Canada’s Colleges and Institutes –
Supporting the Canada We Want in 2050

Response to the Government of Canada’s National Infrastructure Assessment

July 2021
Colleges and Institutes Canada (CICan) is the voice of Canada's publicly-supported colleges, institutes, cegeps and polytechnics, and an international leader in education for employment with ongoing programs in over 25 countries.

CICan’s members add over $190B to Canada’s economy each year and contribute to inclusive economic growth by working with industry and community partners to offer more than 10,000 programs to learners in urban, rural, remote, and northern communities.
1. Introduction

Colleges and Institutes Canada (CICan) welcomes the opportunity to contribute to the Government of Canada’s National Infrastructure Assessment on behalf of publicly supported colleges, institutes, cegeps and polytechnics. As Canada and the world begin to emerge from the COVID-19 pandemic and ramp up efforts to address climate change, we are at a pivotal point in time to assess investment across all areas. Infrastructure investments are foundational to ensuring Canadians and employers across all economic sectors have what they need to succeed in a changing economy, achieve net-zero emissions by 2050, and build a more inclusive society.

Colleges serve learners, employers, and communities in urban, rural, northern and remote areas, thanks to more than 670 campuses or facilities across the country. In fact, over 95% of all Canadians and over 86% of Indigenous peoples live within 50km of a college location. These institutions are deeply integrated within the fabric of their local communities and are mandated to support regional economic and social development. This is achieved through skills development programs that respond to the needs of employers, accessible post-secondary education for Indigenous people and Canadians from other vulnerable groups, and through applied research partnerships with small and medium enterprises (SMEs) and community organizations that support local and regional innovation. As part of their mandate, colleges are also taking action to support the transition to a low-carbon economy by offering green skills training; targeted applied research on clean technologies, improving our natural environment, and climate-change mitigation; and by transitioning their campuses to net zero.

With the mandate, scope, and reach of colleges across the country, it is clear the college system has an important role to play in helping the Government of Canada achieve its three core objectives for infrastructure investments:

- promoting economic growth, job creation and competitiveness;
- tackling climate change and increasing resilience; and,
- improving social inclusion and quality of life for all Canadians.

This is aligned with Canada’s commitments to achieving the United Nations Sustainable Development Goals (SDGs) with a view to reducing inequality, spurring economic growth, tackling climate change and preserving our natural environment. CICan engages its members and uses the SDG targets as a roadmap for colleges to strengthen community-led innovation for sustainability, promote skills development to contribute to climate change adaptation resulting in improved health, social and economic outcomes.

2. Canada in 2050

Over the coming decades, Canada will change in a variety of ways, and projections of those changes need to play a role in Canada’s plans to reach net zero by 2050. According to available data, Canadian demographics will undergo an important shift over the course of the next thirty years. According to Statistics Canada, Canada’s population in 2050 will be between 45 and 50

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1 References to “colleges” refer collectively to publicly-assisted colleges, institutes, cegeps and polytechnics.
million, with growth largely the result of immigration.² First Nations, Metis and Inuit populations will be significantly higher than they are today due to high birthrates.³ Linguistically, Canadians with a native language of neither English nor French could increase to 26 per cent to 31 per cent of the total Canadian population by 2036, compared with 20 per cent in 2011.⁴ Canada will also be an older country: the average Canadian could be 44 years old by 2050, compared to 40.8 as of 2018, and over 50 per cent of Canadian dependants will be seniors, possibly reaching 70 per cent by 2068.⁵

Gender equality issues will also be shaken up. The future of women in Canadian workplaces will depend on their opportunities to learn new skills and the availability of quality early childhood development and care. Automation threatens many jobs prominently held by women, and their underrepresentation in STEM field. More than 50 per cent of potential job losses for women in the coming decades could be centered in clerical support and service professions. Forty-three per cent of potential job losses for men could be concentrated in machine operator and craft professions which are potentially threatened by automation.⁶

By 2050, areas in southern Ontario, southern regions of Alberta, Saskatchewan and Manitoba and parts of inland British Columbia will experience an average of 50 days a year of temperatures of over 30 degrees Celsius, according to the Climate Atlas of Canada.⁷ Already, the average cost of an environmental disaster has jumped 1250 per cent since the 1970s according to the Canadian Institute for Climate Choices. Since 2010, the cost of weather-related disasters each year has risen to the equivalent 5-6 percent of the yearly growth in GDP.⁸ Canada will need to have the infrastructure, resources, and workforce available to respond a wide array of potential contingencies.

### 3. Assessing Canada’s Infrastructure Needs – A College System Lens

Colleges are an integral part of a future for Canada that is prosperous, inclusive, and resilient. The federal government has a history of supporting post-secondary education infrastructure to boost skills training capacity, make campuses greener and more inclusive, and support research and development. Continued investment is crucial to increasing access to postsecondary education for all Canadians and to supporting reskilling and upskilling in response to employer needs, in particular given the significance of Budget 2021 skills investments to support recovery.

The 2016 Post-secondary Institutions Strategic Investment Fund (PSI-SIF) and the 2009 Knowledge Infrastructure Program facilitated improvements to postsecondary education

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² Statistics Canada, Population Projections for Canada (2018 to 2068) Section 2 – Results at the Canada level, 2018 to 2068 (statcan.gc.ca).
⁸ Canadian Institute for Climate Choices Tip of the Iceberg | Canadian Institute for Climate Choices.
infrastructure across the country. Through these programs, administered through Innovation, Science and Economic Development (ISED), the college system demonstrated it has the capacity to deliver on federal infrastructure investments on time and on budget. These investments not only generated economic benefits and supported job creation, but also had an important positive net impact on the environment by reducing greenhouse gas emissions at colleges across Canada. ISEDS closeout report for the KIP program stated the 380 projects were estimated to have achieved a combined total energy savings of 1,349,710 GJ per year and reduce GHG emissions annually by 175,791 tonnes CO2, that is equivalent to carbon sequestered by 4,507,462 tree seedlings grown for 10 years. The $2 billion the Government of Canada invested in the PSI-SIF resulted in the creation of 37,290 jobs over three years.

As the Government of Canada assesses national infrastructure needs, CICan recommends that college physical and digital infrastructure be included within the scope of national infrastructure investments that will be supported going forward. In order to inform this assessment, the infrastructure needs of the college system are articulated below, according to the priorities identified by the federal government.

3.1 Infrastructure Needs of the College System

CICan’s 2019 Survey of Institutional Infrastructure Needs found that there were over 300 shovel-ready projects valued at over $3.5 billion. This is estimated to be $5 billion when extrapolated to all college members. CICan estimates developed in 2020 indicated a need of $1.4 billion to upgrade colleges’ digital infrastructure, technology and cybersecurity systems. CICan will be conducting a follow-up survey of infrastructure needs in the coming year to update this data.

The needs identified through the 2019 CICan survey show that investments in skills and innovation infrastructure have not kept pace with the needs. While the $675 million colleges received from the $2 billion PSI-SIF in 2016 helped, there remains an acute need to upgrade outdated infrastructure to improve energy efficiency, transition to net-zero emissions facilities on campuses, make learning spaces more accessible, and improve learning and engagement spaces for Indigenous students.

![Priorities for College Infrastructure Projects – 2019](source: CICan 2019 Survey of Institutional Infrastructure Needs. Colleges and institutes were asked to categorize their infrastructure projects and could choose multiple categories per project, resulting in some overlap.)
3.2 Alignment with Federal Government Infrastructure Categories

There is much alignment between the infrastructure priorities of the college system and the categories the government has identified including to drive to net zero, accelerate towards a digital society and support social infrastructure for a more inclusive Canada.

3.2.1 College Campuses and R&D to transition to Clean Energy Systems and Net Zero Structures

With the significant infrastructure footprint of colleges, it is imperative that their buildings fully transition to eliminate emissions in order to contribute to our national goal of net zero by 2050. The 2019 CICan survey found that 62 per cent of ready to go projects were for green and energy efficiency infrastructure. Investments in net zero college infrastructure will serve as an important lever to address the government’s core objectives for the National Infrastructure Assessment of tackling climate change, increasing resilience and improving social inclusion and quality of life for Canadians.

Investments in net zero infrastructure on college campuses have a multiplier effect by allowing colleges, in addition to reducing emissions, to transfer knowledge and practices used in net zero construction and retrofit projects to improve student learning and meet the skills and innovation needs of industry partners. Net zero infrastructure investments support innovative training in technology and trades programs for occupations in construction, building maintenance and environmental services. For example, many trades and technology buildings on college campuses are designed with building systems visible to support training on HVAC, electrical and plumbing systems.

Humber College (Ontario) embarked on transforming Building NX, one of the campus’s most inefficient buildings to an industry-leading example of zero carbon excellence. The project included a complete replacement of the building envelope with new 14-inch-thick walls, Passive House triple-pane windows, and a new Variable Refrigerant Flow (VRF) mechanical system, all installed while the building was occupied. The building is projected to use 63 ekWh/m2/yr making it one of the most efficient buildings in North America, and better than most cutting-edge new building projects, a feat thought to be impossible on a retrofit project. NX will see a 70% reduction in energy use that will help reduce the College’s greenhouse gas emissions. To realize this project, Humber worked with willing industry partners to develop industry leading energy efficiency methodologies, including new performance benchmarks, scalable models for use by other institutions and programs to educate the next generation of sustainability professionals with every project.

By engaging in applied research in partnerships with private sector and community organizations, colleges play a vital role in the drive to net zero. To increase this capacity, investments in research and innovation infrastructure are key. The 2019 CICan infrastructure survey found that more than one third of infrastructure projects were for research, innovation, and incubator facilities.

Applied research is driven by the needs of the private sector with the goal of solving real-world business problems, and industry partners retain intellectual property (IP) that comes from the research. Applied research capacity is growing in the college system: in the past two years, the $354 million ecosystem has seen 19% growth. Private-sector contributions match dollar-for-dollar with federal investments ($111 million each) and have increased by 42% in the past two years. Colleges are participating in a diverse set of research projects from across 534 labs and
In 2019-2020 colleges reported 5,532 innovations most of which were completed under one year. Often these innovations come from implementation of a practical use of a new technology into a given sector. With support, applied research is one of the most important sources of value that colleges can bring to a push for a net zero economy, in particular for SMEs who are often new to the innovation ecosystem and do not have the expertise or capacity to innovate.

Investments in college research and innovation infrastructure will also help address the government’s goal to improve access to affordable, clean, safe, and efficient transportation, including for zero emission vehicles and public transit. Colleges across the country are working with industry partners to support the development of zero-emissions vehicles and transit. Cégep de Saint-Jérôme (Quebec) works with industry partners like NOVA bus to support the development of electric car batteries and other electric car components. Much of the Cégep of Saint-Jérôme’s work with electric cars is done through the Innovative Vehicle Institute which is a college centre for technology transfer (CCTT) affiliated with the Cégep. The Innovative Vehicle Institute specializes in electric, autonomous and connected vehicles.

Realizing Canada’s commitment to the achieving net zero is a massive challenge that requires mobilization across sectors and in all communities. An enhanced, bold new approach is needed – building on what exists and using college and institute infrastructure as a catalyst. To bolster infrastructure investments CICan is recommending the creation of a connected network of campus-based College Sustainability Centres. This will accelerate the capacity of colleges to mobilize their community partners and builds on successful models of college-led collaborations that connect local problems to institutional assets for community betterment. A new network of College Sustainability Centres will scale up reskilling and upskilling for the net zero economy, drive innovation with a net zero R&D lens, accelerate GHG emissions reductions, mobilize students to lead transformative initiatives and play a leadership role in communities in accelerating the drive towards net zero. College campuses serve as living labs for many components of Canada’s net zero future, including alternative energy, waste reduction, eliminating single use plastics, land and biodiversity stewardship, and sustainable food production. Colleges work best when tackling local community issues: when many of these interconnected factors come together in working with community partners, they are powerful in addressing local needs and climate resilience.9

3.2.2 Accessible and Secure Digital Infrastructure at Colleges

In the current context, strengthening digital infrastructure at colleges has never been more important and will allow Canada to close the skills gap and protect Canadian IP. As online learning becomes more common, the need for new measures to protect IP and student data from cyberattacks increases. Funding is needed to strengthen cybersecurity including reducing existing risks; preventing, detecting and responding to cyberattacks and planning for new services to be cybersecure. There is a critical need to upgrade hardware, software, and services to support digital learning and the development of cybersecurity technologies.

Significant digital infrastructure investments are needed at colleges to support the ongoing shift to remote learning options whether they be fully online or through hybrid or flexible learning approaches that give students options to decide how and when they learn, either online or on approach that give students options to decide how and when they learn, either online or on

campus. Canada needs a college system equipped with the digital infrastructure to support anytime/anywhere learning through secure log-ins, and high-quality, interactive, synchronous and asynchronous participation by learners, faculty and staff. This includes self-serve digital services; device-agnostic connectivity; support for learners with varying degrees of digital literacy and new digital requirements for education and training programs. For college programs this also means integrating hands-on training requirements online, using simulation and virtual/augmented reality.

Many college students in rural, remote or northern areas, or those with lower incomes, have had great difficulty in accessing online education and risk falling further behind as the economy shifts inevitably towards digital learning, digital jobs, and even digital health care. Colleges are also reporting significant challenges for Indigenous students facing limited access to computer equipment and internet connection. As the federal government ramps up access to broadband, it is critical that complementary investments be made to support those from vulnerable groups with the most limited access to internet. It is also critical to strengthen supports for students with disabilities by expanding the design of learning resources to be more accessible. This will require out of the box thinking to increase access to more training tools, software and hardware, as well as financial supports.

Red River College (Manitoba) and the University of Manitoba are part of a larger partnership with the Interlake Regional Tribal Council to build the first of hopefully many “digital learning hubs” in First Nations communities. These are envisioned to be in-community facilities that provide a good space to study, learn and collaborate, complete with appropriate facilities, technology, connectivity and support.

The transition to cloud-centric digital infrastructure depends upon a commitment to a digital strategy focused on resource optimization, consistent resilience, and continual enhancement. Colleges have identified the need for investments in digital services and cloud-based digital resources that could be shared among institutions and made accessible to students. Sharing digital services and resources is a cost-effective way of boosting access. For example, shared cloud-based resources are key to providing students with access to high-end software that would otherwise be inaccessible due to limited internet or computer capacity.

### 3.2.3 Campus Accessibility

Continued progress toward a universally designed and inclusive postsecondary education environment for all students requires a renewed and nationwide commitment toward this goal. To ensure the success of students with disabilities, a holistic approach must include accommodations, access to assistive technologies, wraparound support services and accessible campus infrastructure. Within the postsecondary system, colleges serve a higher proportion of students with disabilities. Among people with disabilities, 62% report having college-level education compared to 38% reporting some university education. Up to eight percent of PSE students with a disability report needing adapted or modified building features to

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attend their PSE institution. According to the National Educational Association of Disabled Students there are two guiding principles to take into consideration to improve accessibility for students with disabilities:

1. Recognition of the student’s individual lived experiences and learner journey, and the impact they have on the student’s accessibility needs in education and employment, particularly as related to the interactions among social assistance, financial aid and lived circumstances with the educational environment.

2. Accessibility and inclusion legislation, policies, practices and guidelines must recognize the evolving nature of disability and accessibility for individuals over time (particularly for individuals with chronic, episodic and degenerative disabilities), and in consideration of the evolving nature of the interaction among disability, technology, and the learning and workplace environments.

3.2.4 Inclusive College Infrastructure

The Canadian government’s goal of using infrastructure investments to foster a more inclusive and equitable society is aligned with the role and access mandate of colleges. Colleges across Canada are the primary access point to post-secondary education for First Nations, Inuit and Métis learners, and are deeply engaged in advancing reconciliation in collaboration with communities. Currently 47 per cent of Indigenous post-secondary graduates have completed a college diploma compared with 34 per cent of non-Indigenous post-secondary graduates according to the Assembly of First Nations.

The CICan Indigenous Education Protocol underscores the importance of structures and approaches required to meet Indigenous peoples’ learning needs and support self-determination and socio-economic development of Indigenous communities. The seven principles offer a holistic approach to ensuring college structures, curriculum, services and community partnerships support Indigenous people and communities. To advance this work further, colleges have identified infrastructure to support Indigenous students as a priority. This represented 19% of priority projects identified in 2019 and includes the creation of campus spaces that reflect local Indigenous cultures to create welcoming learning environments for Indigenous students and help increase understanding and reciprocity among Indigenous and non-Indigenous students and staff. To achieve this, colleges work collaboratively with local Indigenous communities to ensure institutions reflect their culture and traditions.

Investing in college infrastructure also means revamping college spaces to ensure that they are inclusive and safe for everyone. Through the construction of gender-neutral facilities and open gathering spaces, colleges can ensure that they are a community for everyone. This means spaces being built with the sensitives of a wide range of groups in mind including LGBTQ2+;

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13 Assembly of First Nations, First Nations Post Secondary Education Fact Sheet PSE_Fact_Sheet_ENG.pdf (afn.ca)
Indigenous people, racialized individuals, international students and newcomers, people with disabilities, and more broadly, people with diverse range of cultures, beliefs and backgrounds.

4. Improving Coordination among Infrastructure Owners and Funders

The federal government recognizes the importance of improving coordination among infrastructure owners and funders. With their footprint of 670 campuses in communities large and small across the country, colleges are significant holders and owners of built infrastructure, supported by their provincial and territorial governments. CICan is pleased that the National Infrastructure Assessment will promote coordination and provide advice on the key role of workforce and skills training to ensure Canada has the skilled workforce to support infrastructure development and growth. This will be critical for contributing to the government’s core objective of promoting economic growth and job creation.

4.1 Workforce and Skills Training

Advanced infrastructure requires an advanced workforce to build and maintain it. Ensuring Canadians have the necessary skills is a prerequisite to engaging in the decades-long process of achieving net zero. It is here where colleges can make their most important contribution. The need to scale up the training and equipment of a skilled workforce capable of undertaking the work required to combat climate change is immediate. Today’s infrastructure industry does not have sufficient talent with the necessary skills to meet future needs.

Skills shortages will be a major hinderance to Canada’s attempts to improve infrastructure. Canadians are already the most educated people in the world with 58 per cent of those aged 25 to 64 having a post-secondary credential, according to OECD. However, despite this fact in 2018, 40 per cent of small and medium-sized businesses in Canada were having trouble finding prospective hires with the right talents, according to the Business Development Bank of Canada. Ontario, British Columbia and Atlantic Canada were among the hardest hit provinces. The skills gap is obstructing Canada’s economic potential. For example, the skills gap cost the Ontario economy alone billions of dollars in provincial tax revenues each year, according to a study by the Conference Board of Canada. As the job market recovers from the disruption caused by the pandemic, the skills gaps remain. Many firms are reporting to the Bank of Canada that they are having difficulties finding new workers. These constraints are namely in skilled trades and information technology. Rural and remote regions are also reporting a skilled labour shortage.

When considering infrastructure investments and the needed coordination with the skills development capacity of the country, Canada must also look ahead to the future skills needed as industries evolve, including through the integration of artificial intelligence, virtual and

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14 OECD, Education attainment - Adult education level - OECD Data.
16 The Need to Make Skills Work: The Cost of Ontario’s Skills Gap
17 Bank of Canada, Business Outlook Survey—Spring 2021 - Bank of Canada
augmented reality, the internet of things and robotics. This will require more integration of physical and digital infrastructure investments.

**Cégep de Lévis (Quebec):** The Centre de robotique, vision et IA (CRVI) at Cégep de Lévis is working with university and industry partners to combine their expertise and resources to develop capacity and infrastructure to support the technological shift towards the Factory of the Future 4.0. The City of Lévis is also involved as part of the innovation zone the city is developing as a way to boost the regional economy. The CRVI is developing a framework to strengthen the capacity to immerse industrial robots in a digital ecosystem that includes not only sensors, optical systems and connected objects but also data streams, remote massive data centers, distributed computing and other human inputs. By connecting robots to cloud resources and the Internet of Things, it will be possible to develop advanced capabilities for robotic systems. Thanks to technological advances (in AI, cloud computing and the Internet of Things), robots can be better enabled to collect and process information from their environment, move autonomously, manipulate objects skillfully, connect and communicate with other devices and systems, and learn work patterns, gestures or other behaviors from humans.

4.2 An Independent Advisory Body

CICan supports the creation of an independent advisory body by the federal government for the National Infrastructure Assessment. The responsibilities of this advisory body should include consultations with Canadians and providing independent and expert advice to the federal government on the best pathways to building and developing the infrastructure needed to support and sustain the growth Canada is going to experience between now and 2050. The key role for this advisory body will be to develop and implement a longer-term strategic approach to infrastructure investments.

This advisory body should be comprised of representatives from across Canada with a diverse range of experience and expertise including business and industry, municipalities, Indigenous organizations, postsecondary education as well as organizations representing people with disabilities, seniors and equity seeing groups. Given that continuous reskilling and upskilling will be critical as building, construction and technology evolve to drive to net zero, workforce and skill development will be key for the delivery of infrastructure investments over the next 30 years. For this reason, it is important that the advisory body includes college representation.

5. Funding and Financing Infrastructure

As indicated earlier, to date college infrastructure has been funded by the federal government through recent programs such as PSI-SIF and KIP, as well as from the Canada Foundation for Innovation for research infrastructure. There have been some pockets of funding eligible to colleges through Infrastructure Canada programs however these have been limited, not well known by the sector and not very consistent.

CICan is pleased to see that the Canada Infrastructure Bank (CIB) is reinvigorating opportunities for colleges to engage in the Public Retrofits Initiative and the potential it offers for large scale GHG reductions. CICan is engaging with member colleges and the CIB to determine how well this responds to the needs of the system to deliver on campus-wide energy retrofits at colleges or for consortia of colleges.
CICan and member colleges recognize that as our country emerges from the pandemic the government needs to identify efficiencies and creative approaches to funding and financing infrastructure. One of these approaches is to explore and engage in partnership approaches that address the needs of different infrastructure owners. Colleges are engaging in public-private partnerships and looking at opportunities to create multipurpose infrastructure that allows for cost sharing with private sector partners, municipalities or community organizations. CICan commits to engage with member colleges to identify innovative partnership, funding and financing models in order to share best practices among institutions. These will also be shared with Infrastructure Canada to help inform policy and program development going forward. The following example illustrates how colleges adopt a holistic approach to infrastructure with community partners to develop multipurpose infrastructure that supports learning, innovation, inclusion, accessibility, sustainability as well as community and regional economic development.

**Vancouver Community College (VCC) (British Columbia):** The Campus Master Plan aims to enhance the college’s physical environments to support learning, community and partnerships. The college has six objectives for the plan. The first is the pursual of campus Indigenization. VCC will engage with Indigenous peoples and communities in meaningful ways, and advance recommendations in learning, campus planning, support services, and reconciliation. The second objective is to increase accessibility. VCC will strive for community members to continue to feel welcomed, safe, and engaged, 24/7. The third objective is to increase campus wellbeing. Through thoughtfully designed spaces supported by cutting edge technology, VCC will support a wholistic approach to wellbeing for its students, employees, and surrounding communities. The fourth objective is to focus on sustainability. This will be achieved by embracing innovations in energy generation, greenhouse gas reductions, water conservation, food production, waste reduction, social wellbeing, and cultural awareness. The fifth objective is the pursual of collaborative opportunities. VCC will prioritize inclusiveness and community by building and maintaining learning-centered relationships both internally among its departments and externally with its diverse community. The sixth and final objective is the building of strategic partnerships. These strategic partnerships include working with employers, other academic institutions around sectoral collaboration, and with others to explore opportunities to creatively develop land and new buildings.

### 6. Conclusion

The federal government’s plan for infrastructure investments is meant to increase employment and productivity within the Canadian economy, help reach the country’s goal to achieve net zero by 2050 and improve social inclusion and quality of life for all Canadians. With their reach across the country and mandate, colleges are well positioned to help deliver by serving as community leaders to drive to net zero with exemplary net zero structures and ensuring Canada has the skilled workforce to deliver on the innovative infrastructure needed. CICan looks forward to continuing the dialogue with the Government of Canada as the work on the National Infrastructure Assessment advances.
CICan Member Colleges and Institutes in Canada

Over 95% of Canadians live within 50 km of a college or institute.

This extensive network of post-secondary institutions serves students from all over the country where they live, whether it’s in urban, rural, northern or remote communities, thanks to more than 680 campuses or facilities across Canada.

collegesinstitutes.ca/members
CICan Member Colleges and Institutes in Canada

Yukon
- Yukon University

Northwest Territories
- Aurora College
- Collège Nordique Francophone*

Nunavut
- Nunavut Arctic College

British Columbia
- British Columbia Institute of Technology (BCIT)
- Capilano University
- College Educacentre*
- College of New Caledonia
- College of the Rockies
- Douglas College
- Justice Institute of British Columbia
- Kwantlen Polytechnic University
- Langara College
- Native Education College**
- Nicola Valley Institute of Technology(NVIT) **
- North Island College
- Northern Lights College
- Coast Mountain College
- Okanagan College
- Selkirk College
- Thompson Rivers University
- University of the Fraser Valley
- Vancouver Community College
- Vancouver Island University (VIU)

Alberta
- Bow Valley College
- Centre collégial de l’Alberta*
- Grande Prairie Regional College (GPRC)
- Keyano College
- Lakeland College
- Lethbridge College
- Medicine Hat College
- NorQuest College
- Northern Alberta Institute of Technology (NAIT)
- Northern Lakes College
- Olds College
- Portage College
- Red Deer College
- SAIT

Saskatchewan
- Carlton Trail College
- Collège Mathieu*
- Cumberland College
- Dumont Technical Institute**
- Great Plains College
- North West College
- Northlands College
- Parkland College
- Saskatchewan Indian Institute of Technologies**
- Saskatchewan Polytechnic
- Southeast College

Manitoba
- Assiniboine Community College
- École technique et professionnelle, Université de Saint-Boniface*
- Red River College
- University College of the North
- Manitoba Institute of Trades and Technology

Ontario
- Algonquin College
- Cambrian College
- Canadore College
- Centennial College
- Collège Boréale*
- Conestoga College Institute of Technology and Advanced Learning
- Confederation College
- Durham College
- Fanshawe College
- First Nations Technical Institute**
- Fleming College
- George Brown College
- Georgian College
- Humber College Institute of Technology & Advanced Learning
- Kenigewin Teg Educational Institute (or KTEI)**
- La Cité*
- Lambton College
- Loyalist College
- The Michener Institute of Education at UHN
- Mohawk College
- Niagara College
- Northern College
- Sault College
- Seneca College
- Sheridan College
- Six Nations Polytechnic**
- St. Clair College
- St. Lawrence College

Quebec
- Cégep André-Laurendeau*
- Cégep de Chicoutimi*
- Le cégep de Granby*
- Cégep de Jonquière*
- Cégep de l’Abitibi-Témiscamingue*
- Cégep de la Gaspésie et des Îles*
- Cégep de La Pocatière
- Cégep de Lévis*
- Cégep de Matane*
- Cégep de Rimouski*
- Cégep de Saint-Félicien*
- Cégep de Sainte-Foy*
- Cégep de Saint-Hyacinthe*
- Cégep de Saint-Jérôme*
- Cégep de Saint-Laurent*
- Cégep de Sept-Îles*
- Cégep de Sherbrooke*
- Cégep de Trois-Rivières*
- Cégep de Victoriaville*
- Cégep du Vieux Montréal*
- Cégep Édouard-Montpetit*
- Cégep Garneau*
- Cégep Limoilou*
- Cégep Marie-Victorin*
- Cégep régional de Lanaudière*
- Cégep de l’Abitibi-Témiscamingue*
- Champlain Regional College
- Collège Ahuntsic*
- Collège André-Grasset*
- Collège d’Alma*
- Collège de Bois-de-Boulogne*
- Collège de Maisonneuve *
- Collège de Rosemont*
- Collège LaSalle*
- Collège Mérita*
- Collège Montmoriol*
- Collège Shawinigan*
- Cégep Heritage College
- Dawson College
- John Abbott College
- Vanier College

Associates
- Association des collèges privés du Québec*
- Association québécoise de pédagogie collégiale*
- Atlantic Provinces Community College Consortium (APCCC)
- BC Colleges (BCC)
- Canadian Association of Diploma in Agriculture Programs (CADAP)
- Colleges Ontario
- Council of Postsecondary Presidents of Alberta (COPPOA)
- Fédération des cégeps*
- Forum for International Trade Training (FITT)
- Horatio Alger Association of Canada
- Inter-American Organization for Higher Education (IOHE)
- Regroupement des collèges du Montréal métropolitain (RCMM)
- Synchronex*
- Tra Vinh University

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