Preparing for 2025
We asked people to look ahead 10 years
They predict revolutionary changes

Many years ago, when I was a young man at the beginning of a teaching career, the Scarborough Board of Education had a challenge with technology. Should ballot papers be allowed in the classroom?

The debate—it seems ludicrous now—occupied the board for several weeks, and created intensive public debate. At the same time, one teacher I knew was involved in pioneering what surely would revolutionize the classroom: Educational TV.

The issue over pens struck at the heart of education: already reeling from the transition from straight rule pens to fountain pens, traditionalists saw the writing on the blackboard: penmanship would be a dying art and standards in all areas would wither and wither. Besides, the cheap ballpoints leaked, and who would want that in the hands of a 10-year-old? TV on the other hand, was the new kid on the block: TV broadcasting was at that point less than 10 years old in Canada. Pondrill predicted the TV set might replace the classroom teacher. It was cutting edge.

The ballot pen issue was resolved rather hastily. One trustee, a banker, pointed out that ballot pens had been accepted by banks for two years, so should be good enough for schools. We are Canadians, and don’t argue with bankers.

I recall both of these issues when I set out to research the feature in the current issue: What will colleges be like in 10 years—in 2015?

The question is, of course, unanswerable to any degree of accuracy unless your crystal ball is working free of a power source. We first asked this question in 2005 in the magazine Laminare (the forerunner of College Administrator).

But job skills notwithstanding, the Internet has changed the way we all learn and is changing delivery. Video demonstrations help us in all domains, from fixing a leaky toilet tank to special stitching for quilts, from explanations of long division to quantum gravity.

The Khan Academy, which began as family tutorials, is still less than a decade old. It provides more than 3,000 mini lessons on topics from arithmetic to calculus for grade school and high school level. Now the Khan Academy is looking at what it can offer at the postsecondary level. Although the Academy did not invent the “flipped” classroom, it did popularize the approach: watch the lecture and lessons at home, and work on the application on the school where the teacher can offer help.

Add to that the prevalence of MOOC (Massive Open Online Courses)—anybody can take courses in anything any time from home. In pajamas. For free.

“What are the colleges going to look like?” asks Matt Stewart, President of the College Student Alliance which represents 110,000 Ontario college students.

“How are colleges going to facilitate their courses? With the development of online learning the need for a robust transfer credit system will grow.”

Credit transfer has been a thorny problem in the past, often amounting to one-off solutions from course to course or program to program. Complicating it even more is “the convergence between college and university offerings,” said Ken Steele. “The movement toward foraged college-university education has pretty clear momentum.” He cites examples Guelph-Humber and York-Seneca as hybrid institutions that show strong growth as university applications fall off.

And in 10 years? Dan Holland, CEO of Ontario Universities Association is optimistic, “Students will be able to transfer credit easily to universities and from universities to colleges to really build the type of education that they need in the workforce in 10 years,” he said in an interview with CA. “That would be my vision of seamless, flexible, easy access” across both colleges and universities.

Dr. Marilyn Hents, Dean, Learning, Teaching and Scholarship Centennial College, agrees, “I would love to see a more integrated and seamless experience from elementary to secondary education, and then through to postsecondary learning...”

Nevertheless, “There will be continuing interest in North American education in India and China or other developing countries.”

(Been there, assumptions are not easy to make. In an interview with College Administrator two years ago, demographic expert David Poote warned, “You just can’t go to India to recruit. You have to target rich people in India.” And he recommends: Recruit from Turkey, Vietnam, Brazil, Mexico.)

Aside from ballot pens, we haven’t even talked about technology yet. Some perspective. In the original story in 2005, smartphones had been around for a decade, but their real impact did not hit colleges until the launch of the iPhone in 2007. Conserver that the iPad (and associated tablets) danced onto the scene in 2010—five years ago. Physically, tablets resemble the slate that Anne Shirley broke over Gilbert Blythe’s head in Avonlea Public School, circa 1895, but otherwise they are worlds apart.

Kevin Weaver, Dean, Technology and Visual Arts at Georgian College, looks at the students entering college today, bringing more with them than a pen and pencil—smartphone, laptop, tablet with perhaps a desktop at home. “The system has to catch up a little bit and recognize that that is going to be the expectation. I’m hearing of some great uses of technology in grades two and three, even
One thing we will see impacting education is the interconnectivity.

Kindergarten. (These) students are going to leave our doors and go into the workforce and I imagine the expectations they are going to have on how we interact with them.

Predicting new technology is all but impossible. We have no idea what Black comes next is even under development, and those developing it are keeping it to themselves. But technology will develop and “will be smaller and everywhere,” says Dr. Peerson of GMI. “Students can plug in and take classes from any place, in your own room on campus and face to face.”

Karen Creeden, CEO, Ontario College Application Service, predicts we are just scratching the surface of the tools of education now available. “One thing we will see impacting education is the interconnectivity — where I can decide that I’m leaving my classroom and I’m going to go to the library,” she said in interview. “If I’m wearing a bracelet, or turn on my iPhone to access the research I need when I get to the building across campus. That type of interconnectivity in disparate ways is really important. The technology is already there — it hasn’t become commonplace yet. And we are going to see that more and more — connectivity across all platforms.”

There’s more. “Virtual reality in 3D space can be applied to hands-on training in the trades and other areas, she says. The need, she adds, is for creating educational technology that is as cool as a new generation. Simulations, learning through games, combining 3D virtual with Google Glass in a hybrid world for enhanced learning.

The learning opportunity could be enormous. “We don’t hear teenagers saying they don’t get Halo (a video game) and they just play,” Steele says. “They get killed, they respawn. And they keep trying to level up.” Apply that model to learning, he suggests, and “it has the potential to open up math and science again to boys who are increasingly dropping it in high school.”

All of this while doing more of what colleges excel at: “personal connectedness with students, and supporting students’ success,” says Dr. Marilyn Herie. “Technology offers us tools and solutions — it’s not an end in itself.”

Everyone interviewed for this feature agreed. The classroom of 2025 will be driven by technology, involving some version of online and hybrid classes and by student demand geared to the individual learner. Still, technology is only a tool. “Good teachers embrace technology and use it within their approaches but it does not dictate their pedagogy; it enhances it,” says Dr. Dale-Eileth Peerson, Dean of Central Michigan University College of Education and Human Services.

What may be more difficult than mastering technology may be adapting and shaping the expectations of students. That third-grade student who walks through college doors in 10 years will be “much more individualistic,” says Karen Creeden. “They will expect from a very young age to be treated as unique individuals.”

Dr. Herie sees this challenge as a strength. “Colleges are uniquely positioned to foster and build applied skills for meaningful work (and meaningful lives), and include critical reflection, academic scholarship, and transformative learning,” she says. “The college environment is unique: innovative and entrepreneurial, and this puts us at a big advantage in leveraging new and ‘disruptive’ teaching and learning technologies with our students.”

Matt Stewart of the College Student Alliance stresses that anything that “affects student livelihood, you would have in your work and talk with students. That is the strongest point we can stress. Students are the ones going through the system. Who better to provide such information than those who are going through this system firsthand?”

Karen Creeden, CEO, Ontario College Application Service

Dr. Herie has a warning. “It’s easy to get distracted by the bells and whistles of the many and varied ‘edtech’ applications,” she said. “Given that the history of online and technology enhanced learning/ pedagogy is so much better than that of classroom based learning (i.e., approximately the last three decades versus approx. the last thousand years), there is a need for evidence-informed pedagogy (or ‘paradigm’) faculty development.”

“We want students to experience the same outstanding learning online that they get in their classrooms. As institutions and in a system, we also need to work toward pushing for Learning Management Systems that are as intuitive as the best viral social media applications out there. There are still barriers to both faculty and students in engaging/developing dynamic online learning environments.”

Emerging studies on how people learn will also change the face of education. Colleges long ago discovered — or were built on the idea — that people learn best by doing rather than listening: demonstrations, exercises, practical labs. Although not exist in colleges, the lecture as such is likely to much play a reduced role in the future.

Ken Steele: “Studies are all telling us that lectures are probably the least effective way to convey information. But a majority of faculty still use the lecture.”

Although this is more common in some disciplines, and may be more of an issue at universities than colleges, there is pressure for change.

Dr. Peerson sees a new campus. “The lecture format will have all but disappeared. Faculty members will hold offices hours virtually. Instructors may live on another continent as might students.”

What replaces the lecture? Online demos, interactive simulations, and “the ability to record a lecture that we can turn into a textbook,” says Steele. Add interactivity; put the textbook online with the ability to test and record student progress and present material adjusted to the student’s current grasp of material and use class time for active engagement rather than passive listening. The learning dynamic is energized.

“Textbooks are getting more and more sophisticated,” he adds. “Textbook publishers are operating in a global €9 billion industry. They are investing a huge amount in R&D to create personalized adaptive learning platforms.”

Steele says that within 10 years the students we’ll be getting on campus will have been raised with mobile computer devices on web from the cradle onward. “Televisions will be an interesting antique to those students and they will expect mobile in everything,” he says. “Those are the students who are going to be coming to campus. They will be a lot further along the curve than we are now.” However, he says, they are still going to be coming to campus.

That campus will be reconstructed differently, and according to Dan Holland can provide a classroom, hybrid and online mix to enhance performance. He points to the spectacular growth of online courses through OntariLearn “in 10 years from 25,000 students to just under 75,000 — very close to triple” and still growing although the acceleration in the growth pattern is beginning to moderate.

OntariLearn started out as an expansion of Continuing Education and 20 years ago, he says as the need to coordinate the fledgling area of online offerings. Dan won the OCASA Doug Light Award for Administrative Excellence for his role in bringing colleges together in online learning rather than have each college strain resources to provide a limited approach.

OntariLearn is only one of the many colleges offering on-line courses that could be expanded and made available more widely. Through Ontario Online Consortium, the Ministry is encouraging college and university collaboration in the online universe, basically using a model pioneered by OntariLearn. This has the potential of being the meeting ground for online, hybrid, college, university and credit transfer.

Convergence, it is called. It keeps coming up.

“High school students may have taken some college courses,” said Dr. Peerson, a movement that already developed some history in Ontario.
Kevin Weaver sees blurring at the other end as well. "What has been traditionally postsecondary education and what has been called continuing education and contract training. In this new environment I see these coming closer together, working more to collaborate. I don't think that to the student this matters."

On another aspect of collaboration, Weaver will be part of a workshop at the Leaders & Innovators Conference on successful collaboration. He and Mark Hoddenbagh, Ph.D., Executive Director, Partnerships & Applied Research, Algonquin College, will share keys to a successful collaboration, based on seven years experience in a venture that included Hydro One, Algonquin College, Georgian College, Mohawk College, and Northern College.

Like most visions, practical events can hobble even the best of intentions. Funding always crops up as an issue that controls technology, applications, and staffing, and this can be unpredictable. Politics and politicians make predictions difficult, Ken Steele claims. "Politicians are very rational creatures. But to them it's all about votes, so politicians go where the votes are. That's not always the most rational thing for higher education."

Steele sees governments starting to embrace performance-based funding. Once "funding is based not on enrolment but student progress and success, then the cheque has moved," he says.

"The institutions will have to reward effective teaching rather than just enrolment and that's going to mean we're going to have to take this seriously. If the data tell us (that) teaching in a way that is cheap and convenient isn't actually effective, (we) are going to have to look at more effective ways to teach."

Sum it up, and the predictions are for a deep and revolutionary change for colleges. "Postsecondary institutions have an opportunity to reshape and rethink some of the historical ways they have been conducting business," Dr. Pehrsson of CMU said. "If they can speed up their responsiveness to this new world of technology, the sky's the limit."

But, she warns: "Postsecondary institutions that do not adapt will die."

And who is in charge of that change? In short, you are. Administrators must be the coaches who prepare staff for this future. The key, says Dr. Pehrsson, is trust. "Trust takes time to foster. Trust develops by being transparent, using good and steady communication and then even more communication. Individuals have to understand the core issues and they have to buy into why changes matter."

Dr. Marilyn Herie: "I see the role of administration as fundamentally about influencing change. We do this every day among individual faculty and staff, as well as among our peers across the institution and system."

"The challenge for administration (and it's a good one!) is to model the change that we are asking for from our faculty and staff. Our creativity, willingness to model positive risk-taking, and commitment to quality and the student experience help move us forward."

In June, Dr. Herie will lead a workshop at the Leaders & Innovators Conference that focuses on motivating faculty and staff to embrace change. (See details in this issue.)

Karen Creditor will also offer a workshop at the conference on helping administrators to become champions of change - "consciousness raising so we can start leveraging our skills in what will drive the next ten years of education." She sees the glass half full "and it doesn't have to be frightening."

And the technology? Tools, merely tools to help do what colleges have become increasingly good at: encouraging learning, giving students of all ages a leg up on the future.

Remember that cutting edge of the '60s, educational television? It's still with us, although packaged and delivered in ways we couldn't imagine in 1961.

And the ballpoint pen that gave the Scarborough Board of Education such a challenge? It's still with us, and still involved in almost every classroom today. I'll bet a cup of coffee that you have one on your desk right now.

See me at the Leaders & Innovators Conference to collect. CJA
La direction future des collèges sera axée sur la diversité et la technologie. Et vous seriez sage de poursuivre votre doctorat pendant votre temps libre.

Les institutions collégiales ont toujours offert un environnement dynamique et on s'attend à ce que certains facteurs émergentes exercent une influence considérable sur les besoins de la main-d’œuvre du système collégial au cours de la prochaine décennie.

Mais quels sont ces facteurs d'influence et quelles sont les implications résultantes pour ceux qui souhaitent occuper ce poste de dirigeant au cours des dix prochaines années?

Parmi les facteurs émergents, nous comptons l'acheminement de deux collèges de l'Ontario vers un statut universitaire et quatre autres vers la désignation d'institut polytechnique. Pour atteindre ces aspirations, ils devront être créatifs dans leurs efforts pour l'élaboration de programmes menant à un grade. À cet effet, certaines ressources devront être réaffectées à des activités qui faciliteront l'obtention d’un grade, plutôt qu’à des programmes menant à un certificat ou diplôme collégial. En outre, un corps enseignant dûment accrédité sera nécessaire afin d'offrir ces programmes et habituellement, ceci implique des professeurs ayant obtenu un doctorat.

Il va de soi que mettre l’accent sur les grilles entraînera l’investissement d’efforts comparables sur la recherche. Même les collèges étant à maintenir leur engagement à titre d’institution communautaire d’arts appliqués et de technologie auront besoin de développer certains domaines de spécialisation pour lesquels la recherche appliquée jouera un rôle appelant. Chaque collège établira des partenariats stratégiques dans une parade intergouvernementale sera centré sur le soutien de nouvelles applications.

Il sera essentiel de maintenir l’accent sur les résultats académiques de haute qualité et validés par des données accessibles face à face. Les étudiants seront inclus dans les structures de planification stratégique. La recherche occupera le devoir de la scène et ceux qui acquièrent ces compétences essentielles seront en forte demande.

La technologie numérique représente un autre facteur émergent qui aura influencé tous les aspects de l’enseignement et des services collégiaux. L’accroissement technologique des programmes actuels plus avancé que les méthodes d’apprentissage mixtes d’aujourd’hui et auront probablement été remplacé par le “collège numérique”.

Certs, les programmes d'initiation seront toujours disponibles, mais le plus, le curriculum et les méthodes d’enseignement et d’apprentissage auront changé considérablement. Dans le but d’offrir un accès 24 heures sur 24 et sept jours sur sept aux étudiants, plusieurs des transactions régulières seront effectuées électriquement. Les rencontres face à face deviendront exceptionnelles, ce qui changera l’emplacement, les compétences et la nature du personnel nécessaire.

Il faut également tenir compte de l’apprentissage expérientiel/appliqué qui suit un parcours semblable vers une plateforme de plus en plus virtuelle. Les laboratoires où nous apprenons les tout premiers processus et exercices ne représenteront qu’une petite partie des activités ayant lieu sur le campus.

Les programmes d’apprentissage expérientiel/appliqué seront évalués autant sur le campus qu’hors campus.

De nombreux étudiants n’auront même pas à quitter le campus pour participer à des tâches de travail complexes en vue d’acquérir l’expérience requise.

Traditionnellement, l’apprentissage expérientiel était offert dans un milieu de travail réel et était jugé un élément essentiel à la préparation de l’étudiant pour son intégration sur le marché du travail. Grâce au progrès technologique touchant la simulation virtuelle, l’apprentissage expérientiel/ virtuel s’impose toujours et que de ces options et qui non même pas à quitter le campus pour participer à des tâches de travail complexes en vue d’acquérir l’expérience requise. Certaines tâches pourront même accroître l’immersion. En outre, ceux qui profitent d’un emploi étudiant ou d’un stage seront équipés d’articles technologiques prêts à porter qui faciliteront l’entraînement immédiat des évaluations et d’études.

La mondialisation des programmes d’éducation et des expériences d’apprentissage qui continuent de progresser est aussi un facteur émergent. Aujourd’hui, nous comptons plus de 100 000 étudiants internationaux aux études dans les institutions postsecondaires de l’Ontario. Environ 40 % de tous les immigrants qui arrivent au Canada choisissent l’Ontario et la plus grande partie de la population autochtone canadienne est située en Ontario. L’ensemble du personnel devra refléter la même diversité que le corps étudiant. Non seulement les dirigeants devront ils démontrer une perception du monde qui est beaucoup plus étendue, ils devront également démontrer une sensibilité accrue envers une gamme croissante de diversités culturelles.

Environ un quart de nos institutions académiques comptent des campus représentatifs hors pays, et ce nombre
Pour vraiment refléter la diversité culturelle de 2025, nous devons engager du personnel qui offre une grande diversité culturelle dès aujourd'hui.

Le plus grand défi sera d'atteindre un équilibre stable entre les transactions effectuées en personne et les transactions électroniques. Pour vraiment comprendre l'ampleur de ce défi, il suffit de penser aux changements apportés aux systèmes de téléphone au cours de la dernière décennie et des défis surmontés afin de maintenir la lisibilité efficace des services.

La compréhension stratégique et complète des applications et de leurs utilisateurs deviendra une compétence centrale à acquérir. La formation en technologie dès le début de votre carrière est donc essentielle, et elle sera bientôt nécessaire pour tous les postes de gestion.

Pour s'assurer que la littératie numérique/technologique reçoive une attention appropriée, de nouveaux programmes d'études collégiales auront à l'Université de Montréal.

Actuellement, l'ensemble des cadres dirigeants de notre système collégial se renseigne sur la diversité d'un système politique. Ce n'est pas le cas des universités généralistes. Il est donc nécessaire de les suivre sur leurs parcours de participation en éducation universitaire.

Au cours des prochaines années, nous avons fait un effort pour équilibrer les transformateurs de diversité culturelle. Il y a une grande opportunité pour les universités à cet égard.

C'est chose pour la diversité culturelle de 2025, nous devons engager des personnes qui offrent une grande diversité culturelle dès aujourd'hui.

En outre, nous devons évaluer le calibre des étudiants internationaux, du personnel et des cadres de premier niveau pour identifier les défi qui seront devoir parvenir à devenir un défi de taille. Ceci facilite des compétences d'internationales de leadership et d'enseignement pour ceux qui sont intéressés. Les études de leadership au sein d'un collège en 2025 devront être un outil de développement des compétences de leader.

Il est donc important pour les universités de suivre ces changements et de s'assurer que toutes les transformations soient orientées vers le développement des compétences de leadership.

En conclusion, il est important de suivre les transformations et de s'assurer que toutes les universités sont prêtes à répondre à ces défis.
Managing change in the face of disruption

We live in incredible times. Technology integration and the revolution of the Internet of Things has opened up a whole new world of connectivity in our day-to-day lives. We have smart sensors that can help us track our missing car keys, streaming capability that allows us to view real-time footage of our pets or children from the office, and smartphone apps that allow us to adjust the temperature of our living room before we even step foot in the door after a long day at work. And that’s not even scratching the surface.

Our connected lives are amplifying the expectations we have of every experience by increasing our demand for customization, personalization and flexibility. In the world of postsecondary education, we’re no stranger to the effects of disruptive innovation in technology. We’re quickly finding that for our core non-direct market, a one-size-fits-all, brick-and-mortar education model just isn’t working. Whether we’re looking at 18-24 year olds studying at learning centres, workers needing credentials to advance their careers, baby boomers settling down to start families, or university grads looking to supplement theoretical education with applied learning, each microdemographic has a unique set of expectations for postsecondary education—and all will rely on technology to help deliver the experience.

For postsecondary institutions and the agencies that support them, our mission now is to leverage the power of technology to develop new, hyper-targeted access points and support models for higher learning. But doing this means more than simply adapting to the latest tools and trends. Real progress will come from retooling existing processes and values, shifting corporate culture toward embracing innovation, and finding ways to empower employees in becoming champions of change.

One of my favourite examples of creating a culture of empowerment is that of Isadore Sharp and the Four Seasons hotel chain. Early on in the chain’s development, Sharp established a company mandate of customer service excellence. He hired only people he felt could support this mandate, and put the bulk of his trust in his frontline employees to ensure that he was carried out in every engagement and transaction with hotel guests.

What’s interesting about this mandate is that rather than set out a prescriptive formula for what exceptional customer service entailed, Sharp chose to train employees on a set of ethical and legal boundaries, equip them with a shared mental map of the company’s key goals, and empower them to make their own decisions in the moment.

It stood then, that exceptional customer service could entail something as small as providing extra sheet changes for fussy guests or something as major as chartering a private plane to evacuate hotel guests in the event of a natural disaster. This latter instance is a true example; one that occurred when a tsunami hit Miyakawa. Sharp speaks of it as one of the company’s finest moments and one of the greatest examples of his mandate put into action.

This concept of a shared mental map is something I feel is critical in introducing cultural change across an organization. Business silos and hierarchical reporting structures are necessary for accountability and performance monitoring, but are often limiting when it comes to harnessing creativity, tapping into ideas, and fostering innovation.

In these instances, a matrix model operating off a shared map is a much better fit—communication and ideas flow openly and transparently across teams and reporting levels, and every employee is empowered to reach out within the organization, make decisions without moment-to-moment instruction, and take ownership of their role in supporting company goals.

Another important element in shifting corporate culture toward innovation is learning to reframe failure. When I started at OCAS, one of the first activities I asked employees to participate in was the Marshmallow Challenge (marshmallowchallenge.com) — a group activity in which individual teams are given 18 minutes to build the tallest free-standing structure possible using only 20 sticks of spaghetti, one yard of tape, one yard of string and one marshmallow.

It might sound a bit silly, but the challenge is actually a great way to help employees shake off their preconceived notions and ideas, and shift mentality to use creativity, collaboration and innovation to solve a problem. It’s also instrumental in helping employees get comfortable with failure, as chances are, the first shot at making a tower won’t go according to plan.

If there’s one thing I’ve learned in my time in the technology world, it’s that if you’re going to be successful under pressure, you cannot be afraid to fail. Disruptive innovation calls for quick results, and we often don’t have the luxury of using traditional research methods and processes to prove if an opportunity is worth pursuing. Instead, we have to gather what information we can and combine it with our own instincts to decide the right course of action. It’s inevitable that some of our initiatives will fail, but even in failure, we are able to learn and make progress.

Sarah Rjab O’Hagan, President of Gatorade, demonstrated this concept of reframing failure when she led Gatorade into the drink pouch market. O’Hagan saw an opportunity to create a portable, pre-workout drink pouch that could replace traditional pre-workout snacks (like bananas) that weren’t conducive to being tossed in a gym bag.

To prepare the product for a prime summer launch, O’Hagan had to play outside the bounds of the company’s traditional product research methods and set an aggressive pace for development and testing. Though the pouches ultimately performed well in Gatorade’s labs, when it moved to store shelves, problems of leakage were reported and bad press began to roll in.

Instead of panicking the product and retreat to the company’s comfort zone of plastic bottle packaging, O’Hagan took the feedback to her team and challenged them to question their assumptions on the pouch design and materials. To the end, Gatorade crafted a new and stronger form factor, and their bad press quickly converted to uptake in the young athlete market.

A myriad of elements can contribute to creating a culture of innovation and managing change—many more than I’ve mentioned here. But unsurprisingly, there is no prescribed formula that will work for everyone. As an active participant in the post-secondary marketplace, I’m thrilled to see Ontario’s colleges reshaping the landscape by delivering innovative, digitally connected products that meet ever-evolving customer demands.

On a personal level, I am also proud of the tremendous changes I’ve seen here at OCAS, as we continue to enhance our products and services to support the colleges. We’ve made great gains in shifting our own culture toward excellence and innovation, and are looking forward to the many opportunities that will emerge as technology continues to influence the postsecondary market.

Karen Creditor is CEO of the Ontario College Application Service (OCAS). She will present a workshop on Managing Change in the Face of Disruption at the Leaders and Innovators Conference June 25-26. See the centrepiece for details.

Photo courtesy of Georgian College

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