrator*. Il y a dix ans, le numéro du printemps 2015 du magazine se projetait dix ans en avant, en vue de préparer nos lecteurs à accueillir la cohorte de 2025. (Vous pouvez trouver cet ancien numéro du magazine en ligne : https://ocasa.on.ca/wp-content/uploads/files/inline-files/pdfs/CollegeAdmin_Spring2015_MR_0.pdf).

En 2015, *College Administrator* avait prédit que l'éducation postsecondaire en 2025 inclurait une plus grande diversité étudiante et du personnel (à la fois des Autochtones et des gens venus d'ailleurs), que les modes de prestation de l'enseignement et de la formation seraient multiples et flexibles, que la compétition mondiale pour les étudiant.es serait plus féroce, que la société s'adapterait rapidement à de nouvelles technologies numériques, et que les campus verraient des changements en matière de conception et de construction. La plupart de ces prédictions se sont réalisées. Or, les collaborateurs et collaboratrices de notre magazine en 2015 n'auraient pas pu prévoir l'imminence d'une pandémie mondiale comme la COVID-19 ou l'essor étonnamment rapide de l'IA générative.



Il y a 10 ans, Ken Steele, président et futurologue en chef d'Éducation Inc., avait fait part de ses réflexions et de ses prédictions à Bill Swan pour le magazine. En mars 2025, nous nous sommes retrouvés pour discuter de ces prévisions, examiner un peu ce qui se passe actuellement dans l'enseignement postsecondaire et tenter d'envisager ce que nous réservent les dix prochaines années.

« En général, la pandémie n'a pas introduit de nouveaux vecteurs de changement dans l'enseignement supérieur. Elle a cependant accéléré les changements existants. Elle nous a propulsés une décennie en avant dans l'adoption de la prestation numérique et du télétravail... avec la fatigue liée à Zoom, les problèmes interpersonnels et les questions de santé mentale qu'elle a exacerbés. Il est depuis devenu clair qu'une approche mixte ou hybride de l'apprentissage et du travail est optimale pour la grande majorité du corps étudiant et des institutions », explique M. Steele.

« L'intelligence artificielle se profile à l'horizon depuis des décennies, ajoute-t-il, mais ce qui a vraiment fait des vagues en 2023, c'est la percée de l'IA générative et des grands modèles de langage, sous l'impulsion notamment de ChatGPT, par Open AI. Nous n'avons pas encore constaté l'entière portée des conséquences de cette propagation de l'IA sur le marché de l'emploi, mais il est évident qu'elle transforme rapidement le travail dans la plupart des professions et qu'elle pourrait réduire considérablement la demande de main-d'œuvre pour les personnes qui ont des compétences en analyse de données, en codage informatique et peut-être aussi en illustration, en photographie et en écriture. »

Quant aux prédictions qu'il a faites il y a dix ans, M. Steele renchérit : « Ce qui est peut-être le plus décevant, c'est que certaines choses sont encore tout juste hors de notre portée. Je pense en particulier à notre espoir commun d'un transfert fluide de crédits d'apprentissage entre les collèges et universités. »

Le climat actuel

M. Steele reconnaît que les collèges sont aujourd'hui confrontés à un certain nombre de bouleversements majeurs. « Le changement brutal dans la politique d'IRCC est le troisième grand choc que les collèges canadiens ont subi depuis la pandémie. On pourrait même dire que cela perturbe beaucoup plus le secteur que la COVID ou ChatGPT n'auraient pu le faire. La guerre commerciale entreprise par l'administration Trump est elle aussi un choc politique qui a un effet perturbateur sur l'économie, les marchés du travail, les dépenses institutionnelles et les investissements du Canada. Les pressions plus larges en faveur de l'efficacité, des sources de revenus alternatives, de la collaboration et des programmes adaptés à l'industrie agissent sur les collèges canadiens depuis des décennies, mais ces deux chocs politiques ont intensifié et accéléré leurs effets. »

Et qu'en est-il des dix prochaines années? Selon Steele, « au cours de la décennie à venir, les collèges du Canada seront probablement contraints d'envisager des sacrifices autrefois impensables – comme des fusions et des fermetures de campus – ou même d'abandonner le contrôle des titres de compétences et des relevés de notes à des répertoires provinciaux ou fédéraux centralisés par blockchain. Les pressions financières encourageront l'adoption plus généralisée des systèmes d'IA pour simplifier de nombreuses fonctions administratives et améliorer l'efficacité. Les robots de clavardage 24/7 pour les services aux étudiant.es semblent, eux aussi, inévitables. »

Le changement climatique restera un défi incontournable. « Les campus collégiaux poursuivront leurs initiatives en matière de réduction des émissions de carbone et d'énergie verte, mais ils devront aussi renforcer leurs infrastructures physiques et numériques afin de faire face aux inondations, aux tempêtes de verglas, aux incendies de forêt et à l'érosion côtière. La recherche et l'enseignement dispensés dans les collèges évolueront rapidement, explique-t-il, en fonction des priorités et des pressions environnementales. »

Selon M. Steele, les collèges conserveront des campus physiques comme lieux d'interaction sociale, de fortuité interdisciplinaire, de soutien aux étudiant.es et d'apprentissage pratique, mais au cours de la prochaine décennie, il prédit que les collèges deviendront encore plus virtuels que réels, avec une mentalité du « numérique d'abord ». « L'apprentissage en classe, les simulations en laboratoire, l'accès à l'information et de nombreux types d'interaction seront d'abord hybrides, prédit-il, puis de plus en plus virtuels. »

Il constate également un besoin accru d'options d'apprentissage plus innovantes. « Alors qu'on reporte de plus en plus les départs à la retraite, dans un monde où les changements technologiques sont incessants, la main-d'œuvre canadienne aura besoin de perfectionnement et de remise à niveau en continu, tout au long de la vie. Il est probable que nous verrons de plus en plus d'emplois à temps partiel – dans nos collèges comme dans notre société – et que des apprenant.es de tous âges chercheront à brouiller les frontières entre le travail et l'éducation, de manières de

plus en plus complexes. La pression sera forte pour offrir aux apprenant.es des solutions plus flexibles et plus fluides, avec un meilleur rapport coût-efficacité que jamais auparavant. » Les collèges devront compléter les solutions proposées par le secteur privé et l'IA, explique M. Steele.

« Une autre tendance clé que nous ne pouvons ignorer est la réconciliation avec les peuples autochtones, ou la décolonisation. Avant l'entrée en scène de la pandémie, de l'IA, des restrictions d'IRCC et de Trump, j'aurais dit qu'il s'agissait du plus grand défi auquel l'enseignement supérieur canadien serait confronté dans les années 2020, affirme M. Steele. La décolonisation doit être au centre des préoccupations des collèges canadiens dans la décennie à venir. »

Robert Luke, directeur général d'eCampusOntario, a également exprimé ses réflexions sur les changements survenus au cours des dix dernières années dans le domaine de l'enseignement postsecondaire, ainsi que sur l'avenir.

« Je pense que la pandémie nous a permis d'en savoir un peu plus sur le potentiel de l'apprentissage numérique, mais surtout, elle a exposé les apprenant.es à des options. C'est surtout ça qui oblige le système d'enseignement postsecondaire à évoluer, car, laissé à lui-même, il ne l'aurait probablement pas fait dans les mêmes délais. Il n'aurait pas adopté le modèle hybride en ligne à l'échelle qu'on connaît aujourd'hui, opine-t-il. Et nous voyons aujourd'hui comment un apprentissage numérique bien conçu peut permettre aux gens d'avoir des options. »

M. Luke explique que l'évolution démographique des apprenant.es et l'absence de restrictions géographiques sont également des facteurs de changement. « La pandémie nous a montré qu'il était possible de faire beaucoup de choses en ligne. Je veux que ma chirurgienne et mon chef cuisinier aient une expérience pratique. Mes infirmières, mes électriciens – tous ces gens ont besoin d'expérience pratique, aucun doute là-dessus. Mais le numérique permet d'apprendre beaucoup de choses. Et lorsque nous commençons à explorer les options numériques, beaucoup de choses se produisent qui sont avantageuses pour l'apprenant.e. On transcende les distances. Le temps et l'espace. Je pense que ces trois éléments sont très importants. »

Il prévoit que les modes d'accès à l'éducation seront de plus en plus répartis dans l'espace et dans le temps. « Nous utiliserons de plus en plus des technologies telles que l'IA, mais aussi la réalité étendue, la réalité augmentée, la réalité virtuelle, autant de choses qui nous aident à passer d'un système fondé sur le contenu à un système fondé sur les compétences. Et d'un système fondé sur le temps à un système fondé sur les compétences, et d'un système fondé sur le lieu à un système fondé sur les compétences. Alors tous les vecteurs que nous considérons comme étant liés à l'éducation, renchérit-il, à savoir "je vais aller à telle école à tel endroit pendant telle durée", ont déjà été perturbés. »

C'est pourquoi, dit-il, les collèges devront réorganiser et reconfigurer l'environnement physique pour tenir compte des options désirées par les apprenant.es et dont les apprenant.es ont besoin. « Seneca College est un excellent exemple d'organisation qui a profité de la pandémie pour reconfigurer,

je crois, un tiers de ses salles de classe pour les rendre complètement hybrides. Le lieu n'a plus d'importance. C'est un exemple d'organisation qui a fait preuve d'une incroyable clairvoyance pendant la pandémie, explique-t-il. Comme si elle disait : "Le changement est en marche. Voici la voie à suivre. Nous allons réaménager notre espace physique pour en tenir compte." »

La proposition de valeur

M. Luke reste optimiste quant à la capacité du secteur à répondre aux défis actuels et à rester résilient. « La correction que nous subissons est douloureuse, mais elle aidera le système collégial à réaffirmer ses valeurs et, surtout, à réaffirmer sa valeur pour la société. Il est vrai que nous sommes sous-financés et surréglementés. Mais compte tenu des confins de notre domaine, nous devons trouver un moyen de comprendre et d'expliquer que la valeur du type d'éducation offert par les collèges est absolument essentielle au bien-être et à la résilience économique, sociale et culturelle du pays. Et certainement de la province. Et compte tenu des contraintes avec lesquelles nous devons composer, nous devons insister sur le fait que les collèges sont au cœur de l'éducation basée sur les compétences, qu'ils sont proches de l'industrie. Et nous sommes en mesure d'en tirer parti pour faire en sorte que nos citoyen.nes puissent acquérir des compétences et se recycler tout au long de leur vie. »

Selon M. Luke, les collèges doivent aujourd'hui « réfléchir sérieusement à leur proposition de valeur » et travailler en tant que secteur, qui comprend les universités et les instituts autochtones. « Quel est le niveau de coopération et de collaboration qui peut être atteint lorsque nous cessons d'être en concurrence avec nos homologues, demande-t-il, et que nous commençons à collaborer pour notre compétitivité collective? »

M. Luke cite OntarioLearn, Fanshawe College et Humber Polytechnic comme de bons modèles de collaboration dans le domaine de l'éducation. « Pourquoi ne partageons-nous pas largement les programmes d'études? Les collèges sont propriétaires de leurs propres programmes d'études. Ils ont le pouvoir de partager du contenu, explique-t-il, d'ouvrir des ressources éducatives, de faire économiser de l'argent aux étudiant.es. »

« Je pense que l'érosion de la confiance du public que nous avons constatée, ajoute M. Luke, est due au fait que nous n'avons pas suffisamment aidé les gens à comprendre le bien public qui découle de l'investissement dans l'éducation publique. J'aimerais penser que nous allons changer ça. »

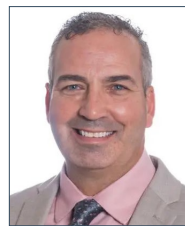
M. Luke considère la situation actuelle comme une opportunité de grands changements, un moment pour les collèges de s'adapter et de planifier l'avenir. « Le système universitaire est un atout extrêmement précieux pour notre société. Je pense que l'occasion qui nous est donnée aujourd'hui est de nous pencher sérieusement sur ce que nous voulons être, sur nos valeurs, et de concevoir intentionnellement l'avenir que nous voulons atteindre. »

Il ajoute : « Les choses sont sur le point de devenir difficiles.

Je sais que beaucoup de gens travaillent dur et prennent des décisions difficiles. Mais je pense que le moment est venu de nous rassembler, de travailler de concert et de commencer à réfléchir d'une nouvelle façon : "Comment puis-je travailler avec vous pour soutenir notre objectif commun?" »

La diversification au service de la réussite

Aujourd'hui, le Collège Boréal est l'un des collèges de l'Ontario qui se distingue en tant qu'exemple de diversification et de croissance réussies au cours d'une période difficile.



Daniel Giroux

« Depuis 2022, nous avons enregistré une croissance de plus de 40 % des inscriptions au pays, ce qui est une excellente nouvelle pour le Collège Boréal. Nous sommes en quelque sorte les nouveaux venus dans le domaine des inscriptions internationales. En 2013, croyez-le ou non, le Collège Boréal ne comptait que 13 étudiant.es internationaux. En mars 2025, nous

comptons 1 317 étudiant.es, soit environ 45 % de notre corps étudiant, a déclaré Daniel Giroux, recteur du Collège Boréal. Nous avons connu une croissance importante et nous en sommes extrêmement fiers. »

« Nous recrutons dans 35 pays différents, et cette diversification des étudiant.es internationaux nous a vraiment aidés », ajoute-t-il.

Selon M. Giroux, le collège dispose de 37 sites répartis dans 27 communautés de la province de l'Ontario, et il se concentre sur le développement de programmes en ligne et propose des classes de taille réduite. « Cette visibilité et cette présence dans toutes ces communautés nous aident énormément. Et je pense que c'est l'une des choses que nous avons vraiment encouragées. Nous sommes le seul collège en Ontario à avoir ce que nous appelons "La Garantie Boréal". En effet, si vous obtenez votre diplôme au Collège Boréal, nous vous aiderons

« Nous sommes le seul collège en Ontario à avoir ce que nous appelons "La Garantie Boréal". En effet, si vous obtenez votre diplôme au Collège Boréal, nous vous aiderons à chercher et à trouver un emploi. Et si vous ne trouvez pas d'emploi dans votre domaine, vous pouvez revenir et suivre le programme de votre choix, et le Collège Boréal paiera vos frais de scolarité. »

à chercher et à trouver un emploi. Et si vous ne trouvez pas d'emploi dans votre domaine, vous pouvez revenir et suivre le programme de votre choix, et le Collège Boréal paiera vos frais de scolarité. »

Être un collège de langue française est également un facteur qui contribue à sa résilience et à son succès. « Sur le plan international, je pense que la francophonie a connu un essor considérable. Les gens ne se rendent pas compte qu'il y a 321 millions de francophones – selon les statistiques de 2022. C'est une augmentation de 7 % depuis 2018. Et il y a plus de 15 millions de personnes qui choisissent le français comme langue seconde dans le monde, explique M. Giroux. C'est la deuxième langue la plus apprise au niveau international. »

M. Giroux reconnaît l'importance constante de la diversification pour le Collège Boréal et pour les autres collèges. « Nous savions qu'avec des classes plus petites, en ayant un campus dans une petite communauté, avec seulement 70 étudiant.es sur le campus, c'est presque impossible d'être viable. Nous savions donc que nous devions élargir nos différentes sources de revenus. Nous sommes le collège qui offre le plus de services d'aide à l'emploi dans la province de l'Ontario. Nous sommes également devenus un gestionnaire de système de services dans le nord-est de l'Ontario, qui gère en quelque sorte tous les services d'aide à l'emploi pour la région. Nous proposons un certain nombre de services d'immigration, allant de la formation linguistique à l'aide à l'obtention d'un emploi auprès d'IRCC. Et nous faisons beaucoup de formation professionnelle et de formation contractuelle, de français langue seconde, de recherche appliquée. Nous sommes très diversifiés et cela nous a vraiment aidés. Pour le Collège Boréal, les revenus provenant des étudiant.es étrangers ne représentent que 14 % de nos revenus totaux. Nous ne sommes pas aussi dépendants d'un seul domaine. Cela fait-il mal? Absolument. Nous avons dû prendre des décisions difficiles en matière de programmation et de personnel, comme tout le monde. Mais nous ne sommes pas aussi dépendants des étudiant.es étrangers, ce qui nous a vraiment aidés à résister à la tempête. »

M. Giroux estime qu'il est plus facile pour le collège, avec des campus dans plusieurs régions de la province, de trouver un équilibre financier. « Souvent, en période d'essor économique, les étudiant.es travaillent, ou les étudiant.es potentiels travaillent, et ne cherchent pas nécessairement à s'instruire. Et il y a des parties de la communauté où le taux de chômage est plus élevé, où les étudiant.es retournent à l'école ou reçoivent une seconde formation professionnelle, ajoute-t-il. Cette diversité géographique nous a également beaucoup aidés. »

Soutenir et retenir le personnel

M. Giroux souligne que le Collège Boréal s'est engagé à soutenir et à conserver son personnel. « Nous avons développé un programme de leadership pour tous les gestionnaires. Et je pense que l'accueil a été formidable. Il s'agit d'un programme

Le Collège Boréal dans l'actualité

Le Collège Boréal de Sudbury dessert plus de 2 300 étudiant.es dans ses campus de l'Ontario. L'intérêt pour les programmes postsecondaires de l'établissement a augmenté de plus de 80 % par rapport à 2022, avec des augmentations significatives des candidatures nationales et internationales. Boréal est le seul collège de l'Ontario à avoir connu une augmentation consécutive de trois ans des demandes d'admission au pays, dont la plupart proviennent de l'Ontario. En 2023, l'établissement a ouvert un nouveau campus dans le quartier de la distillerie à Toronto pour répondre à la demande croissante.

En 2024, le Collège Boréal a été nommé l'un des 50 meilleurs collèges de recherche du Canada pour une troisième année consécutive. Son bureau de recherche, Recherche et Innovation Boréal (RIB), collabore avec divers partenaires industriels et communautaires sur un ensemble varié de projets, allant du développement de la sécurité alimentaire dans les communautés nordiques à l'amélioration de la disponibilité des ressources éducatives bilingues.

En novembre 2024, le Collège Boréal a inauguré un nouvel ajout au campus de Sudbury, le pavillon Shkode « Heart of Fire ». Le pavillon offre plus de 2 000 pieds carrés d'espace polyvalent. La conception du pavillon intègre des œuvres d'art d'artistes autochtones et comprend une installation de canots en plein air, ainsi qu'un jardin médicinal. La création d'un espace pour le Centre éducatif des Premières Nations, des Métis et des Inuit fait partie de l'engagement continu du Collège Boréal à répondre aux appels à l'action de la Commission de vérité et de réconciliation.



« À ce carrefour de l'enseignement postsecondaire, toutes les personnes interrogées conviennent que les collèges doivent se concentrer sur les adaptations et les innovations stratégiques, tout en restant fidèles à leurs valeurs fondamentales, à leur mission et à leurs points forts, et en continuant à promouvoir leur valeur pour la société et l'économie. »

de leadership d'une durée d'un an qui couvre tous les aspects du leadership. J'ai l'occasion de rencontrer des gestionnaires de différentes régions de la province, ce qui me permet de les connaître, de savoir ce qu'ils et elles pensent, ce qui les motive et quels défis il faut relever. Ainsi, vous apprenez à connaître tous les différents gestionnaires et l'équipe de direction apprend à connaître tous les gestionnaires. Des membres de l'équipe de direction, dont moi-même, participent à ce programme, et ça montre l'importance du développement du leadership. Nous voulons continuer à attirer des gens, dit-il, mais la rétention est absolument essentielle. »

« Dans les moments difficiles, il est facile de s'enliser dans le quotidien, ajoute-t-il. Je crois qu'il faut développer cette compétence, ce leadership interne. »

De même, d'autres collèges se sont engagés à éviter les coupes dans le perfectionnement professionnel, les initiatives d'EDI sur les campus et les programmes de bien-être du personnel dans le but d'aider les employé.es des collèges à faire face à la situation actuelle. Ces types de soutien sont sans doute plus importants aujourd'hui que jamais.

Un regard vers l'avenir

Daniel Giroux est d'accord pour dire que l'innovation est essentielle pour les collèges de l'Ontario à l'heure actuelle. « Lorsque nous sommes acculés, lorsque les temps sont durs, nous trouvons toujours des moyens d'innover et des modèles d'enseignement différents. Je pense que les niveaux, et comment nous proposons les programmes d'enseignement postsecondaire, nous serons forcés de les changer. Nous devons être plus efficaces et trouver des moyens novateurs pour y parvenir. Lorsqu'on est dans une position difficile, qu'on est pris au piège, il faut se battre. Et pour moi, c'est en étant encore plus créatif que l'on s'en sort. Et lorsque nous parlons de créativité et d'efficacité, il ne s'agit pas seulement des 24 collèges, mais aussi, comment pouvons-nous nous associer aux hôpitaux? Comment pouvons-nous nous associer à d'autres partenaires communautaires pour aider, que ce soit pour un placement, une coopérative, des dons et de l'équipement, ou un laboratoire de formation dans leurs locaux? Comment pouvons-nous travailler avec nos partenaires dans nos communautés, demande-t-il, pour réduire les coûts et fournir ce dont ils ont besoin, c'est-à-dire des diplômé.es qualifié.es? »

Avec l'augmentation de l'immigration francophone dans la province de l'Ontario, M. Giroux voit un autre avantage pour le collège de langue française. « Le potentiel de croissance est énorme. Je pense que les partenariats internationaux seront le moteur de cette évolution. Compte tenu des difficultés que notre voisin américain connaît actuellement, je pense que cela ouvrira encore plus de marchés. L'ouverture de ces marchés dans les pays francophones, c'est-à-dire dans les pays où un pourcentage élevé de la population parle le français, sera un avantage considérable pour nous. Pour moi, il s'agit donc de continuer à développer cette formation et ces programmes, et de continuer à se diversifier. Quand je dis diversifier, c'est pour répondre à la demande. Il n'y a pas de mal à suspendre un programme si le marché de l'emploi

« En ce moment, les administrateurs et administratrices doivent apaiser les inquiétudes et répondre aux craintes des acteurs du campus par la communication honnête et transparente. Ensuite, nous devons susciter l'espoir et l'optimisme, afin que la communauté universitaire puisse envisager les défis à venir et saisir les opportunités futures avec enthousiasme et énergie. »

a changé, si l'industrie a changé et s'il n'y a plus de demande pour ce type d'employé.e. Ce n'est pas grave. Il y aura toujours une demande pour autre chose. Je veux que Boréal continue de croître et d'attirer des étudiant.es non seulement de l'étranger, mais aussi du pays, du Québec, du Nouveau-Brunswick et de l'Ouest. Je veux que le Collège Boréal soit reconnu comme un collège francophone extraordinaire. »

À ce carrefour de l'enseignement postsecondaire, toutes les personnes interrogées conviennent que les collèges doivent se concentrer sur les adaptations et les innovations stratégiques, tout en restant fidèles à leurs valeurs fondamentales, à leur mission et à leurs points forts, et en continuant à promouvoir leur valeur pour la société et l'économie.

Ken Steele déclare : « Les collèges du Canada comptent parmi les institutions les plus souples et les plus entreprenantes du pays, conçues dès le départ pour répondre en permanence aux besoins de la communauté et de l'industrie; la meilleure façon pour les collèges de surmonter les turbulences et l'incertitude est donc de s'approprier cette partie de leur mission. Les collèges doivent rester à l'écoute de la société et des employeurs, garder un œil sur les professions émergentes et les possibilités de recherche, et faire évoluer leurs installations, leurs programmes et leur expertise en conséquence. »

« Nous vivons une période d'incertitude et d'anxiété pour le grand public, notre corps étudiant, notre personnel et notre corps enseignant, et rien n'étouffe la pensée innovante et le comportement entrepreneurial autant que l'ambiguïté, la pénurie et la peur. En ce moment, les administrateurs et administratrices doivent apaiser les inquiétudes et répondre aux craintes des acteurs du campus par la communication honnête et transparente. Ensuite, » ajoute-t-il, « nous devons susciter l'espoir et l'optimisme, afin que la communauté universitaire puisse envisager les défis à venir et saisir les opportunités futures avec enthousiasme et énergie. » ■

OACETT is proud to collaborate with Ontario's colleges to enhance career opportunities for engineering and applied science technology students. Through active partnerships and member involvement, we help prepare students for rewarding careers — while strengthening the programs that shape them.

Here's how we work with colleges to make an impact:

- Attendance at College:
 - Capstone Competitions
 - Career Events
 - Graduate Events
- Student Information Sessions
 - Offering valuable career insights on the benefits of OACETT certification — both in-class and virtually
- Program Advisory Committees (PACs)
 - Our certified members bring industry expertise to help shape curriculum and keep programs relevant



Ontario Association of Certified Engineering Technicians and Technologists

SHAPE FUTURES, SHOP LATER!



We're looking to build stronger connections with Ontario's colleges to empower the next generation of engineering and applied science technicians and technologists. Connect with OACETT today — and you could treat yourself tomorrow!



Complete a short info package request and you'll be entered to win a **\$100 Amazon gift card** – it's our way of saying thanks for supporting future careers.

Ontario Association of Certified Engineering Technicians and Technologists



OCASA APACO

OCASA Award Winners

We are thrilled to announce the winners of our 2024 Annual OCASA Awards!



KEITH MULLER – DOUG LIGHT CAREER ACHIEVEMENT AWARD

Keith Muller, Executive Dean, School of Hospitality, Culinary Arts and Food Processing Technology at Conestoga College, has been honoured with the Doug Light Career Achievement Award, recognizing an Ontario college administrator who has profoundly influenced college education over the course of their career.

Keith's heartfelt acceptance speech spoke volumes about his humility, gratitude, and deep passion for shaping the leaders of tomorrow. He expressed that this recognition is not only the culmination of years of dedication, but also a reflection of the incredible mentors, collaborators, friends, and family who supported him along the way. Keith's words remind us that true achievement is never a solo effort – and that even after decades of service, there's always more to learn and share.



BEN BRIDGSTOCK – DISTINGUISHED LEADER AWARD

Ben Bridgstock has been honoured with the 2024 Distinguished Leader Award – an accolade recognizing administrators within Ontario colleges who demonstrate remarkable leadership and high-level contributions to their college, region, or the sector at large.

Ben's journey into the college system began almost by chance, but in the ten years since, he has built a reputation for excellence in student support, collaboration, and championing initiatives around addictions training and support services. His heartfelt gratitude goes out to the entire Algonquin College leadership team, whose continued support and partnership have helped shape his impactful career.



ADAM DAVIES – EMERGING LEADER AWARD

Adam Davies, Chair of Trades and Apprenticeship at Conestoga College, has been honoured with the Emerging Leader Award! This prestigious recognition celebrates administrators who are newer to management and already making a remarkable impact through visionary leadership, collaboration, and community-building.

Adam exemplifies the very best of these qualities. From forging partnerships with organizations like the W. Ross McDonald School for the Blind – where he pioneered skilled trades opportunities for students – to stepping up during a private plane crash investigation to support Transport Canada, Adam consistently goes above and beyond. His dedication extends into the broader community through his work with the Workforce Planning Board of Grand Erie, the Brantford Skilled Trades Alliance, and initiatives empowering youth facing barriers, such as partnering with the St. Leonard Society.

In his acceptance, Adam underscored that true success "never is a solo effort" and credited his colleagues, fellow chairs, deans, and his administrative assistant, for their unwavering support. ■

Congratulations to Keith, Ben, and Adam!

Meet the New College President: **MITCH DUMAS**

Four new Ontario college presidents took up the reins in 2024: Elaine Popp at Durham College, Paul Armstrong at Mohawk College, Lynn Casimiro at Collège La Cité, and Mitch Dumas at Northern College.

In the Fall/Winter 2024 issue of *College Administrator* magazine, we connected with three of the new college presidents to learn about their career paths, their priorities, and what's on the horizon. In this issue of the magazine, we are pleased to put the spotlight on Mitch Dumas, President and CEO at Northern College. Dumas is a proud alumnus of Northern College, as well as Laurentian University. Dumas holds an Honours Bachelor of Commerce, a Masters of Business Administration, and a CPA designation, along with a college diploma. A bilingual leader fluent in English and French, Dumas has deep roots in Northern Ontario.

What path led you to this role as President at Northern College?

Not sure a particular path led me to this position. I think it's more of a sense of passion to help my community thrive. Knowing that I graduated from Northern College and was able to be successful staying in my community is important. I want others to know this is possible in a small community and that they can do it to. Dedication, consistency, and perseverance all helped as well.

What are your favourite things so far about stepping up into this position?

Working with great individuals. People that have the same vision and direction as me is great. Helps move the ship forward in harmony. Although the waters have been rough this past year we have still been able to move forward and achieve some key targets in our strategic plan.

What was your immediate focus or priority at the college when you stepped up in 2024? And now in 2025?

My main priority when taking on this role in 2024 was to look for ways to increase domestic and Indigenous enrolment. We have been able to increase domestic enrolment this past year, which is great but we need to look at continuing this momentum.

How does your long-term experience at the college benefit you today in this role?

Having a Finance background as well as have worked on the Corporate Services side of the house has helped tremendously. We are in difficult situations with the federal policy changes implemented last January, which is causing a significant strain on the college sector in Canada. Being able to understand the details of the budget is key to ensuring we fulfill our mandate of operating within a balanced budget. We've had to make so difficult adjustments over the year to ensure we remain sustainable and I believe my long-term experience at the College has helped me navigate this process.

What are the biggest challenges today for Northern College, and what opportunities and challenges do you see on the horizon?

The challenge ahead will be operating within tighter budgetary constraints, while continuing to offer an exceptional education to students. Program offerings will need to be tied to industry needs and we are working on ensuring that continues to happen moving forward.

We are also looking at other opportunities within the communities as well as internationally. We don't have a presence currently Internationally and we want to change that by building relationships with organizations overseas with the possibility of offering training or programs in key areas. We are also looking for alternative revenue generating opportunities within our communities.

What are the extra considerations in play with having a number of satellite campuses?

Program offerings and industry demand. You need to explore what is needed in those communities and what will attract students to those communities.

Is there anything else you would like to discuss that we haven't covered yet?

Thank you for including me in this issue of your publication. ■

“ We are grateful to Mitch Dumas for making the time to connect with *College Administrator* magazine and its readership.





Help your Indigenous students succeed

Post-secondary funding demands exceed the money Indigenous communities receive.

First Nations, Inuit, and Métis students can improve their completion rates with **one online application**.

Find out more at [**indspire.ca/apply-now**](https://indspire.ca/apply-now)

Working to Build Brighter Futures

Indspire's Building Brighter Futures: Bursaries, Scholarships and Awards (BBF) program opens doors through education.

Since 1996, Indspire has provided financial support through more than 75,000 bursaries, scholarships, and awards to First Nations, Inuit, and Métis students. All Building Brighter Futures donations are matched by the Government of Canada, doubling the impact for students.

Research shows that a significant gap in graduation rates exists between Indigenous and non-Indigenous people. Also, Indigenous people are underrepresented in all areas of education and face numerous barriers, the largest one being financial. Contrary to popular myth, Indigenous students do not receive automatic full funding for education. Indspire's Building Brighter Futures: Bursaries, Scholarships, and Awards (BBF) program strives to lessen the financial barriers that First Nations, Inuit, and Métis students experience in accessing and completing education programs.

The objectives of the BBF program are to:

- Support as many Indigenous students as possible;
- Meet each student's financial need;
- Increase the number of Canadian Indigenous graduates;
- Increase the number of Indigenous people participating in the economy and workforce through education;
- Transform lives within Indigenous communities through education; and
- Collect and present data about Indigenous education to support good public policy.

This financial support for post-secondary education is available for full- and part-time studies in college, university, skilled trades, apprenticeships, and technology programs.

There is one application with three annual deadlines to access hundreds of Indspire's bursaries, scholarships, and awards worth thousands of dollars (with a few exceptions). Interested students only need to complete the application once to be considered for all applicable bursaries, scholarships, and awards.

Visit indspire.ca/apply-now for more information.



Rivers to Success: Indigenous Student Resource Centre

In addition to financial support, access to resources are a key factor in improving the success of Indigenous students.

Indspire's Rivers to Success (R2S) program, with its unique three streams and customized Indigenous resources, provides a strong support system to ensure the sustained success of Indigenous students as they graduate and go on to become the leaders of tomorrow.

In R2S, students will have access to Elders, cultural resources, Indspire Laureates, and Indigenous BBF alumni. Connecting with this knowledge enables students to prioritize their own development, seek out exciting opportunities, and ultimately achieve success in their chosen fields – all while maintaining essential connections to their cultures and communities.

Indspire offers three resource streams:

High School - Students can access dynamic online resources ranging from study tips to health and wellness advice to cultural videos, helping them stay connected to their culture while they work towards graduation. They'll also receive teachings from carefully-screened Indigenous role models in a controlled setting through the online R2S Portal.

Post-Secondary - Post-secondary students can attend engaging and entertaining online events through our R2S Portal, connect with other students who are navigating their educational journey, and enjoy quality content provided by a wide variety of Indigenous role models who can help students stay grounded – and stay successful! – during this exciting time in their academic venture.

Career Transition - Designed for Indigenous students who are preparing to graduate and enter the working world, this stream prepares them for this significant transition with proven strategies and quality resources: job-hunting techniques, health and wellness resources, vocational training, financial literacy... and much more. They'll also get the chance to gain unique insights with interesting Indigenous role models who've "been there, done that" – and who can help them stay grounded as they prepare to take this next step on their personal river to success.

Visit riverstosuccess.ca for more information.

These are just some of the avenues of support that Indspire offers. Find us online at indspire.ca.

GOING VIRTUAL!

OCASA's 2025 Leaders & Innovators Events

Given the current environment, OCASA's Board of Directors has decided to provide all 2025 conference content to every member at no cost through a series of one-hour lunch and learn events over the coming year. The annual in-person conference will resume in 2026.

We remain committed to supporting Ontario's college administrators with relevant and accessible professional development content. That being said, all of the conference sessions are designed to deliver concise, actionable insights on the most important issues facing college administrators today, all in a format that fits seamlessly into your workday. Registration will be free for OCASA members, and events will be recorded and shared.

Details on the conference series can be found here:

<https://ocasa.on.ca/news-events/ocasa-leaders-and-innovators-virtual-conference-2025>.

NEW! Non-members will be able to register for up to two of the 12 conference events. The rest of the conference is exclusively for members. ■

LUNCH and LEARN

JOIN US! OCASA 2025 CONFERENCE

- FREE for all members
- Non-members can register for two events for free

View more information about OCASA here:
www.ocasa.on.ca



Thank you
for your
continued
support,
and we look
forward to
seeing you
at our
virtual
events!

EVOLVING AND INNOVATING AS YOUR PENSION PARTNER



By Derek W. Dobson, CEO and Plan Manager, CAAT Pension Plan

As the world navigates through challenging times, the resilience and evolution of Ontario's colleges and the strength of its partnership with CAAT Pension Plan remains strong. As your pension partner, CAAT is committed to providing secure and sustainable ways for employees to save for over the long term to retirement.

CAAT IS FOCUSED ON ENSURING YOUR PENSION IS PROTECTED WELL INTO THE FUTURE

Our recent financial reports show that Plan is both well-funded and performing well in the market. The Plan remains 124% funded, holding \$1.24 for every dollar in benefits promised and \$23.3 billion in total assets. Its diversified portfolio of investments has achieved a rate of return of 9.6% over the past 10 years, a period that has seen both uncertainty and outperformance economically.

You can be sure that CAAT takes its partnerships and vision to be Canada's workplace retirement solution of choice seriously. In 2024, CAAT welcomed more than 340 new employers, bringing the total number of participating employers to 710 workplaces across 20 industries in the private, non-profit and broader public sectors.

We are proud to welcome nearly 3,000 early childhood educators operating in Nova Scotia's Department of Early Childhood Educators, who identified a modern defined benefit (DB) plan as a key tool to attract and retain workers in the region. They join Canadian Cancer Society, Educators Financial Group, Autism Nova Scotia, Ontario Native Women's Association, and Community Living centres in London, Sudbury and other cities, as among the latest employers with a cost-effective, low-risk workplace retirement solution.

Growing membership is good for the Plan and for existing members. It enhances funding strength, benefit security, and cost efficiency to deliver services and innovations that members and employers need. Operating as a non-profit pension plan – or what we call a “profit-for-members” approach – means that members enjoy added enhancements as the Plan does well.

Membership growth and the resulting funding increase contributed to the Plan governors' decision to approve a net 1% reduction in DBprime contributions with no decrease in member benefits, and 1% increase in the pension benefit factor for DBplus members. This means members can enjoy an increase in benefit value per contribution dollar starting January 1, 2025, which you will see reflected in your annual pension statements going forward.

MEMBERS HAVE MORE WAYS TO SAVE FOR RETIREMENT WITH THE PLAN THEY TRUST

As the Plan continues to evolve and diversify – now with more than 111,000 members across Canada – our team regularly interacts with members, employers, and other stakeholders to understand barriers that impact their ability to save. Members expressed they wanted more ways to save with a plan they trust. We listened, we innovated, and last year we launched a new optional design that meets those needs for members.

The GROWTHplus Investment Account enhances the advantages of being a CAAT member. GROWTHplus is available to both active and deferred members at no additional cost to employers. Members can transfer in personal registered savings from registered



CAAT has seen tremendous growth in the Plan's funding health over the past 10 years, tripling in membership size and assets under management and increasing funding reserves twelve-fold. As a non-profit pension plan, increasing Plan strength and size have driven pension enhancements for members who benefit as the Plan does well. Source: CAAT Plan annual reports for 2014 and 2024 fiscal years.

retirement savings plans (RRSPs) and locked-in retirement accounts (LIRAs) to consolidate and grow their retirement savings alongside their CAAT pension. The new, value-added feature allows members to leverage the scale of CAAT's diversified portfolio and benefit from asset classes and low fees not available to individuals. You can learn more about GROWTHplus at caatpension.ca/members/growthplus.

As a large, multi-employer plan, benefit security is not tied to the financial health of any single employer. Rest assured, your pension benefits are secure and safeguarded despite climates of economic uncertainty. We maintain large reserves to cushion against unexpected economic volatility and demographic shocks. The \$6.1 billion in funding reserves provide solid backing to withstand market headwinds and can continue to provide the benefits our

members rely on, now and in the future.

Uncertainty continues to increase in the world around us. In this atmosphere, the predictability of a secure lifetime pension is even more valuable. Adaptability has been crucial in maintaining the high standards of service and innovations that members need. GROWTHplus is one example. We've also invested in technology systems to enhance cybersecurity and members' digital experiences to provide more resources at your fingertips, including the My Pension portal at member.caatpension.ca.

By sticking to our principles, we can continue to thrive. This year, CAAT will celebrate its 30th anniversary as a jointly sponsored pension plan, a model that ensures members and employers have an equal say in plan decisions about benefits and funding. This is a key element of the world-renowned

"Canadian model" of pension plans that has attracted attention from financial ministers and experts around the world.

I would like to express my gratitude for your continued trust and support. According to our latest surveys, 92% of active members trust CAAT and believe it has a sustainable model for delivering secure pension benefits over the long term. As we look to the year ahead, CAAT has even more to offer which will be shared at CAAT's annual virtual conference. You can register to attend for free at www.caatpension.ca.

We will continue to invest in the talent of our expert management team and innovative features for members, staying true to our core values and strategic purpose. Together, we will navigate these challenges and emerge stronger, with a continued focus on prudently improving the retirement income security of our members. ■

PERSONALIZED LEARNING LIFELONG SUCCESS

Mastering Numbers and Beyond



Reach out to learn more.
info@harrislearn.com
harrislearn.com



VOTRE PARTENAIRE EN MATIÈRE DE RETRAITE: ÉVOLUER ET INNOVER DE FAÇON CONSTANTE



par Derek W. Dobson, chef de la direction et gestionnaire du Régime de retraite des CAAT

Alors que le monde traverse une période difficile, la résilience et l'évolution des collèges de l'Ontario ainsi que la vigueur de son partenariat avec le Régime de retraite des CAAT restent solides. En tant que partenaire en matière de retraite, le Régime des CAAT s'engage à fournir aux employés des moyens sûrs et durables d'épargner à long terme en vue de la retraite.

LE RÉGIME DES CAAT VISE À ASSURER LA PROTECTION DE VOTRE PENSION SUR LE LONG TERME

Nos récents rapports financiers démontrent que le Régime est à la fois bien capitalisé et performant sur le marché. Le Régime demeure financé à 124 %, détenant 1,24 \$ pour chaque dollar de prestations promises et 23,3 milliards de dollars d'actifs totaux. Son portefeuille diversifié de placements a atteint un taux de rendement de 9,6 % au cours des 10 dernières années, une période qui a connu à la fois des périodes d'incertitude et de rendements supérieurs sur le plan économique.

Vous pouvez être sûr que le Régime des CAAT prend au sérieux ses partenariats et sa position de solution de retraite privilégiée au Canada. En 2024, le Régime des CAAT a accueilli plus de 340 nouveaux employeurs, portant le nombre total d'employeurs participants à 710 lieux de travail répartis dans 20 industries du secteur privé, du secteur à but non lucratif et du secteur public élargi.

Nous sommes fiers d'accueillir près de 3000 éducateurs de la petite enfance travaillant au sein du ministère de

l'Éducation de la Nouvelle-Écosse, qui ont identifié un régime à prestations déterminées moderne comme un outil clé pour attirer et retenir les travailleurs dans la région. Ils rejoignent la Société canadienne du cancer, Educators Financial Group, Autism Nova Scotia, Ontario Native Women's Association et les centres Community Living de London, Sudbury et d'autres villes, parmi les derniers employeurs à proposer une solution de retraite en milieu de travail rentable et à faible risque.

L'augmentation du nombre de participants est bénéfique pour le Régime et pour les participants actuels. Elle renforce la solidité du financement, la sécurité des prestations et la rentabilité pour fournir les services et les innovations dont les participants et les employeurs ont besoin. En tant que régime de retraite à but non lucratif, que nous appelons une approche « au profit des participants », les participants bénéficient d'avantages supplémentaires lorsque le régime est performant.

La croissance du nombre de participants et l'augmentation des fonds qui en résulte ont contribué à la décision des dirigeants du Régime d'approuver une réduction nette de 1 % des cotisations à la conception DBprime sans diminution des prestations, et une augmentation de 1 % du facteur de retraite employé pour calculer les rentes de la conception DBplus. Cela signifie que les participants profitent d'une valeur accrue pour chaque dollar cotisé au Régime depuis le 1^{er} janvier 2025, ce qui se reflétera dans les futurs relevés annuels.

LES PARTICIPANTS ONT PLUS DE MOYENS D'ÉPARGNER POUR LEUR RETRAITE DANS LE CADRE DU RÉGIME AUQUEL ILS FONT CONFIANCE

À mesure que le Régime continue d'évoluer et de se diversifier, avec désormais plus de 111 000 participants à travers le Canada, notre équipe interagit régulièrement avec les participants, les employeurs et les autres parties prenantes afin de comprendre les obstacles qui affectent leur capacité à épargner. Les participants ont exprimé le désir de se voir proposer davantage de moyens d'épargner dans le cadre d'un régime auquel ils font confiance. Nous avons écouté et, l'année dernière, nous avons lancé un nouveau programme facultatif qui répond à ces besoins.

Le compte de placement CROISSANCEplus accroît les avantages découlant de la participation au Régime des CAAT. CROISSANCEplus est offert aux participants actifs et aux participants différés sans frais supplémentaires pour les employeurs. Les participants peuvent transférer des épargnes enregistrées personnelles provenant de régimes enregistrés d'épargne-retraite (REER) et de comptes de retraite immobilisés (CRI) pour consolider et faire croître leur épargne-retraite parallèlement à leur rente du Régime des CAAT. Cette nouvelle option à valeur ajoutée permet aux participants de tirer parti de l'envergure du portefeuille diversifié du Régime des CAAT et de bénéficier de catégories d'actifs et de frais peu élevés qui ne sont pas offerts aux particuliers. Pour en savoir plus sur CROISSANCEplus, consultez le site

caatpension.ca/members/growthplus.

En tant que régime interentreprises de grande envergure, la sécurité des prestations n'est pas liée à la santé financière d'un seul employeur. Soyez assurés que vos prestations de retraite sont sûres et protégées malgré le climat d'incertitude économique actuel. Nous maintenons d'importantes réserves pour nous prémunir contre la volatilité économique inattendue et les chocs démographiques. Les 6,1 milliards de dollars de réserves de financement constituent un solide soutien pour résister aux vents contraires du marché et continueront à fournir les prestations sur lesquelles nos participants comptent, aujourd'hui et à l'avenir.

L'incertitude continue de croître dans le monde qui nous entoure. Dans ce contexte, la prévisibilité d'une pension à vie est d'autant plus précieuse. L'adaptabilité a été essentielle pour maintenir les normes élevées de service

et d'innovation dont les participants ont besoin. CROISSANCEplus en est un exemple. Nous avons également investi dans des systèmes technologiques pour améliorer la cybersécurité et l'expérience numérique des participants afin de mettre davantage de ressources à leur disposition, notamment le portail Ma Pension à l'adresse member.caatpension.ca.

En restant fidèles à nos principes, nous pouvons continuer à prospérer. Cette année, le Régime des CAAT célébrera son 30^e anniversaire en tant que régime de retraite parrainé conjointement, un modèle qui garantit aux participants et aux employeurs un pied d'égalité dans la prise de décisions relatives aux prestations et au financement du Régime. Il s'agit d'un élément clé du « modèle canadien » de régimes de retraite de renommée mondiale qui a attiré l'attention des ministres des Finances et des experts du monde entier.

Je tiens à vous exprimer ma gratitude pour votre confiance et votre soutien continu. Selon nos derniers sondages, 92 % des participants actifs font confiance au Régime des CAAT et estiment qu'il dispose d'un modèle durable pour fournir des prestations de retraite sûres à long terme. Pour l'année à venir, le Régime des CAAT prévoit une offre encore plus large, que nous allons partager avec vous lors de notre conférence virtuelle annuelle.

Nous continuerons à investir dans le talent de notre équipe de direction experte et dans des fonctionnalités innovantes pour nos participants, en restant fidèles à nos valeurs fondamentales et à notre objectif stratégique. Ensemble, nous relèverons ces défis et en sortirons plus forts, en continuant à nous concentrer sur l'amélioration prudente de la sécurité des revenus de retraite de nos participants. ■

10 ans de croissance de 2014 à 2024



Capitalisé à
124 %
en 2024

713
employeurs

Actif de
23 G\$

111 000
participants

6 G\$
en réserve



Capitalisé à
105 %
en 2014

32
employeurs

Actif de
7 G\$

37 000
participants

0,5 G\$
en réserve

college administrator



To reach administrative professionals in Ontario colleges through *College Administrator* magazine and its targeted readership, contact **Jeff Kutny** to discuss your company's promotional plans.

OCASA
APACO

Jeff Kutny, Marketing Manager
jeff@kelman.ca | 866-985-9789

