

of the approximately 1,500 different courses that are now taught across Canada.

**Educational staff.** During the 1960s, the demand for growth necessitated rapid and massive staff recruitment. From about 7,000 in 1960-61, the full-time university teaching force has increased to more than 35,000.

Four ranks of academic staff are recognized in most universities: full professor, associate professor, assistant professor, and lecturer/instructor. Appointments are usually made on the recommendation of a committee constituted for that purpose and in accordance with procedures developed at each institution. Appointees generally must be doctoral degree-holders, but the requirement varies between theoretical and applied fields.

**Students.** The 467,300 full-time students in Canadian universities in 1985-86 were equivalent to 14.5% of the population aged 18 to 24, more than double the proportion in 1960. In addition, 285,000 part-time students were registered in degree programs.

Tuition fees differ from one province to another, from one university to another, and from one faculty to another. In all provinces except Newfoundland and Manitoba, higher fees are required of foreign students. Student fees made up one-quarter of university income in the early 1960s, but with the increase in public funding, the proportion has been reduced to approximately one-tenth.

#### 4.3.2 Community colleges

Traditionally, higher education was the almost exclusive preserve of universities. Now, although universities still account for about 60% of full-time students, postsecondary education is offered in about 200 other institutions which have developed as an alternative to university.

A community college is normally defined as a public or private postsecondary institution conducting semi-professional career programs, and in some instances, university transfer programs. These institutions may also offer some or all of the following: secondary level academic upgrading, trade/vocational courses, and other credit or non-credit programs oriented to community needs. While the term "community college" is used to refer to these establishments in a general sense, this classification includes: colleges of applied arts and technology in Ontario (CAATs); colleges of general and vocational education in Quebec (CEGEPs, an acronym from the French designation *collèges d'enseignement général et professionnel*); institutes of

applied arts and sciences in Saskatchewan; technical/vocational and university-oriented colleges in British Columbia, Alberta and Yukon; institutes of technology or technical institutes; colleges of agricultural technology; and colleges providing training in other specialized fields such as art, fisheries, and marine and paramedical technologies. The Nova Scotia Teachers' College, the only institution of its kind to remain independent of the universities, is also included.

Hospital schools of nursing are not considered community colleges, but do comprise part of postsecondary non-university enrolment. In 1964, Toronto's Ryerson Polytechnical Institute became the first non-hospital institution to train nurses. Since then, most nursing programs have been transferred from hospital schools to community colleges. The former no longer exist in Quebec, Ontario and Saskatchewan. In the other western provinces, training is still offered in hospital schools, but programs are also available in community colleges. Only in the Atlantic region is nurses' training carried out exclusively in hospital schools.

**History.** Many of today's community colleges began as private church-related colleges, public technical schools or university affiliates. In the early 1960s, new educational systems were developed, not only to meet demands resulting from the population explosion, but also to satisfy the increasing need for skilled technical workers. Often on the recommendation of specially appointed commissions, the provinces organized postsecondary non-university education into a community college system either by transforming older institutions or founding new ones. The outcome was the "community college," a type of postsecondary institution designed to offer a range of advanced programs apart from those traditionally associated with university.

Provincial legislation either brought the community colleges into being or enabled their establishment. Not all related institutions were transformed into community colleges and amalgamated into a province-wide network — a few continue to operate privately.

**Organization and administration.** The structure and organization of community colleges and other forms of postsecondary non-university education differ from province to province. The provinces, however, are partially or totally responsible for co-ordinating, regulating and financing community colleges. Financial support is derived substantially, if not completely, from provincial and federal sources, the latter