Women IN SCIENCE AND ENGINEERING

VOLUME II:

COLLEGES

Industry, Science and Technology Canada
Industrie, Sciences et Technologie Canada

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For more information or additional copies of this report, contact:

University and College Affairs Branch
Science and Technology Sector
Industry, Science and Technology Canada
235 Queen Street
OTTAWA, Ont.
K1A 0H5

Tel.: (613) 990-7228

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SYMBOLS

The following standard symbols are used in this publication:
– nil or zero.
-- amount too small to be expressed.

NOTE: Some table cells may not sum to the totals shown because of rounding.

CHART ABBREVIATIONS

Eng/Appl Scs — Engineering and Applied Sciences

Nat Scs/Prm Ind — Natural Sciences and Primary Industries

Health — Health Sciences

Social Sciences — Social Sciences and Services

Bus/Commerce — Business and Commerce

Humanities — Humanities

Arts — Arts

Other — Other

Introduction

This volume is the second in a series of three on women in science and engineering in Canada. It examines the situation of women students, teachers and administrators at public colleges and related institutions. Volume I focused on women students and faculty in universities, and Volume III will explore how women with scientific and engineering backgrounds are participating in the labour force.

Colleges and related institutions offer postsecondary training and career programs, including university transfer programs. These institutions include colleges of applied arts and technology and the Quebec *collèges d'enseignement général et professionnel* (cégeps), as well as establishments providing training in specialized areas, such as arts, forestry, agriculture, nursing and health technology.

Women's presence in science and engineering career programs in Canada's 204 public colleges is the focus of this volume. Career programs vary widely among institutions and between provinces, as do their entrance requirements and duration. The Statistics Canada data from which this publication was compiled are based on the following definition of a career program:

- high school graduation is normally a prerequisite;
- the program lasts one year or more;
- it leads to a technician's certificate or a technologist's diploma; and
- it is **not** classified as trade or vocational.

Technicians have one to two years of postsecondary education and apply existing scientific and technical knowledge on the job. Technologists have two or more years of postsecondary education and translate technical designs into working products.

Although women are a majority of career program students and graduates, they accounted for only about 19% of enrolments in engineering, applied sciences, natural sciences and primary industries technician and technologist programs at Canadian colleges and related institutions in 1989-90, up from 15% a decade earlier. An almost 25% drop in overall enrolments in these programs during the 1980s suggests that industry may not be able to find the skills it needs to be competitive, and underlines the importance of making such careers attractive to women.

Women's study and career choices are influenced long before they leave high school. Early sex role stereotyping and the masculine image of science and engineering are largely responsible for the low representation of women in these fields. Lack of information about technician and technologist programs and career opportunities compounds the problem, as does the scarcity of women instructors in science and engineering. Colleges, governments and industry are working to encourage women and men students to enter engineering and natural sciences technician and technologist programs. Parents, teachers and guidance counsellors must do their part by encouraging girls to keep up their science and mathematics. Sustained effort will be needed to ensure that women achieve significant representation in these fields.

Overview

Just as in the universities, women are now the majority of college career program students in Canada, but still a minority of teaching staff.

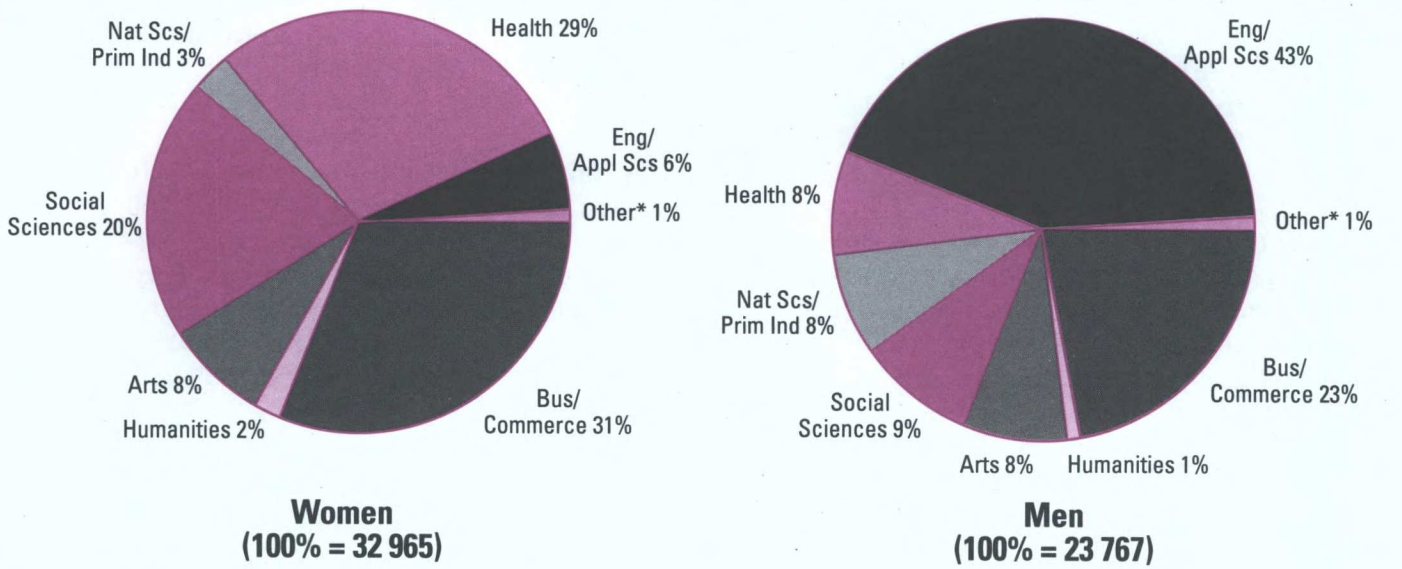
In 1989-90, women accounted for 55% of 214 140 college full-time enrolments and 53% of 626 795 university enrolments. The number of women enrolled in colleges full-time increased by 40% over the period 1977-78 to 1989-90, from 84 387 to 118 328. Male full-time enrolment increased by 29% over the same period, with most of this growth occurring before 1984. They peaked at 108 948 in 1984 and declined by 12% to 95 812 in 1989-90. In the fields of engineering, applied sciences, natural sciences and primary industries, total enrolments peaked at 75 901 in 1983-84 and declined by 25% to 57 290 in 1989-90.

In 1989, women made up 58% of the 56 732 graduates in college career programs, compared with 55% of the 105 239 recipients of undergraduate degrees. From 1977 to 1989, the number of women earning career program diplomas increased by 37% to a total of 32 965. The number of male graduates grew even faster over the period, by 52%, to a total of 23 767.

Despite their overall majority, women have continued to enrol mainly in traditional female programs. Chart 1 shows that 49% of female graduates in 1989 were awarded diplomas in the health and social sciences, compared with 17% of the men. Half of the men, but only 9% of the women, completed their studies in the engineering and natural sciences/primary industries fields.

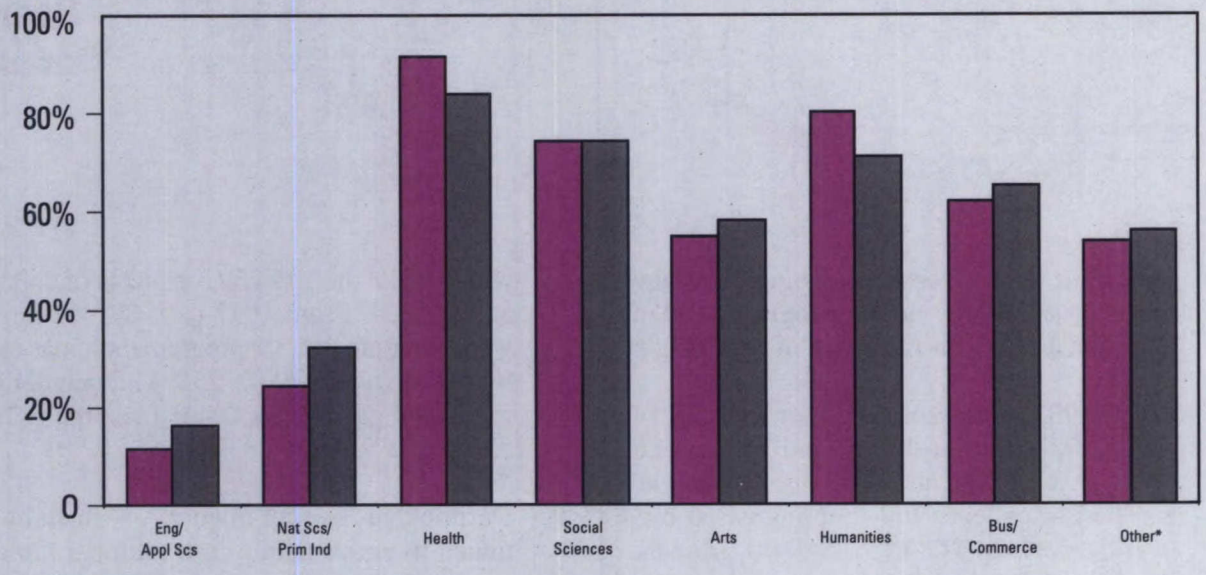
In male-dominated fields, women tended to be concentrated in the less technology-intensive programs. For example, in engineering and applied sciences, 52% of female graduates earned their

Chart 1. Distribution of College Career Program Graduates, by Gender and Program Field, 1989



*Other programs not elsewhere classified.
Source: Annex Tables 1, 2 and 3.

Chart 2. Women as a Percentage of Career Program Graduates, by Program Field, 1977 and 1989



*Other programs not elsewhere classified.
Source: Annex Tables 1, 2 and 3.

Diplomas in mathematics and computer science, compared with 21% of male graduates. Men were more likely to complete their studies in the engineering technologies (43%) and the electrical/electronic technologies (30%).

In the natural sciences and primary industries field, 67% of female graduates earned natural sciences diplomas. Male graduates in the field were relatively evenly distributed among the natural sciences (31%), primary industries (34%) and environmental and conservation technologies (28%) (see Annex Tables 1, 2 and 3).

Nonetheless, women have made significant inroads into these fields. Chart 2 shows that between 1977 and 1989, the proportion of women graduating in engineering rose from 11% to 16%, and in the natural sciences field from 24% to 32%.

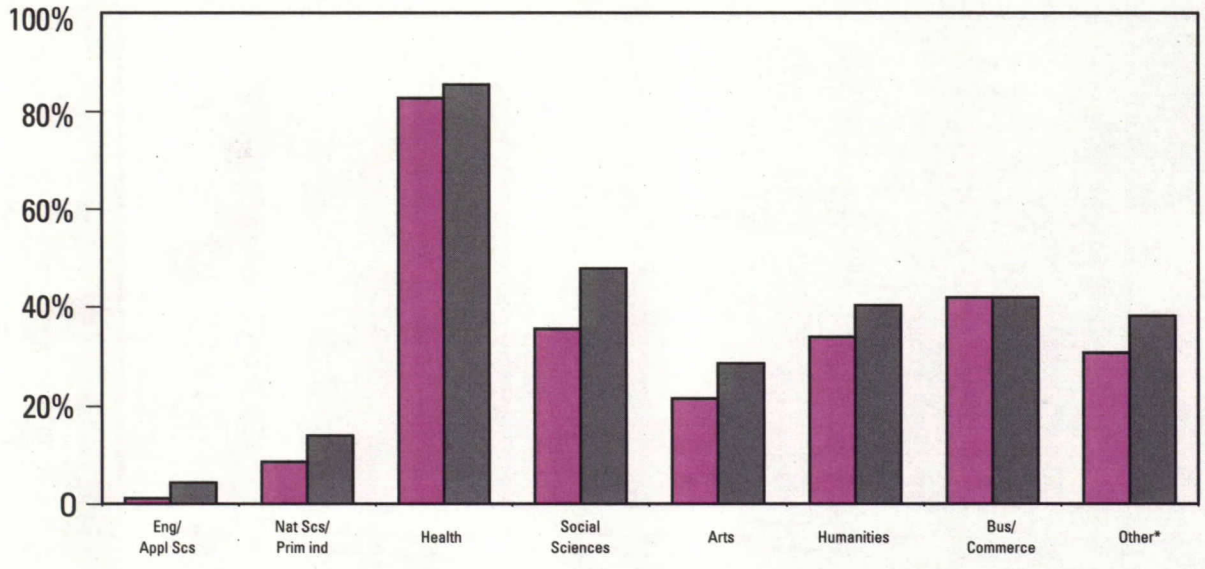
Health (chiefly nursing) was still the most popular field for women in 1989-90, even though female enrolments had declined from 32% of the total in 1977-78 to 24%. Engineering and applied sciences was the most popular field for men, accounting for 42% of the total male enrolment. Only 7% of women chose this field of study in 1989-90.

College career program students were older in 1989-90 than in 1983-84, full-time female students being slightly older than their male counterparts. In 1983-84, 81% of the female and 83% of the male students were between the ages of 18 and 24. Seven academic years later, the percentage of female and male students in this age bracket had dropped to 71% and 76%, respectively, while the 25-29 and 30-34 age groups grew. Age breakdowns are not available by field of study.

As in the universities, women were more likely than men to study part-time. In 1989-90, 72 700 women were registered in career programs part-time, representing 62% of these enrolments. Part-time students are not classified to a field of study, since many do not elect a specific program.

Even though women have been the majority of career program students for a decade or more, they held only a third of the teaching and administrative leadership positions in college career programs in 1987-88. That year, 34% of 14 864 full-time teachers and 31% of 2 296 full-time academic administrators were women, an increase from 30% and 18%, respectively, in 1976-77.

Chart 3. Women as a Proportion of Full-time College Teachers, by Program Field, 1976-77 and 1987-88

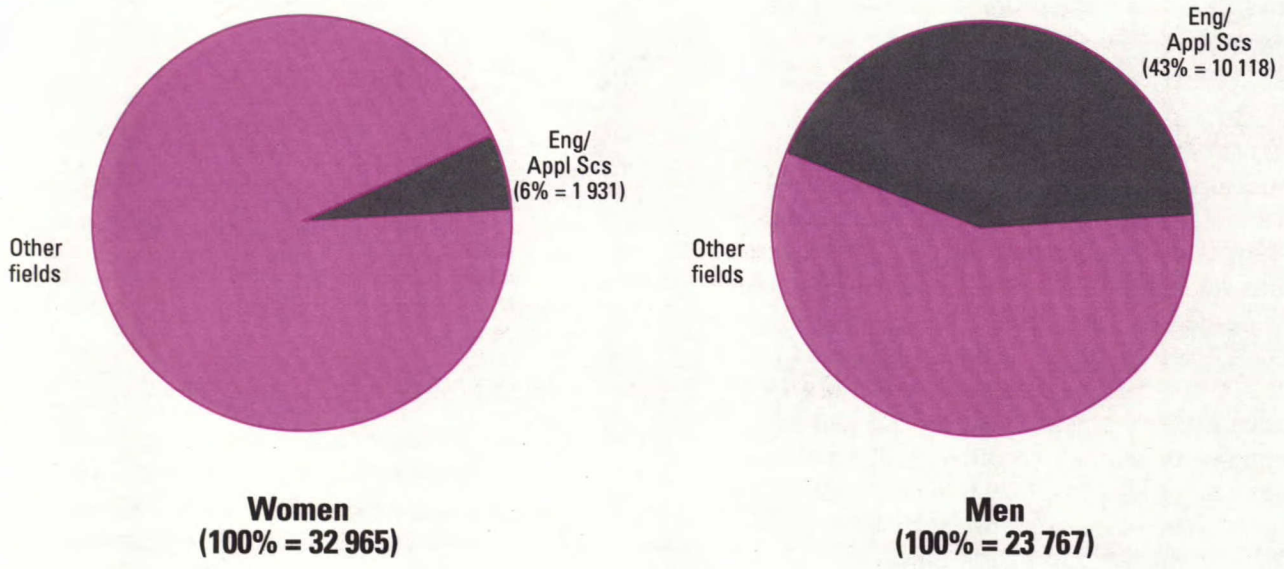


*Other programs not elsewhere classified.
Source: Annex Table 9.

A full third of the 5 021 female instructors were in the health sciences, compared with 3% of the 9 843 male teaching staff. Conversely, 39% (3 864) of the men were engineering and applied sciences teachers compared with only 3% (156) of the women.

Not surprisingly, women in 1987-88 accounted for only 4% of the 4 020 teaching staff in engineering and 14% of 973 in the natural sciences, but for 86% of the 1 903 health and 48% of the 6 739 social sciences and services teachers.

Chart 4. Engineering and Applied Sciences Career Program Graduates, by Gender, 1989



Source: Annex Tables 1 and 2.

Trends in Diploma Attainment

The engineering and applied sciences field attracts relatively few female students. In 1989, only 6% (1 931) of the 32 965 female college career program graduates completed their studies in this field, a marginal increase from 4% of the 24 052 twelve years earlier. In contrast, 43% of the 23 767 male graduates earned their diplomas in engineering in 1989, about the same proportion as in 1977.

Between 1977 and 1989, the number of female graduates in engineering and the applied sciences increased by 121%, to 1 931. Most of this growth occurred up to 1984, when female graduation peaked at 3 210, thereafter decreasing by 40%. This trend for women was mainly due to the dramatic 456% increase in the number of female mathematics and computer science graduates over the early years of the period under review, followed by a 55% decrease between 1984 and 1989.

The number of male graduates in this field also increased over the period, by 50%, to 10 116 in 1989. The sharp increase (383%) in the number of male mathematics and computer science graduates at the beginning of the period was followed by a 23% decrease between 1985 and 1989. The number of male graduates in the electrical/electronic technologies and the engineering technologies also decreased substantially over the latter years, by 29% (3 817 to 3 015) and 26% (5 817 to 4 357), respectively.

Within the engineering and applied sciences field, women were less likely than men to have graduated with a diploma in engineering. In 1989, the majority (52%) of female engineering and applied sciences diploma earners completed their studies in mathematics and computer science, compared with 21% of the male graduates. Men were more

likely to secure diplomas in engineering technologies (43%) and electrical/electronic technologies (30%).

By 1989, only 16% of the diploma earners in this field were women, up from 11% in 1977. Table 2 shows that over the period, technology programs graduated proportionately more women, while the mathematics and computer science programs awarded proportionately fewer diplomas to women. Despite the fact that women were earning more diplomas in the traditionally male-dominated disciplines, it is clear that women were still underrepresented in technology programs.

Trends in Enrolment

Enrolment trends in the engineering and applied sciences field mirrored those of the graduates. By 1989-90, women accounted for only 16% of the 48 578 student enrolment in engineering and applied sciences, up from 13% of 38 691 in 1977-78. Even in 1983-84, when the number of women in this field peaked at 64 864, only 18% of students were women. Between 1977 and 1983, the number of women enrolled in this field increased from 4 941 to 11 793, a 139% increase. Thereafter, their number dropped by 33% to 7 886. Nonetheless, women's enrolment in the field increased by 60% over the entire period from 1977-78 to 1989-90.

Chart 5 shows that male enrolment in this field followed the same pattern, increasing by 58% at the beginning of the period, from 33 750 in 1977-78 to 53 289 in 1984-85, then dropping by 24% to 40 692 in 1989-90.

Mathematics and computer science was the most popular discipline for women. In 1989-90, 45% of the 7 886 female engineering and applied sciences students were enrolled in this subfield. The second and third most popular disciplines for women were the engineering technologies (chiefly architectural and construction) and the chemical technologies, which attracted 32% and 13%, respectively, of the female students in this field. Women accounted for 42% of the 2 512 chemical technologies and for 30% of the 8 426 mathematics and computer science students, but for only 12% of the 20 560 engineering technologies students in that academic year.

Table 1. Percentage Distribution of Career Program Graduates in Engineering and Sciences, by Program Field and Gender, 1977, 1984 and 1989

	1977		1984		1989	
Program field	Female	Male	Female	Male	Female	Male
			(percent)			
Chemical Technologies	25	5	9	3	15	4
Electrical/Electronic Technologies	4	31	4	30	8	30
Mathematics and Computer Science	46	8	69	19	52	21
Transportation Technologies	1	3	1	2	1	2
Engineering Technologies	25	54	18	45	24	43
General	12	23	8	17	8	13
Mechanical	--	13	1	13	3	14
Architectural and Construction	10	13	7	10	11	11
Aeronautical	–	--	–	--	--	--
Industrial	1	5	1	5	3	5
Total	100	100	100	100	100	100
Total number	**873**	**6 759**	**3 210**	**12 815**	**1 931**	**10 116**

Source: Annex Tables 1 and 2.

College Instructors

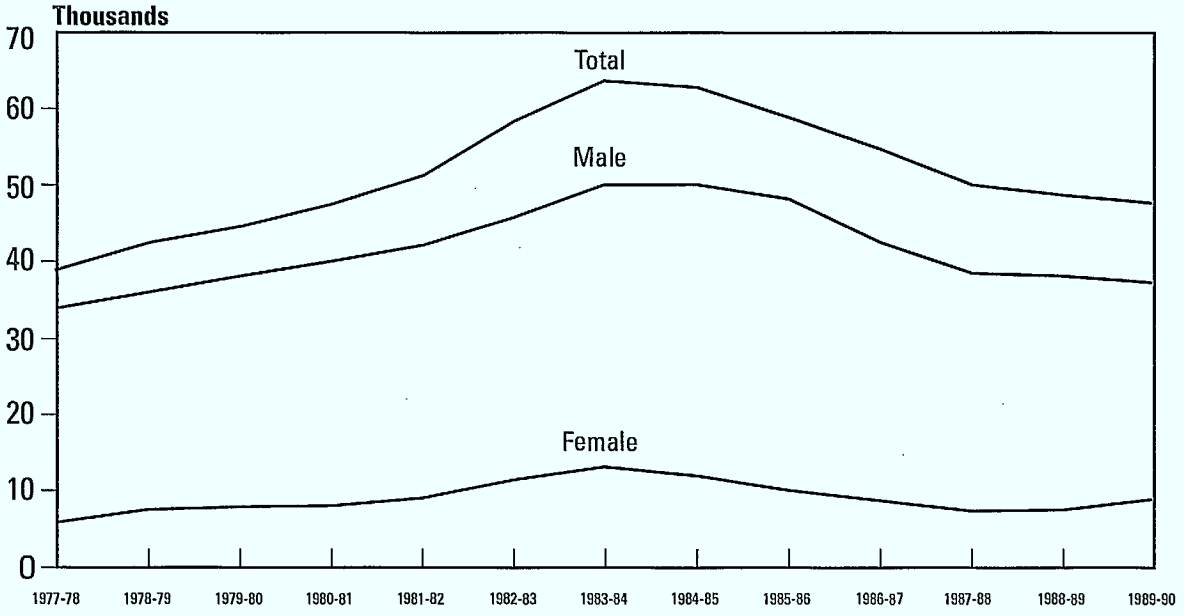
Of all program fields, engineering and applied sciences is the one in which women are the least well represented as teachers. In 1987-88, 39% of male college teachers but only 3% of female teachers taught in this field. Four percent of the career program teachers in this field were women, an increase from 1% in 1976-77. The greatest increase in women's representation was in mathematics and computer science, rising from 4% of total staff in 1976-77 to 13% in 1987-88.

Table 2. Women as a Percentage of Engineering and Applied Sciences Career Program Graduates, by Program Field, 1977, 1984 and 1989

Program field	1977		1984		1989	
	(%)	(no.)	(%)	(no.)	(%)	(no.)
Chemical Technologies	41	216	39	278	40	286
Electrical/Electronic Technologies	2	33	3	118	5	158
Mathematics and Computer Science	41	400	47	2 222	33	1 005
Transportation Technologies	4	9	9	29	8	18
Engineering Technologies	6	215	9	563	10	464
General	6	108	11	261	10	152
Mechanical	--	4	2	35	4	54
Architectural and Construction	9	90	16	236	16	207
Aeronautical	–	–	–	–	2	1
Industrial	4	13	4	31	9	50
Total	**11**	**873**	**20**	**3 210**	**16**	**1 931**

Source: Annex Tables 1 and 3.

Chart 5. Full-time Enrolment in College Career Programs in Engineering and Applied Sciences, by Gender, 1977-78 to 1989-90



Source: Annex Tables 3, 4 and 5.

Table 3. Full-time College Teachers in Engineering and Applied Sciences, by Teaching Field and Gender, 1976-77 and 1987-88

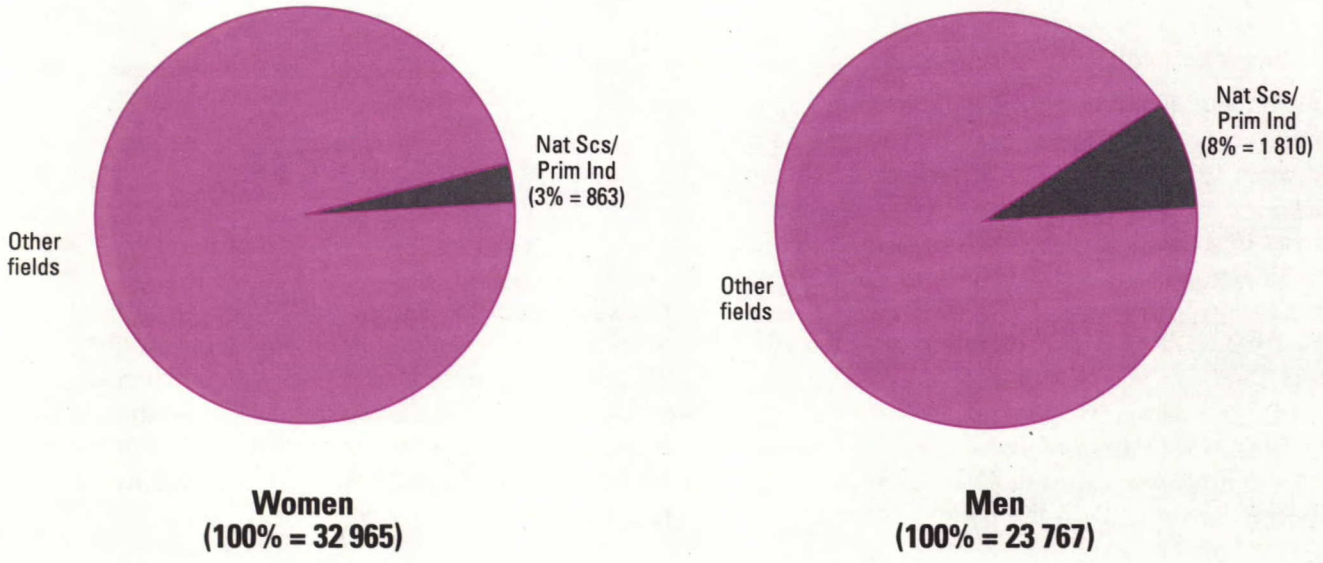
Teaching field	Total teaching staff			Academic administrators		
	Female	Male	Total	Female	Male	Total
	(number)					
1976-77						
Auto Aircraft and Heavy Duty Mechanics	1	549	550	—	47	47
Construction Technologies	—	264	264	—	37	37
Electronics/Electrical Technologies	4	574	578	—	51	51
Engineering Technologies	12	1 024	1 036	2	77	79
Mathematics and Computer Science	8	219	227	1	18	19
Total	25	2 630	2 655	3	230	233
1987-88						
Auto Aircraft and Heavy Duty Mechanics	17	819	836	—	63	63
Construction Technologies	2	359	361	1	41	42
Electronics/Electrical Technologies	24	818	842	—	84	84
Engineering Technologies	57	1 506	1 563	4	100	104
Mathematics and Computer Science	56	362	418	4	30	34
Total	156	3 864	4 020	9	318	327

Source: Statistics Canada, Education, Culture and Tourism Division.

The average age and experience of female teachers declined in the period under review. In 1976-77, the median ages of male and female teaching staff were 42 and 41 years of age, respectively. By 1987-88, the median age of males had increased to 45 while that of women had decreased to 37 years. The average years of experience of teaching staff increased by 7.5 years to 11.5 years for men between 1976-77 and 1987-88, and decreased slightly for women, from 7.1 years to 6.8 years over this same period (see Annex Tables 10 and 11).

Women academic administrators are also overwhelmingly outnumbered by men in engineering and applied sciences. Women academic administrators in this field accounted for 1% of the total in 1976-77, and for only 3% in 1987-88.

Chart 6. Natural Sciences and Primary Industries Career Program Graduates, by Gender, 1989



Source: Annex Tables 1 and 2.

Trends in Diploma Attainment

Natural sciences and primary industries was the least popular science field among women. In 1989, only 3% (863) of the 32 965 female career program graduates completed their studies in this field, a marginal increase from 2% (557) in 1977. However, this field was also attracting fewer men. In 1989, 8% (1 810) of the 23 767 male graduates earned their diplomas in natural sciences and primary industries, down from 11% in 1977.

As with engineering and applied sciences, most of the growth in the natural sciences and primary industries field occurred prior to 1984, when an all-time high of 1 073 women graduated. In 1989, women were awarded 863 diplomas, an overall increase of 55% since 1977 but 20% fewer than in 1984.

Male graduation in this field grew at a much slower pace over the thirteen-year period. In 1989, 1 810 men were awarded diplomas, an increase of only 5% since 1977. As with women, the number of male diploma recipients peaked in 1984 at 2 467, thereafter declining by 27% to 1 810 in 1989.

Table 4 shows that in 1989, as in 1977, women were concentrated in the natural sciences field, which includes agriculture, biology, plant and animal sciences programs. In 1977, almost half of the men secured a diploma in the primary industries technologies. However, by 1989, they were more evenly distributed among the primary industries, natural sciences and environmental and conservation technologies.

Over the years, growth in the number of diplomas awarded in this field has been greater for women than for men. As shown in Table 5, women comprised close to a third of the total graduates in this field by 1989, compared with a quarter in 1977. Although the field remained male-dominated overall, by 1989 women were earning 50% of the diplomas in the natural sciences program. Women were also better represented in the resource processing technologies (chiefly food processing), where they constituted 36% of the graduates by 1989.

Trends in Enrolment

Enrolments of women in this field have grown more slowly than the number of female graduates. Between 1977-78 and 1989-90, female enrolment increased by 36%, from 1 997 to 2 719. Chart 7 shows that throughout the 1980s, the number of female students in this field has been stable, while men's enrolment rose by 33% between 1977 and 1982-83, to 7 940, then fell back to the 1977 level (5 993).

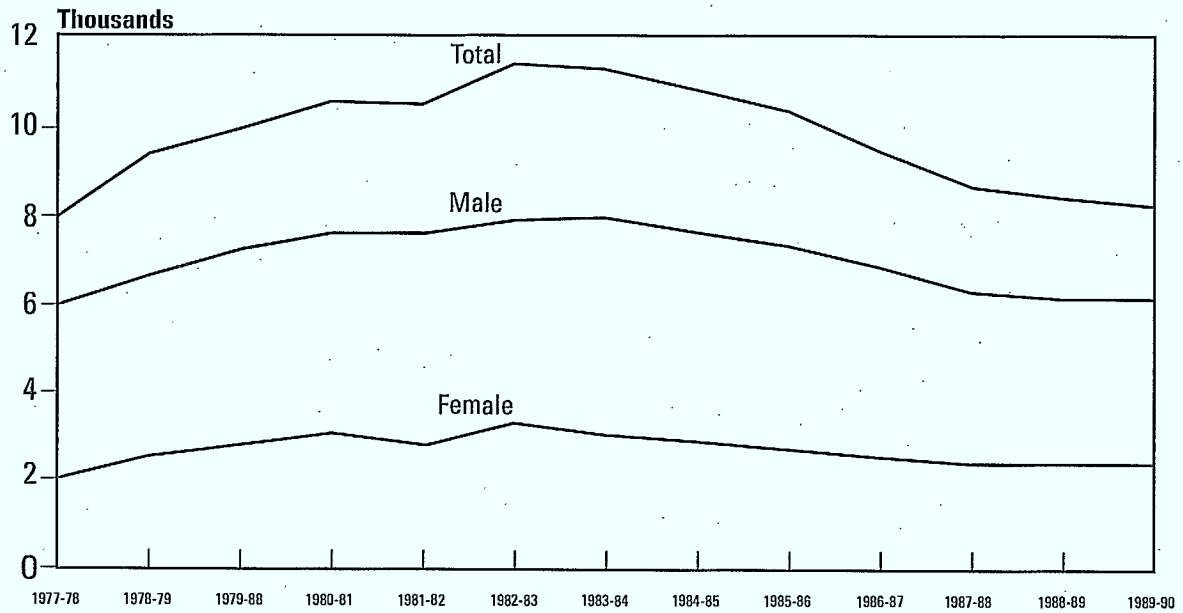
By 1989, women accounted for 31% of the students in this field, up from 25% in 1977. Female students enrolments in the natural sciences rose from 40% to 50% over the period, and from 17% to 24% in the resource processing technologies, but dropped from 26% to 20% in the environmental technologies. The actual number of women in the technology programs was small, as 66% of the female students in the field were enrolled in the natural sciences (see Annex Table 4).

Table 4. Percentage Distribution of Career Program Graduates in Natural Sciences and Primary Industries, by Program Field and Gender, 1977, 1984 and 1989

	1977		1984		1989	
Program field	Female	Male	Female	Male	Female	Male
			(percent)			
Natural Sciences	66	29	61	32	67	31
Primary Industries	13	45	18	47	11	34
Resource Processing Technologies	5	4	5	5	8	7
Environmental and Conservation Technologies	15	22	15	16	14	28
Total	100	100	100	100	100	100
Total number	557	1 730	1 073	2 467	863	1 810

Source: Annex Tables 1 and 2.

Chart 7. Full-time Enrolment in College Career Programs in Natural Sciences and Primary Industries, by Gender, 1977-78 to 1989-90



Source: Annex Tables 3, 4 and 5.

Table 5. Women as a Percentage of Natural Sciences and Primary Industries Career Program Graduates, by Program Field, 1977, 1984 and 1989

Program field	1977		1984		1989	
	(%)	(no.)	(%)	(no.)	(%)	(no.)
Natural Sciences	42	367	46	656	50	577
Primary Industries	9	75	15	198	14	99
Resource Processing Technologies	30	29	31	58	36	69
Environmental and Conservation Technologies	18	86	29	161	19	118
Total	**24**	**557**	**30**	**1 073**	**32**	**863**

Source: Annex Tables 1 and 3.

Table 6. Full-time College Teachers in Natural Sciences and Primary Industries, by Teaching Field and Gender, 1976-77 and 1987-88

Teaching field	Total teaching staff			Academic administrators		
	Female	Male	Total	Female	Male	Total
	(number)					
1976-77						
Agriculture and other Primary Industries	18	265	283	1	41	42
Natural Sciences	40	418	458	2	42	44
Processing and Manufacturing Technologies	12	89	101	—	8	8
Total	**70**	**772**	**842**	**3**	**91**	**94**
1987-88						
Agriculture and other Primary Industries	43	329	372	6	61	67
Natural Sciences	73	405	478	6	36	42
Processing and Manufacturing Technologies	18	105	123	2	6	8
Total	**134**	**839**	**973**	**14**	**103**	**117**

Source: Statistics Canada, Education, Culture and Tourism Division.

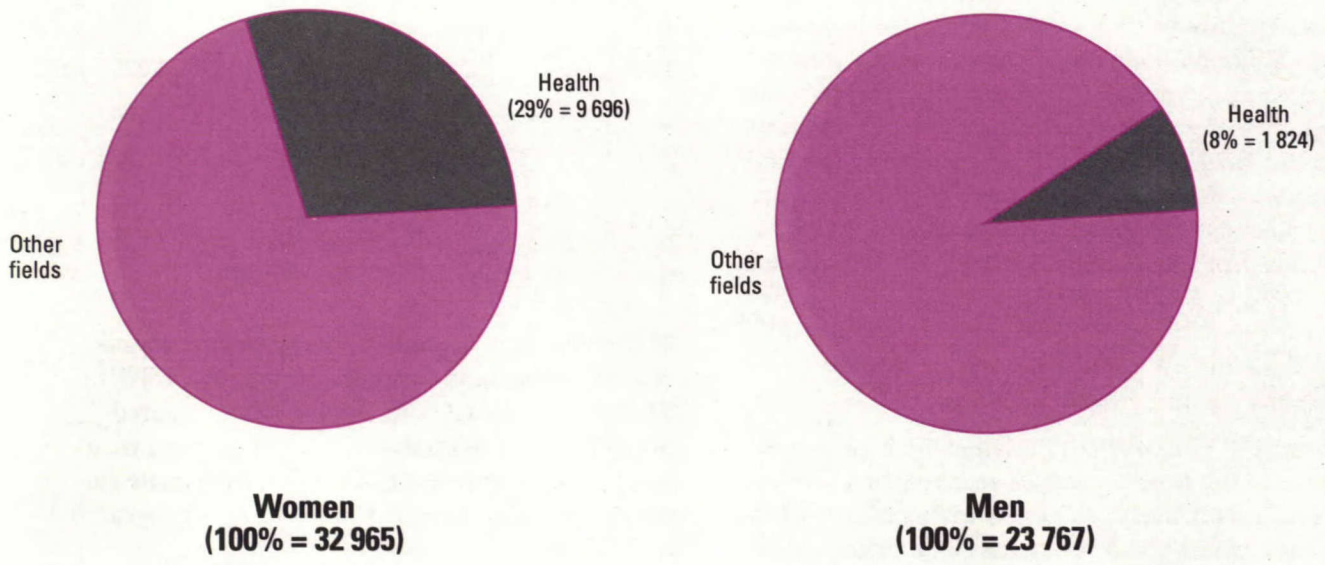
College Instructors

In 1987-88, 3% of all female and 9% of all male college teaching staff were natural sciences and primary industries instructors (see Annex Table 9). Because the total number of female instructors in the field was considerably smaller than that of men, women made up only 14% of the natural sciences and primary industries teachers that year, up from 8% in 1976-77.

Although the teaching staff in this field are aging, female instructors are younger and have less teaching experience than their male counterparts. In 1976-77, the median ages of male and female instructors were 39 and 34 years of age, respectively. By 1987-88, the median ages of male and female staff had increased to 44 and 39 years, respectively. Over this same period, the average years of teaching experience jumped from 8.2 to 12.3 years for men and from 6.5 to 8 years for women.

Women's representation among administrators in the field has also improved over the years. By 1987-88, 12% of the academic administrators in this field were women, up from 3% in 1976-77. Although female teachers and administrators are gaining ground, they are very obviously underrepresented in this field. Even in the natural sciences, where women represent 50% of students, women held only 15% of the teaching and 14% of the administrative positions.

Chart 8. Health Sciences Career Program Graduates, by Gender, 1989



Source: Annex Tables 1 and 2.

Trends in Diploma Attainment

Although health has consistently been the most popular field among women, it is losing ground to other college career program fields. In 1989, 29% of all female graduates earned their diplomas in the health programs, down from 44% in 1977. On the other hand, consistently more men are completing diplomas in health: 8% in 1989, representing an increase of three percentage points from the 5% in 1977.

Women earned 9 696 career program diplomas in the health sciences in 1989, a 9% drop since 1977. Contrary to the trends for graduates in the natural sciences and primary industries and in engineering and applied sciences, the number of female health sciences graduates fell during the early part of the period under review, from 10 691 in 1977 to 8 444 in 1982. It increased thereafter, but did not recover to the 1977 level because of the fewer women completing studies in nursing: 6 892 in 1989 compared with 8 071 in 1977.

The number of men graduating in the health sciences, while low, increased by 84% from 991 in 1977 to 1 824 in 1989. Between 1977 and 1989, growth was greatest for male diploma recipients in nursing (133% increase) and medical equipment and prosthetics (81% increase).

As Table 7 shows, there has been little change in the distribution of women among health programs over the years. The most popular program by far was nursing, which accounted for 71% of the female diploma recipients, down from 75% twelve years earlier.

Over the thirteen-year period, the most popular programs for males were diagnostic and treatment medical technologies and nursing, which together accounted for 83% of the male graduates. The proportion of men graduating with a nursing diploma increased from 32% in 1977 to 40% in 1989 at the expense of diagnostic and treatment medical technologies.

The health sciences field is somewhat less female-dominated than it was twelve years earlier. In 1989, 84% of all graduates in this field were women, down from 92% in 1977. Table 8 shows that although male representation in the field has increased, women still accounted for the vast majority of graduates in three of the four programs in the field and are gaining ground in the only male-dominated program, medical equipment and prosthetics technologies. Women's participation in this program increased from 29% of graduates in 1977 to 44% in 1989.

Table 7. Percentage Distribution of Career Program Graduates in Health Sciences, by Program Field and Gender, 1977, 1984 and 1989

Program field	1977		1984		1989	
	Female	Male	Female	Male	Female	Male
	(percent)					
Nursing	75	32	72	32	71	40
Diagnostic and Treatment Medical Technologies	21	50	22	49	23	43
Medical Equipment and Prosthetics	--	9	1	9	1	9
Other Health-related Technologies	3	9	5	10	5	8
Total	100	100	100	100	100	100
Total number	10 691	991	9 406	1 325	9 696	1 824

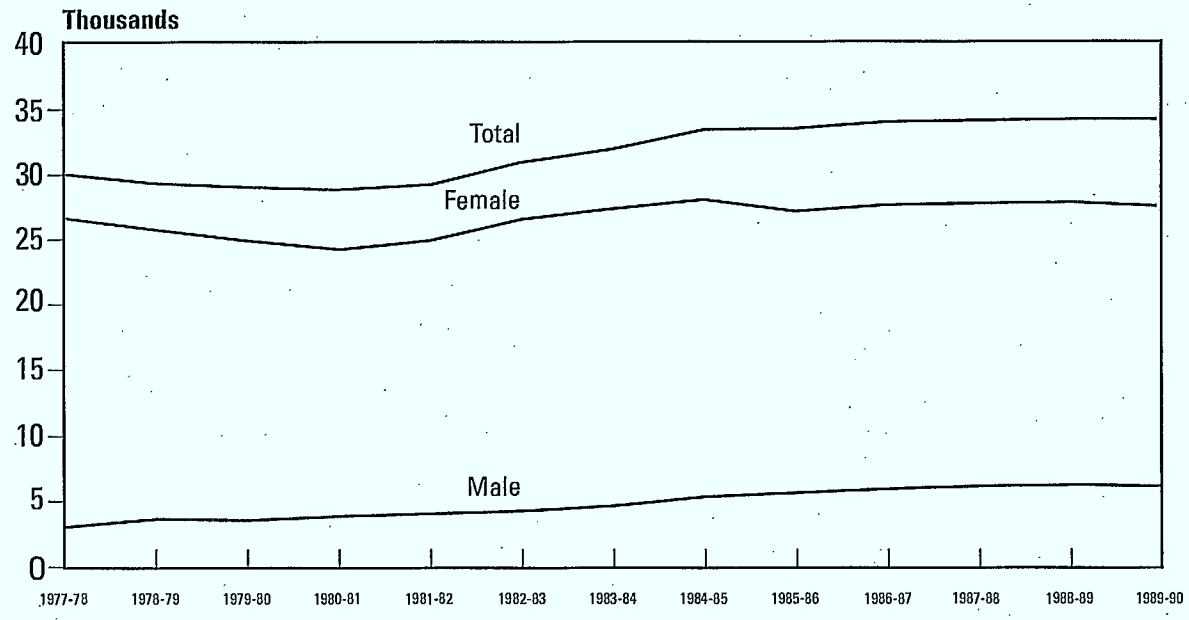
Source: Annex Tables 1 and 2.

Trends in Enrolments

From 1977-78 to 1989-90, female and male enrolment in the health sciences increased by 7% and 84%, respectively. Whereas male enrolment increased steadily to 5 593, female enrolments dipped by 10% between 1977-78 and 1980-81 to 24 273, then increased to 28 831 in 1989-90.

The distribution of women among health programs remained the same over the years. In 1989-90, 73% of the female students were registered in nursing and 21% in diagnostic and medical treatment technologies. As in 1977-78, most male students were also enrolled in these two programs in 1989-90.

Chart 9. Full-time Enrolment in College Career Programs in Health Sciences, by Gender, 1977-78 to 1989-90



Source: Annex Tables 3, 4 and 5.

Table 8. Women as a Percentage of Health Sciences Career Program Graduates, by Program Field, 1977, 1984 and 1989

Program field	1977		1984		1989	
	(%)	(no.)	(%)	(no.)	(%)	(no.)
Nursing	96	8 071	94	6 772	90	6 892
Diagnostic and Treatment Medical Technologies	82	2 221	76	2 097	74	2 189
Medical Equipment and Prosthetics	29	36	43	87	44	126
Other Health-related Technologies	80	363	77	450	76	489
Total	**92**	**10 691**	**88**	**9 406**	**84**	**9 696**

Source: Annex Tables 1 and 3.

Nursing attracted relatively more male students by 1989-90: 46% of those enrolled in the field, up from 30% twelve years earlier. Proportionately fewer male students were registered in the medical treatment technologies in 1989-90 (39%) than in 1977-78 (51%).

Because of the greater number of male nursing and medical treatment technologies students in 1989-90, women made up 89% and 73% of the students in these subfields, down from 96% and 78%, respectively, in 1977-78.

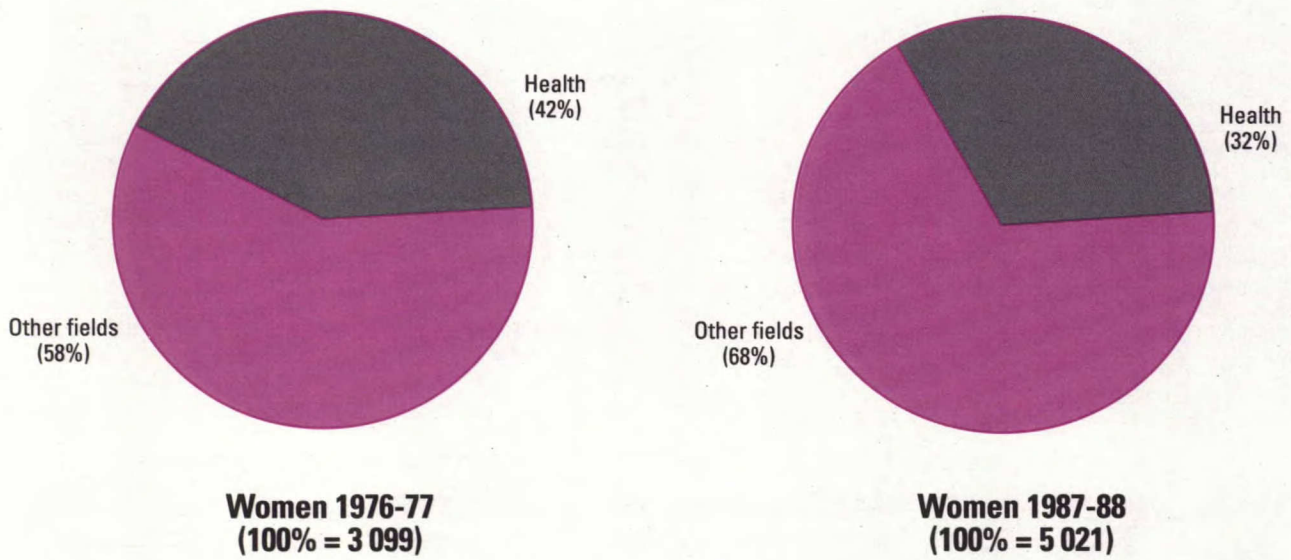
College Instructors

Although there have been some shifts over the years in the distribution of female staff among fields, the health sciences still account for most of the female college teachers. In 1987-88, 32% of all female teachers were health sciences instructors, a decrease of 10 percentage points from 42% in 1976-77. Only 3% of total male teachers were health sciences instructors. Consequently, women accounted for 86% of the health sciences teachers, a percentage comparable with that in 1976-77.

Analysis of the median age and years of experience for health sciences teachers indicates that there has not been much recruitment of younger teachers into the field. In 1976-77, the median age for both male and female teachers was 35 years. By 1987-88 it had risen to 42 years of age. The average years of teaching experience for men and women were 5.4 and 6.1, respectively, at the beginning of the period, and 11.6 and 11.3 years by 1987-88.

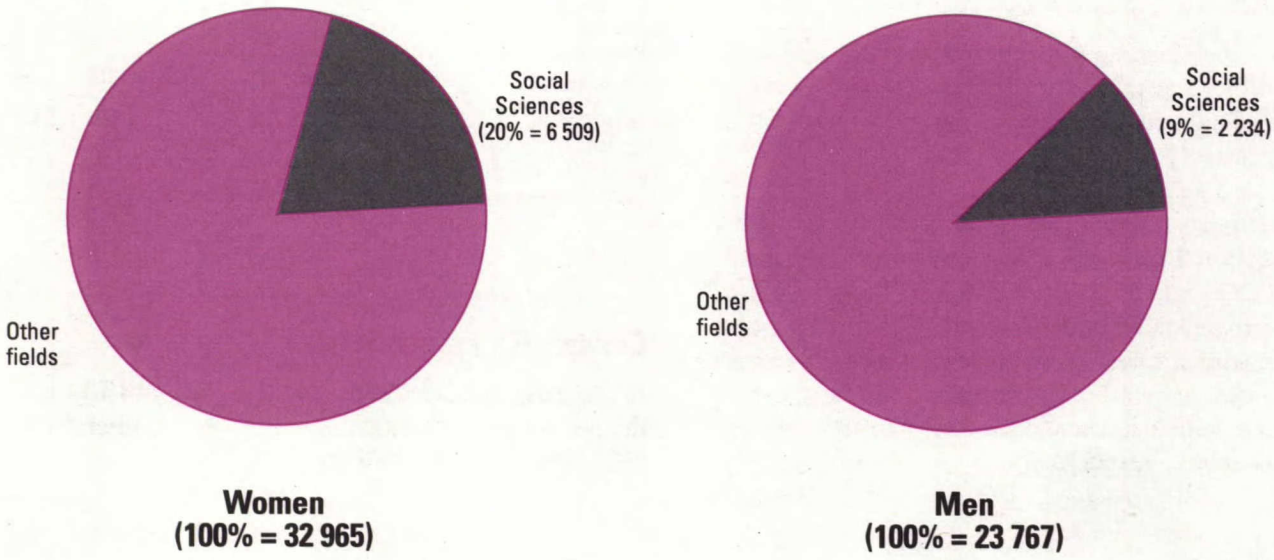
Female academic administrators in the health sciences rose from 66% of the total, or 73 women, in 1976-77 to 76%, or 75 women, in 1987-88. Although this was a substantial increase, women in this field were not as well represented in administrative leadership positions as they were among teaching ones.

Chart 10. Female Health Sciences College Instructors, 1976-77 and 1987-88



Source: Annex Table 9.

Chart 11. Social Sciences and Services Career Program Graduates, by Gender, 1989



Source: Annex Tables 1 and 2.

Trends in Diploma Attainment

The social sciences and services field is the second most popular field for women after the health sciences. In 1989, 20% of all 32 965 female career program graduates completed their studies in this field, a slight increase from 18% of 24 052 women graduates in 1977. Only 9% (2 234) of the male graduates secured social sciences diplomas in 1989, the same share as in 1977.

In 1989, this field thus awarded 6 509 career program diplomas to women, an increase of 52% since 1977. Unlike in other fields, the number of female graduates rose fairly steadily over the thirteen-year period. The largest growth in female graduations occurred in protection and correction services (221% increase), followed by social sciences (102% increase), and recreation and sport programs (37% increase).

Between 1977 and 1989, the number of men graduating with a social sciences diploma increased by 54%, from 1 454 to 2 234. Growth in male graduations was also greatest in the protection and correction services (159% increase), followed by the social sciences (70% increase). The number of male diploma recipients in educational and counselling services decreased by 48% from 309 to 160.

There were some shifts in the distribution of women graduates among programs. Although educational and counselling services still graduated the largest share of women, their concentration in this program at 35% was not as great as in 1977 (44%). Proportionately more women graduated with a diploma in protection and correction services by 1989, 13%, up from 6% in 1977.

By 1989, male graduates were far more likely to earn their diplomas in the protection and correction services than they were in 1977, at the expense of the educational and counselling services.

Table 10 shows that women have consistently made up the majority of graduates in all subfields of the social sciences and services except for protection and correction services, despite the increase in the number of male graduates in this field.

Trends in Enrolments

Over the thirteen-year period, female and male enrolment in the social sciences and services field has grown steadily, by 65% and 54%, respectively.

The most popular subfields for women were educational and counselling services and the social services, which accounted for 35% and 31% of all female students in this field. The most popular programs for men were protection and correction services as well as recreation and sport programs, which accounted for 58% and 19% of male enrolments, respectively.

Table 9. Percentage Distribution of Career Program Graduates in Social Sciences and Services, by Program Field and Gender, 1977, 1984 and 1989

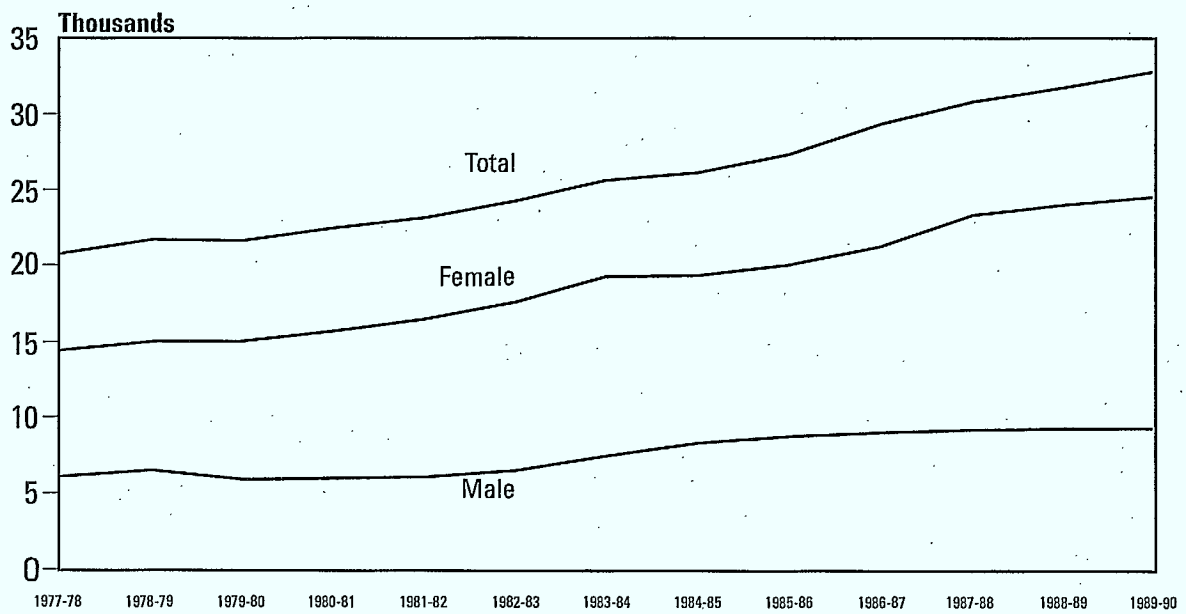
	1977		1984		1989	
Program field	Female	Male	Female	Male	Female	Male
			(percent)			
Protection and Correction Services	6	35	12	53	13	59
Social Services	27	17	27	12	31	12
Recreation and Sport	20	25	20	20	18	20
Educational and Counselling Services	44	21	38	13	35	7
Personal Development	--	--	--	--	–	–
Social Sciences	2	2	2	1	3	2
Total	100	100	100	100	100	100
Total number	4 292	1 454	5 961	2 101	6 509	2 234

Source: Annex Tables 1 and 2.

College Instructors

In contrast to other fields, close to half (48%) of the social sciences teaching staff were women in 1987-88, up from 35% in 1976-77.

Chart 12. Full-time Enrolment in College Career Programs in Social Sciences and Services, by Gender, 1977-78 to 1989-90



Source: Annex Tables 3, 4 and 5.

Table 10. Women as a Percentage of Social Sciences and Services Career Program Graduates, by Program Field, 1977, 1984 and 1989

Program field	1977		1984		1989	
	(%)	(no.)	(%)	(no.)	(%)	(no.)
Protection and Correction Services	35	268	40	741	40	861
Social Services	83	1 167	87	1 634	88	2 006
Recreation and Sport	70	844	74	1 175	73	1 154
Educational and Counselling Services	86	1 908	89	2 284	93	2 298
Personal Development	79	11	44	8	—	—
Social Sciences	78	94	82	119	81	190
Total	**75**	**4 292**	**74**	**5 961**	**74**	**6 509**

Source: Annex Tables 1 and 3.

Table 11. Full-time College Teachers in Social Services, by Staff Position and Gender, 1976-77 and 1987-88

Staff position	Female	Male	Total
		(number)	
1976-77			
Teaching staff	255	475	730
Administrators	16	50	66
1987-88			
Teaching staff	586	643	1 229
Administrators	25	37	62

Source: Annex Table 9.

Female social sciences teachers were younger than their male counterparts. On average, the male social sciences teacher was 43 years of age and had 11.3 years of teaching experience in 1987-88. The average female instructor was 39 years old with 8.8 years of teaching experience (see Annex Tables 10 and 11).

Women's representation among academic administrators in the social sciences has also improved, from 24% in 1976-77 to 40% in 1987-88. However, the numbers are small. Female administrators increased in number from 16 to 25, while the number of men fell from 50 to 37 over this period.

Technical Notes and Definitions

The analysis in this fact book is based on data obtained from the Education, Culture and Tourism Division of Statistics Canada.

College — includes all institutions providing postsecondary education, apart from the university (degree-granting) system, such as colleges of applied arts and technology, the Quebec *collèges d'enseignement général et professionnel* (cégeps), technical institutes and other establishments providing training in specialized fields such as agriculture, arts and forestry and/or university transfer programs. Training facilities in hospitals, such as schools of nursing and other health sciences technologies, which provide postsecondary career programs, are also included.

Career Program — prepares a student to enter an occupation upon completion of the program, at an occupational level between that of the university-trained professional and the skilled tradesperson. Secondary school completion or equivalent is a normal prerequisite for entry. These programs require at least one school year of 24 weeks or more, but more commonly last two or three years and sometimes longer. One-year programs usually lead to a certificate whereas the longer programs lead to a diploma. Unless otherwise indicated, hospital-based training in nursing and health technologies is included in this classification.

Teacher — includes both postsecondary and trades teachers, since some teach at both levels. Teachers are classified to postsecondary or trades according to the percentage of time spent teaching at each level.

Technician — is an individual who has one to two years of postsecondary education or equivalent in a technical institute or college in a current science or engineering technology. Technicians are the specialists who **apply** existing technological knowledge.

Technologist — is an individual who has two or more years of postsecondary education or equivalent in a technical institute or college in a current science or engineering technology. Technologists are the specialists who **translate** designs into working models and provide data for ongoing design and quality control for technology applications.

Full-time/Part-time Student — has no commonly accepted definition, so Statistics Canada reports full-time or part-time registration status as supplied by each respondent. Roughly 75% of part-time career enrolment is not classified to a field of study or to a gender. Therefore, part-time enrolment trends are not included in this publication.

Foreign Student — is a non-Canadian student who does not have "permanent resident" status. Because foreign students account for only 1% of total student enrolment in Canadian colleges, a further breakdown by program field and gender is not included in this report.

Age Group — is not available for breakdown by program field.

Engineering and Applied Sciences

Chemical Technologies
- Chemical Engineering Technologies
- Biochemical Technologies
- Metallurgical Chemical Technologies
- Industrial Chemical Technologies
- Photographic Chemical Technology
- Chemistry

Electrical/Electronic Technologies
- Electrical/Electronic Engineering Technologies
- Avionics Technologies
- Marine Electronics Technologies
- Electromechanical Technologies
- Telecommunications Technologies

Mathematics and Computer Science
- Mathematics
- Computer Science

Transportation Technologies
- Air Transportation
- Motor Transportation
- Rail Transportation
- Marine Transportation

Engineering Technologies
- Engineering — General
- Engineering — Mechanical
- Engineering — Architectural and Construction
- Engineering — Aeronautical
- Engineering — Industrial

Natural Sciences and Primary Industries

Natural Sciences
- Agriculture
- Agricultural Technology/Science/Engineering
- Agricultural Business
- Biology
- Plant Sciences
- Animal Sciences

Primary Industries
- Forestry Technologies
- Mining Technologies
- Fishing Technologies
- Hunting and Trapping
- Petroleum Resources Technology

Resource Processing Technologies
- Forest Products Processing
- Metal Processing
- Petroleum Refining Technologies
- Food Processing Technologies

Environmental and Conservation Technologies
- Environmental Control/Protection Technologies
- Land Resources Technologies
- Wildlife and Forest Conservation Technologies
- Water Science Technologies
- Air Purification Technologies

Health Sciences

Nursing
- Diploma Nursing
- Nursing Aide/Orderly
- Nursing Refresher
- Psychiatric or Mental Health Nursing
- Dental Nursing

Diagnostic and Treatment Medical Technologies
- Emergency Paramedical Technologies
- Chiropractic Technologies
- Medical Laboratory Technologies
- X-ray/Radiology/Radiotherapy/Nuclear Medicine

Technologies
- Combined Laboratory and X-ray Technology
- Physiotherapy
- Dental Hygiene/Assistant Technologies
- Pharmacy Technologies

Medical Equipment and Prosthetics
- Dental Appliances
- Optical Prosthetics/Lenses
- Orthopedic Prosthetics
- Auditory Prosthetics

Other Health-related Technologies
- Dietetics/Dietary Technologies
- Mental Health Technologies
- Speech Therapy
- Health Care Support Technologies
- Biological Sciences Technologies
- Public/Environmental Health
- Health Education

Social Sciences and Services

Protection and Correction Services
- Correctional Technologies
- Paralegal Technologies/Legal Studies/Legal Assistant
- Police Technologies/Criminology
- Protection Technologies

Social Services
- Child Care Services
- Youth Services
- Gerontology
- Care of the Disabled
- Social Services/Welfare Technologies
- Domestic Science and Related
- Community Planning/Urban Design

Recreation and Sport
- Recreation Leadership/Leisure Services
- Physical Education Instruction
- Travel and Tourism

Educational and Counselling Services
- Counselling Services Technologies
- Educational Services

Personal Development
- Orientation Courses

Communications Skills Development
- Life Skills
- Occupational Skills Development

Social Sciences
- Anthropology
- Archaeology
- Economics
- Geography
- Political Science
- Psychology
- Sociology

Arts

Fine Arts
Commercial and Promotional Arts
Graphic and Audio-visual Arts
Creative and Design Arts
Personal Arts
Mass Communications
Other Applied Arts

Humanities

Journalism
Library Science
Religion/Theology
Languages
History
Philosophy
Other Humanities

Business and Commerce

Secretarial Science
Management and Administration
Merchandising and Sales
Service Industry Technologies

Annex Tables

Annex Table 1. Female Graduates of College Career Programs, by Program Field, 1977 to 1989

Program field	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989
							(number)						
Engineering and Applied Sciences	873	1 084	1 338	1 336	1 646	2 016	2 363	3 210	3 205	2 789	2 345	2 080	1 931
Chemical Technologies	216	262	311	274	274	283	282	278	284	311	306	284	286
Electrical/Electronic Technologies	33	45	41	44	54	55	68	118	197	226	206	180	158
Mathematics and Computer Science	400	463	587	576	818	1 125	1 458	2 222	2 105	1 658	1 280	1 091	1 005
Transportation Technologies	9	14	13	14	11	7	9	29	34	47	24	21	18
Engineering Technologies	215	300	386	428	489	546	546	563	585	547	529	504	464
General	108	128	177	177	206	211	269	261	243	219	201	162	152
Mechanical	4	14	12	16	13	26	30	35	34	47	54	41	54
Architectural and Construction	90	139	169	214	228	275	213	236	250	224	221	238	207
Aeronautical	—	—	—	—	—	—	—	—	—	—	—	1	1
Industrial	13	19	28	21	42	34	34	31	58	57	53	62	50
Natural Sciences and Primary Industries	557	696	813	878	999	970	1 072	1 073	1 036	1 054	1 007	795	863
Natural Sciences	367	456	584	556	608	584	665	656	676	709	691	559	577
Primary Industries	75	86	82	117	164	159	203	198	145	137	119	88	99
Resource Processing Technologies	29	34	21	39	51	50	33	58	49	51	76	42	69
Environmental and Conservation Technologies	86	120	126	166	176	177	171	161	166	157	121	106	118
Health Sciences	10 691	9 717	9 327	8 723	8 657	8 444	8 529	9 406	9 677	9 068	9 634	9 466	9 696
Nursing	8 071	7 225	6 791	6 564	6 431	6 179	6 301	6 772	7 056	6 530	6 952	6 778	6 892
Diagnostic and Treatment Medical Technologies	2 221	2 150	2 141	1 847	1 906	1 913	1 839	2 097	2 113	2 023	2 108	2 132	2 189
Medical Equipment and Prosthetics	36	30	70	77	82	55	66	87	84	97	115	108	126
Other Health-related Technologies	363	312	325	235	238	297	323	450	424	418	459	448	489
Social Sciences and Services	4 292	4 693	4 811	4 803	5 155	5 140	5 421	5 961	5 908	5 815	6 155	6 413	6 509
Protection and Correction Services	268	316	446	471	488	510	610	741	778	772	861	955	861
Social Services	1 167	1 267	1 299	1 290	1 338	1 273	1 400	1 634	1 616	1 640	1 675	1 887	2 006
Recreation and Sport	844	932	900	964	1 138	1 208	1 078	1 175	1 104	1 059	1 212	1 257	1 154
Educational and Counselling Services	1 908	2 027	1 990	1 919	2 034	1 982	2 224	2 284	2 260	2 189	2 256	2 117	2 298
Personal Development	11	13	9	17	18	19	14	8	17	—	—	—	—
Social Sciences	94	138	167	142	139	148	95	119	133	155	151	197	190
Other	7 639	8 823	10 087	11 580	11 864	12 647	12 731	14 250	13 793	13 622	14 097	13 957	13 966
Arts	1 522	1 615	2 183	2 459	2 584	2 768	2 573	2 613	2 526	2 452	2 599	2 684	2 715
Humanities	480	512	559	502	485	495	532	640	618	617	620	646	617
Business and Commerce	5 413	6 453	7 248	8 478	8 656	9 250	9 440	10 807	10 419	10 355	10 646	10 400	10 376
Other*	224	243	97	141	139	134	186	190	230	198	232	227	258
Total, all fields	24 052	25 013	26 376	27 320	28 321	29 217	30 116	33 900	33 619	32 348	33 238	32 711	32 965

* Includes General Arts and Science and fields not elsewhere classified.
Source: Statistics Canada, Education, Culture and Tourism Division.

Annex Table 2. Male Graduates of College Career Programs, by Program Field, 1977 to 1989

Program field	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989
							(number)						
Engineering and Applied Sciences	6 759	7 609	8 169	8 781	9 366	10 034	10 737	12 815	13 560	13 054	11 692	10 743	10 116
Chemical Technologies	305	324	375	395	383	473	407	436	382	471	464	439	435
Electrical/Electronic Technologies	2 065	2 361	2 599	2 641	2 721	2 925	2 948	3 817	4 260	4 392	3 741	3 549	3 015
Mathematics and Computer Science	564	609	625	735	949	1 184	1 609	2 463	2 725	2 604	2 297	2 191	2 087
Transportation Technologies	200	221	256	243	289	272	334	282	294	237	259	176	222
Engineering Technologies	3 625	4 094	4 314	4 767	5 024	5 180	5 439	5 817	5 899	5 350	4 931	4 388	4 357
General	1 555	1 788	1 865	1 957	2 079	1 951	2 113	2 168	2 196	1 958	1 672	1 387	1 352
Mechanical	849	1 037	1 055	1 274	1 241	1 472	1 455	1 706	1 581	1 460	1 390	1 343	1 370
Architectural and Construction	884	924	1 093	1 161	1 185	1 185	1 238	1 235	1 306	1 188	1 061	1 038	1 087
Aeronautical	7	9	6	15	27	10	18	10	23	30	32	40	47
Industrial	330	336	295	360	492	562	615	698	793	714	776	580	501
Natural Sciences and Primary Industries	1 730	2 017	1 996	2 092	2 200	2 171	2 354	2 467	2 459	2 311	2 120	1 859	1 810
Natural Sciences	498	667	686	745	760	685	745	783	854	805	724	565	566
Primary Industries	783	851	847	863	943	967	1 098	1 152	997	905	785	667	612
Resource Processing Technologies	69	117	109	109	119	114	138	131	124	107	117	130	124
Environmental and Conservation Technologies	380	382	354	375	378	405	373	401	484	494	494	497	508
Health Sciences	991	992	1 068	953	1 018	1 106	1 126	1 325	1 421	1 522	1 537	1 783	1 824
Nursing	313	250	298	262	306	329	353	426	439	520	569	686	729
Diagnostic and Treatment Medical Technologies	498	554	572	500	545	585	590	648	703	764	724	773	785
Medical Equipment and Prosthetics	88	124	122	113	115	122	117	116	147	136	149	170	159
Other Health-related Technologies	92	64	76	78	52	70	66	135	132	102	95	154	151
Social Sciences and Services	1 454	1 504	1 534	1 596	1 708	1 592	1 890	2 101	2 263	2 206	2 421	2 235	2 234
Protection and Correction Services	508	571	705	764	920	818	985	1 122	1 240	1 251	1 437	1 284	1 317
Social Services	243	224	208	227	201	203	233	246	286	276	290	271	275
Recreation and Sport	364	382	325	329	328	318	360	423	425	405	401	432	436
Educational and Counselling Services	309	299	262	238	234	233	272	274	271	236	252	199	160
Personal Development	3	1	3	4	3	4	11	10	11	—	—	—	—
Social Sciences	27	27	31	34	22	16	29	26	30	38	41	49	46
Other	4 719	5 001	5 337	5 819	6 081	6 328	6 367	7 081	7 283	7 213	7 613	7 618	7 783
Arts	1 229	1 321	1 525	1 554	1 587	1 686	1 685	1 739	1 790	1 832	1 906	1 994	1 912
Humanities	114	149	117	140	122	153	175	164	200	230	208	256	245
Business and Commerce	3 187	3 388	3 621	4 011	4 282	4 371	4 352	5 046	5 205	5 016	5 330	5 228	5 423
Other*	189	143	74	114	90	118	155	132	88	135	169	140	203
Total, all fields	15 653	17 123	18 104	19 241	20 373	21 231	22 474	25 789	26 986	26 306	25 383	24 238	23 767

* Includes General Arts and Science and fields not elsewhere classified.
Source: Statistics Canada, Education, Culture and Tourism Division.

Annex Table 3. Total Graduates of College Career Programs, by Program Field, 1977 to 1989

Program field	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989
							(number)						
Engineering and Applied Sciences	7 632	8 693	9 507	10 117	11 012	12 050	13 100	16 025	16 765	15 843	14 037	12 823	12 047
Chemical Technologies	521	586	686	669	657	756	689	714	666	782	770	723	721
Electrical/Electronic Technologies	2 098	2 406	2 640	2 685	2 775	2 980	3 016	3 935	4 457	4 618	3 947	3 729	3 173
Mathematics and Computer Science	964	1 072	1 212	1 311	1 767	2 309	3 067	4 685	4 830	4 262	3 577	3 282	3 092
Transportation Technologies	209	235	269	257	300	279	343	311	328	284	283	197	240
Engineering Technologies	3 840	4 394	4 700	5 195	5 513	5 726	5 985	6 380	6 484	5 897	5 460	4 892	4 821
General	1 663	1 916	2 042	2 134	2 285	2 162	2 382	2 429	2 439	2 177	1 873	1 549	1 504
Mechanical	853	1 051	1 067	1 290	1 254	1 498	1 485	1 741	1 615	1 507	1 444	1 384	1 424
Architectural and Construction	974	1 063	1 262	1 375	1 413	1 460	1 451	1 471	1 556	1 412	1 282	1 276	1 294
Aeronautical	7	9	6	15	27	10	18	10	23	30	32	41	48
Industrial	343	355	323	381	534	596	649	729	851	771	829	642	551
Natural Sciences and Primary Industries	2 287	2 713	2 809	2 970	3 199	3 141	3 426	3 540	3 495	3 365	3 127	2 654	2 673
Natural Sciences	865	1 123	1 270	1 301	1 368	1 269	1 410	1 439	1 530	1 514	1 415	1 124	1 143
Primary Industries	858	937	929	980	1 107	1 126	1 301	1 350	1 142	1 042	904	755	711
Resource Processing Technologies	98	151	130	148	170	164	171	189	173	158	193	172	193
Environmental and Conservation Technologies	466	502	480	541	554	582	544	562	650	651	615	603	626
Health Sciences	11 682	10 709	10 395	9 676	9 675	9 550	9 655	10 731	11 098	10 590	11 171	11 249	11 520
Nursing	8 384	7 475	7 089	6 826	6 737	6 508	6 654	7 198	7 495	7 050	7 521	7 464	7 621
Diagnostic and Treatment Medical Technologies	2 719	2 704	2 713	2 347	2 451	2 498	2 429	2 745	2 816	2 787	2 832	2 905	2 974
Medical Equipment and Prosthetics	124	154	192	190	197	177	183	203	231	233	264	278	285
Other Health-related Technologies	455	376	401	313	290	367	389	585	556	520	554	602	640
Social Sciences and Services	5 746	6 197	6 345	6 399	6 863	6 732	7 311	8 062	8 171	8 021	8 576	8 648	8 743
Protection and Correction Services	776	887	1 151	1 235	1 408	1 328	1 595	1 863	2 018	2 023	2 298	2 239	2 178
Social Services	1 410	1 491	1 507	1 517	1 539	1 476	1 633	1 880	1 902	1 916	1 965	2 158	2 281
Recreation and Sport	1 208	1 314	1 225	1 293	1 466	1 526	1 438	1 598	1 529	1 464	1 613	1 689	1 590
Educational and Counselling Services	2 217	2 326	2 252	2 157	2 268	2 215	2 496	2 558	2 531	2 425	2 508	2 316	2 458
Personal Development	14	14	12	21	21	23	25	18	28	—	—	—	—
Social Sciences	121	165	198	176	161	164	124	145	163	193	192	246	236
Other	12 358	13 824	15 424	17 399	17 945	18 975	19 098	21 331	21 076	20 835	21 710	21 575	21 749
Arts	2 751	2 936	3 708	4 013	4 171	4 454	4 258	4 352	4 316	4 284	4 505	4 678	4 627
Humanities	594	661	676	642	607	648	707	804	818	847	828	902	862
Business and Commerce	8 600	9 841	10 869	12 489	12 938	13 621	13 792	15 853	15 624	15 371	15 976	15 628	15 799
Other*	413	386	171	255	229	252	341	322	318	333	401	367	461
Total, all fields	39 705	42 136	44 480	46 561	48 694	50 448	52 590	59 689	60 605	58 654	58 621	56 949	56 732

* Includes General Arts and Science and fields not elsewhere classified.
Source: Statistics Canada, Education, Culture and Tourism Division.

Annex Table 4. Full-time Enrolment of Women in College Career Programs, by Program Field, 1977-78 to 1989-90

Program field	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
							(number)						
Engineering and Applied Sciences	**4 941**	**5 898**	**6 180**	**7 111**	**8 772**	**10 895**	**11 793**	**11 124**	**9 569**	**8 300**	**7 530**	**7 557**	**7 886**
Chemical Technologies	1 050	1 100	1 056	1 032	1 071	1 165	1 174	1 254	1 321	1 309	1 179	1 111	1 049
Electrical/Electronic Technologies	155	266	212	264	334	470	621	741	791	752	660	658	644
Mathematics and Computer Science	2 080	2 631	2 997	3 901	5 196	6 998	7 725	6 938	5 301	4 031	3 391	3 431	3 556
Transportation Technologies	63	49	54	72	76	109	145	133	120	87	114	109	121
Engineering Technologies	1 593	1 852	1 861	1 842	2 095	2 153	2 128	2 058	2 036	2 121	2 186	2 248	2 516
General	518	603	666	752	853	843	848	733	699	681	603	614	637
Mechanical	55	100	71	92	135	151	149	142	176	222	177	211	235
Architectural and Construction	717	792	846	906	990	1 004	961	988	937	1 012	1 152	1 209	1 393
Aeronautical	7	5	11	12	12	16	—	—	1	1	53	2	6
Industrial	296	352	267	80	105	139	170	195	223	205	201	212	245
Natural Sciences and Primary Industries	**1 997**	**2 543**	**2 770**	**3 053**	**3 001**	**3 210**	**3 111**	**3 043**	**2 979**	**2 806**	**2 757**	**2 719**	**2 719**
Natural Sciences	1 105	1 437	1 626	1 647	1 519	1 608	1 710	1 733	1 755	1 679	1 624	1 832	1 797
Primary Industries	241	327	359	470	489	566	473	380	316	298	261	259	277
Resource Processing Technologies	97	142	143	166	201	216	229	247	267	287	254	232	187
Environmental and Conservation Technologies	554	637	642	770	792	820	699	683	641	542	618	396	458
Health Sciences	**26 897**	**25 561**	**24 759**	**24 273**	**25 208**	**26 953**	**27 638**	**28 411**	**28 188**	**28 749**	**28 858**	**28 961**	**28 831**
Nursing	20 301	19 059	18 362	18 293	19 154	20 411	20 706	21 259	20 921	21 344	21 490	21 215	21 123
Diagnostic and Treatment Medical Technologies	5 494	5 350	5 269	4 852	4 823	5 181	5 409	5 581	5 572	5 596	5 704	6 042	6 003
Medical Equipment and Prosthetics	146	246	221	233	211	236	258	290	332	336	329	340	354
Other Health-related Technologies	956	906	907	895	1 020	1 125	1 265	1 281	1 363	1 473	1 335	1 364	1 351
Social Sciences and Services	**14 465**	**15 194**	**15 343**	**16 013**	**16 602**	**17 490**	**18 535**	**18 853**	**19 650**	**20 729**	**22 236**	**23 019**	**23 978**
Protection and Correction Services	1 293	1 493	1 593	1 728	1 898	2 139	2 516	2 673	2 759	2 910	3 080	3 252	3 355
Social Services	3 881	4 259	4 232	4 406	4 539	4 898	5 229	5 512	5 535	6 037	6 841	7 133	7 366
Recreation and Sport	3 028	3 051	3 168	3 407	3 596	3 761	3 795	3 580	4 063	4 328	4 332	4 270	4 191
Educational and Counselling Services	5 402	5 516	5 590	5 744	6 016	6 159	6 459	6 521	6 644	6 882	7 328	7 692	8 442
Personal Development	27	36	46	78	49	39	39	53	92	—	—	—	—
Social Sciences	834	839	714	650	504	494	497	514	557	572	655	672	624
Other	**36 087**	**39 292**	**43 130**	**45 408**	**47 177**	**50 899**	**54 556**	**55 492**	**55 861**	**55 752**	**56 008**	**55 791**	**54 914**
Arts	7 907	8 847	9 103	9 471	9 892	10 018	10 582	10 782	10 962	11 191	11 716	11 888	12 169
Humanities	1 616	1 608	1 736	1 773	1 802	1 936	1 957	1 927	1 953	1 898	1 960	1 849	2 102
Business and Commerce	25 060	28 052	31 418	33 155	34 309	37 634	40 035	40 662	40 380	40 474	39 701	39 074	37 756
Other*	1 504	785	873	1 009	1 174	1 311	1 982	2 121	2 566	2 189	2 631	2 980	2 887
Total, all fields	**84 387**	**88 488**	**92 182**	**95 858**	**100 760**	**109 447**	**115 633**	**116 923**	**116 247**	**116 336**	**117 389**	**118 047**	**118 328**

* Includes General Arts and Science and fields not elsewhere classified.
Source: Statistics Canada, Education, Culture and Tourism Division.

Annex Table 5. Full-time Enrolment of Men in College Career Programs, by Program Field, 1977-78 to 1989-90

Program field	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
							(number)						
Engineering and Applied Sciences	33 750	36 497	38 005	40 458	43 426	48 610	53 071	53 289	50 899	46 582	43 331	41 486	40 692
Chemical Technologies	1 361	1 444	1 494	1 561	1 562	1 660	1 783	1 782	1 862	1 819	1 707	1 583	1 463
Electrical/Electronic Technologies	11 684	12 542	12 592	13 252	14 155	16 051	17 931	18 167	17 301	15 422	13 581	12 513	11 900
Mathematics and Computer Science	2 693	3 164	3 646	4 717	6 067	7 711	9 461	10 739	10 430	9 086	8 279	8 402	8 426
Transportation Technologies	1 062	1 018	1 164	1 126	1 204	1 205	1 208	1 205	1 066	860	877	874	859
Engineering Technologies	16 950	18 329	19 109	19 802	20 438	21 983	22 688	21 396	20 240	19 395	18 887	18 114	18 044
General	6 056	6 582	6 582	6 735	6 634	7 016	8 061	7 201	6 568	6 012	5 357	5 239	5 391
Mechanical	4 165	4 695	5 092	5 445	6 177	6 935	6 051	5 991	5 831	6 034	5 841	5 638	5 514
Architectural and Construction	5 429	5 537	5 685	5 561	5 590	5 836	5 410	5 190	5 016	4 947	5 369	5 282	5 317
Aeronautical	355	413	448	418	321	378	35	35	50	61	542	91	81
Industrial	945	1 102	1 302	1 643	1 716	1 818	3 131	2 979	2 775	2 341	1 778	1 864	1 741
Natural Sciences and Primary Industries	5 960	6 646	7 208	7 555	7 593	7 940	7 926	7 582	7 277	6 791	6 210	6 022	5 993
Natural Sciences	1 647	2 087	2 421	2 336	2 128	2 327	2 452	2 500	2 315	2 035	1 827	1 862	1 762
Primary Industries	2 315	2 420	2 577	2 857	2 994	3 073	2 964	2 568	2 431	2 233	2 008	1 911	1 815
Resource Processing Technologies	460	470	518	550	651	709	586	515	490	534	552	575	597
Environmental and Conservation Technologies	1 538	1 669	1 692	1 812	1 820	1 831	1 924	1 999	2 041	1 989	1 823	1 674	1 819
Health Sciences	3 033	3 243	3 359	3 358	3 525	3 767	4 193	4 690	4 998	5 313	5 560	5 645	5 593
Nursing	901	1 020	1 129	1 210	1 374	1 502	1 680	1 952	2 285	2 484	2 604	2 549	2 556
Diagnostic and Treatment Medical Technologies	1 555	1 577	1 611	1 571	1 594	1 676	1 805	2 039	2 011	2 058	2 162	2 262	2 189
Medical Equipment and Prosthetics	371	407	379	388	366	367	402	426	440	414	437	433	458
Other Health-related Technologies	206	239	240	189	191	222	306	273	262	357	357	401	390
Social Sciences and Services	5 991	6 313	6 122	6 251	6 299	6 776	7 580	8 038	8 401	8 942	9 105	9 175	9 201
Protection and Correction Services	2 791	3 157	3 111	3 268	3 343	3 513	3 917	4 255	4 429	4 873	5 058	5 359	5 305
Social Services	838	833	876	824	823	917	1 032	1 078	1 075	1 085	1 104	1 105	1 128
Recreation and Sport	1 401	1 353	1 228	1 218	1 225	1 357	1 549	1 562	1 734	1 855	1 839	1 735	1 717
Educational and Counselling Services	754	767	778	775	775	841	933	980	952	956	921	802	879
Personal Development	15	11	11	31	20	35	35	31	50	—	—	—	—
Social Sciences	192	192	118	135	113	113	114	132	161	173	183	174	172
Other	25 675	26 701	28 066	28 892	28 976	31 196	33 951	35 349	36 353	36 519	36 485	36 004	34 333
Arts	6 806	7 047	6 890	7 180	7 118	7 538	8 283	8 584	8 664	8 666	8 780	8 721	8 722
Humanities	582	524	603	608	643	700	774	867	822	864	855	871	869
Business and Commerce	17 292	18 553	20 002	20 483	20 554	21 880	23 136	23 933	24 663	25 411	24 898	24 355	22 875
Other*	995	577	571	621	661	1 078	1 758	1 965	2 204	1 578	1 952	2 057	1 867
Total, all fields	74 409	79 400	82 760	86 514	89 819	98 289	106 721	108 948	107 928	104 147	100 691	98 332	95 812

* Includes General Arts and Science and fields not elsewhere classified.
Source: Statistics Canada, Education, Culture and Tourism Division.

Annex Table 6. Full-time Total Enrolment in College Career Programs, by Program Field, 1977-78 to 1989-90

Program field	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
							(number)						
Engineering and Applied Sciences	**38 691**	**42 395**	**44 185**	**47 569**	**52 198**	**59 505**	**64 864**	**64 413**	**60 468**	**54 882**	**50 861**	**49 043**	**48 578**
Chemical Technologies	2 411	2 544	2 550	2 593	2 633	2 825	2 957	3 036	3 183	3 128	2 886	2 694	2 512
Electrical/Electronic Technologies	11 839	12 808	12 804	13 516	14 489	16 521	18 552	18 908	18 092	16 174	14 241	13 171	12 544
Mathematics and Computer Science	4 773	5 795	6 643	8 618	11 263	14 709	17 186	17 677	15 731	13 117	11 670	11 833	11 982
Transportation Technologies	1 125	1 067	1 218	1 198	1 280	1 314	1 353	1 338	1 186	947	991	983	980
Engineering Technologies	18 543	20 181	20 970	21 644	22 533	24 136	24 816	23 454	22 276	21 516	21 073	20 362	20 560
General	6 574	7 185	7 248	7 487	7 487	7 859	8 909	7 934	7 267	6 693	5 960	5 853	6 028
Mechanical	4 220	4 795	5 163	5 537	6 312	7 086	6 200	6 133	6 007	6 256	6 018	5 849	5 749
Architectural and Construction	6 146	6 329	6 531	6 467	6 580	6 840	6 371	6 178	5 953	5 959	6 521	6 491	6 710
Aeronautical	362	418	459	430	333	394	35	35	51	62	595	93	87
Industrial	1 241	1 454	1 569	1 723	1 821	1 957	3 301	3 174	2 998	2 546	1 979	2 076	1 986
Natural Sciences and Primary Industries	**7 957**	**9 189**	**9 978**	**10 608**	**10 594**	**11 150**	**11 037**	**10 625**	**10 256**	**9 597**	**8 967**	**8 741**	**8 712**
Natural Sciences	2 752	3 524	4 047	3 983	3 647	3 935	4 162	4 233	4 070	3 714	3 451	3 694	3 559
Primary Industries	2 556	2 747	2 936	3 327	3 483	3 639	3 437	2 948	2 747	2 531	2 269	2 170	2 092
Resource Processing Technologies	557	612	661	716	852	925	815	762	757	821	806	807	784
Environmental and Conservation Technologies	2 092	2 306	2 334	2 582	2 612	2 651	2 623	2 682	2 682	2 531	2 441	2 070	2 277
Health Sciences	**29 930**	**28 804**	**28 118**	**27 631**	**28 733**	**30 720**	**31 831**	**33 101**	**33 186**	**34 062**	**34 418**	**34 606**	**34 424**
Nursing	21 202	20 079	19 491	19 503	20 528	21 913	22 386	23 211	23 206	23 828	24 094	23 764	23 679
Diagnostic and Treatment Medical Technologies	7 049	6 927	6 880	6 423	6 417	6 857	7 214	7 620	7 583	7 654	7 866	8 304	8 192
Medical Equipment and Prosthetics	517	653	600	621	577	603	660	716	772	750	766	773	812
Other Health-related Technologies	1 162	1 145	1 147	1 084	1 211	1 347	1 571	1 554	1 625	1 830	1 692	1 765	1 741
Social Sciences and Services	**20 456**	**21 507**	**21 465**	**22 264**	**22 901**	**24 266**	**26 115**	**26 891**	**28 051**	**29 671**	**31 341**	**32 194**	**33 179**
Protection and Correction Services	4 084	4 650	4 704	4 996	5 241	5 652	6 433	6 928	7 188	7 783	8 138	8 611	8 660
Social Services	4 719	5 092	5 108	5 230	5 362	5 815	6 261	6 590	6 610	7 122	7 945	8 238	8 494
Recreation and Sport	4 429	4 404	4 396	4 625	4 821	5 118	5 344	5 142	5 797	6 183	6 171	6 005	5 908
Educational and Counselling Services	6 156	6 283	6 368	6 519	6 791	7 000	7 392	7 501	7 596	7 838	8 249	8 494	9 321
Personal Development	42	47	57	109	69	74	74	84	142	—	—	—	—
Social Sciences	1 026	1 031	832	785	617	607	611	646	718	745	838	846	796
Other	**61 762**	**65 993**	**71 196**	**74 300**	**76 153**	**82 095**	**88 507**	**90 841**	**92 214**	**92 271**	**92 493**	**91 795**	**89 247**
Arts	14 713	15 894	15 993	16 651	17 010	17 556	18 865	19 366	19 626	19 857	20 496	20 609	20 891
Humanities	2 198	2 132	2 339	2 381	2 445	2 636	2 731	2 794	2 775	2 762	2 815	2 720	2 971
Business and Commerce	42 352	46 605	51 420	53 638	54 863	59 514	63 171	64 595	65 043	65 885	64 599	63 429	60 631
Other*	2 499	1 362	1 444	1 630	1 835	2 389	3 740	4 086	4 770	3 767	4 583	5 037	4 754
Total, all fields	**158 796**	**167 888**	**174 942**	**182 372**	**190 579**	**207 736**	**222 354**	**225 871**	**224 175**	**220 483**	**218 080**	**216 379**	**214 140**

* Includes General Arts and Science and fields not elsewhere classified.
Source: Statistics Canada, Education, Culture and Tourism Division.

Annex Table 7. College Career Program Enrolment, by Age Group, 1983-84 and 1989-90

Age	1983-84			1989-90		
	Male	Female	Total	Male	Female	Total
			(number)			
17 and under	4 870	7 488	12 358	3 241	5 023	8 264
18-24	88 867	93 193	182 060	73 267	84 397	157 664
25-29	8 098	6 796	14 894	10 448	11 487	21 935
30-34	2 684	3 474	6 158	4 292	6 762	11 054
35-39	994	2 446	3 440	2 264	4 459	6 723
40-44	369	1 158	1 527	1 030	2 672	3 702
45-49	120	422	542	305	959	1 264
50-59	105	208	313	186	457	643
60 and over	54	62	116	62	99	161
Unknown	560	386	946	717	2 013	2 730
Total	**106 721**	**115 633**	**222 354**	**95 812**	**118 328**	**214 140**

Source: Statistics Canada, Education, Culture and Tourism Division.

Annex Table 8. Part-time Enrolment in College Career Programs, 1983, 1986, 1987, 1988 and 1989

Year	Male	Female	Total
		(number)	
1983	44 113	56 887	101 000
1986	44 425	63 946	108 371
1987	45 297	71 748	117 045
1988	44 037	73 683	117 720
1989	43 716	72 700	116 416

Source: Statistics Canada, Education, Culture and Tourism Division.

Annex Table 9. Full-time College Teachers, by Teaching Field,[1] Staff Position and Gender, 1976-77 to 1987-88

Teaching field	Total teaching staff[2]			Academic administrators		
	Male	Female	Total	Male	Female	Total
			(number)			
1976-77						
Engineering and Applied Sciences	2 630	25	2 655	230	3	233
Natural Sciences and Primary Industries	772	70	842	91	3	94
Health Sciences	237	1 298	1 535	37	73	110
Social Sciences and Services	475	255	730	50	16	66
Other	2 951	1 451	4 402	852	173	1 025
Arts	731	210	941	80	12	92
Humanities	1 021	498	1 519	79	21	100
Business and Commerce	839	590	1 429	98	22	120
Other*	360	153	513	595	118	713
Total	**7 065**	**3 099**	**10 164**	**1 260**	**268**	**1 528**
1980-81						
Engineering and Applied Sciences	3 158	52	3 210	211	6	217
Natural Sciences and Primary Industries	753	83	836	83	2	85
Health Sciences	248	1 249	1 497	25	71	96
Social Sciences and Services	446	319	765	43	18	61
Other	3 353	1 745	5 098	998	316	1 314
Arts	846	251	1 097	69	16	85
Humanities	1 124	611	1 735	84	30	114
Business and Commerce	982	692	1 674	75	27	102
Other*	401	191	592	770	243	1 013
Total	**7 958**	**3 448**	**11 406**	**1 360**	**413**	**1 773**
1984-85						
Engineering and Applied Sciences	3 394	99	3 493	272	5	277
Natural Sciences and Primary Industries	688	105	793	100	6	106
Health Sciences	253	1 265	1 518	19	58	77
Social Sciences and Services	471	359	830	30	13	43
Other	3 406	1 827	5 233	905	334	1 239
Arts	800	263	1 063	48	9	57
Humanities	947	556	1 503	55	19	74
Business and Commerce	1 092	663	1 755	75	17	92
Other*	567	345	912	727	289	1 016
Total	**8 212**	**3 655**	**11 867**	**1 326**	**416**	**1 742**
1985-86						
Engineering and Applied Sciences	3 804	115	3 919	330	4	334
Natural Sciences and Primary Industries	799	120	919	108	7	115
Health Sciences	272	1 440	1 712	23	84	107
Social Sciences and Services	536	455	991	51	24	75
Other	3 932	2 119	6 051	1 100	461	1 561
Arts	947	316	1 263	84	17	101
Humanities	1 147	639	1 786	82	29	111
Business and Commerce	1 226	802	2 028	91	29	120
Other*	612	362	974	843	386	1 229
Total	**9 343**	**4 249**	**13 592**	**1 612**	**580**	**2 192**
1986-87						
Engineering and Applied Sciences	3 982	155	4 137	347	4	351
Natural Sciences and Primary Industries	870	131	1 001	112	12	124
Health Sciences	283	1 598	1 881	23	85	108
Social Sciences and Services	635	557	1 192	36	22	58
Other	4 258	2 407	6 665	1 109	514	1 623
Arts	1 045	390	1 435	92	17	109
Humanities	1 202	738	1 940	79	28	107
Business and Commerce	1 368	918	2 286	93	32	125
Other*	643	361	1 004	845	437	1 282
Total	**10 028**	**4 848**	**14 876**	**1 627**	**637**	**2 264**
1987-88						
Engineering and Applied Sciences	3 864	156	4 020	318	9	327
Natural Sciences and Primary Industries	839	134	973	103	14	117
Health Sciences	274	1 629	1 903	24	75	99
Social Sciences and Services	643	586	1 229	37	25	62
Other	4 223	2 516	6 739	1 111	580	1 691
Arts	1 028	395	1 423	78	20	98
Humanities	1 194	790	1 984	68	31	99
Business and Commerce	1 379	947	2 326	85	37	122
Other*	622	384	1 006	880	492	1 372
Total	**9 843**	**5 021**	**14 864**	**1 593**	**703**	**2 296**

[1] Excludes data for Quebec (not available by teaching field).
[2] Includes both postsecondary and trades teachers, since some teach at both levels. Teachers are classified to postsecondary or trades according to the percentage of time spent teaching at each level.
* Includes General Arts and Science fields not elsewhere classified.
Source: Statistics Canada, Education, Culture and Tourism Division.

Annex Table 10. Median Age of Full-time College Teachers,[1] by Teaching Field[2] and Gender, 1976-77 to 1987-88

Teaching field	Male		Female		Total	
	Median age	Total number	Median age	Total number	Median age	Total number
1976-77						
Engineering and Applied Sciences	42	2 630	41	25	42	2 655
Natural Sciences and Primary Industries	39	772	34	70	38	842
Health Sciences	35	237	35	1 298	35	1 535
Social Sciences and Services	37	475	34	255	36	730
Other	38	2 951	39	1 451	38	4 402
Arts	39	731	38	210	39	941
Humanities	37	1 021	37.5	498	37	1 519
Business and Commerce	40	839	40	590	40	1 429
Other*	39	360	37	153	38	513
Total	**39**	**7 065**	**36**	**3 099**	**39**	**10 164**
1980-81						
Engineering and Applied Sciences	43	3 158	37	52	43	3 210
Natural Sciences and Primary Industries	41	753	34	83	40	836
Health Sciences	37	248	38	1 249	38	1 497
Social Sciences and Services	40	446	37	319	39	765
Other	41	3 353	39	1 745	40	5 098
Arts	42	846	40	251	41	1 097
Humanities	40	1 124	39	611	40	1 735
Business and Commerce	41	982	41	692	41	1 674
Other*	38	401	37	191	37	592
Total	**42**	**7 958**	**39**	**3 448**	**41**	**11 406**
1984-85						
Engineering and Applied Sciences	44	3 394	35	99	44	3 493
Natural Sciences and Primary Industries	43	688	36	105	42	793
Health Sciences	41	253	41	1 265	41	1 518
Social Sciences and Services	42	471	39	359	41	830
Other	43	3 406	41	1 827	42	5 233
Arts	44	800	41	263	44	1 063
Humanities	43	947	42	556	43	1 503
Business and Commerce	43	1 092	41	663	43	1 755
Other*	41	567	40	345	41	912
Total	**43**	**8 212**	**41**	**3 655**	**42**	**11 867**
1987-88						
Engineering and Applied Sciences	45	3 864	37	156	45	4 020
Natural Sciences and Primary Industries	44	839	39	134	43	973
Health Sciences	42	274	42	1 629	42	1 903
Social Sciences and Services	43	643	39	586	41	1 229
Other	45	4 223	42	2 517	44	6 740
Arts	45	1 028	41	395	44	1 423
Humanities	45	1 194	43	791	44	1 985
Business and Commerce	45	1 379	42	947	44	2 326
Other*	43	622	40	384	42	1 006
Total	**45**	**9 843**	**42**	**5 022**	**44**	**14 865**

[1] Includes both postsecondary and trades teachers, since some teach at both levels. Teachers are classified to postsecondary or trades according to the percentage of time spent teaching at each level.
[2] Excludes data for Quebec (not available by teaching field).
* Includes General Arts and Science and fields not elsewhere classified.
Source: Statistics Canada, Education, Culture and Tourism Division.

Annex Table 11. Full-time College Teachers,[1] by Average Years of Experience, Teaching Field[2] and Gender, 1976-77 to 1987-88

Teaching field	Male		Female		Total	
	Average experience	Total number	Average experience	Total number	Average experience	Total number
1976-77						
Engineering and Applied Sciences	7.5	2 630	7.1	25	7.5	2 655
Natural Sciences and Primary Industries	8.2	772	6.5	70	8.1	842
Health Sciences	5.4	237	6.1	1 298	6	1 535
Social Sciences and Services	6.9	475	6.6	255	6.8	730
Other	7.9	2 951	8.7	1 451	8.2	4 402
Arts	6.3	731	7.4	210	6.6	941
Humanities	9.9	1 021	10.8	498	10.2	1 519
Business and Commerce	7	839	7.5	590	7.3	1 429
Other*	7.9	360	9.4	153	8.3	513
Total	**7.6**	**7 065**	**7.4**	**3 099**	**7.5**	**10 164**
1980-81						
Engineering and Applied Sciences	9	3 158	6.1	52	8.9	3 210
Natural Sciences and Primary Industries	10.4	753	8.2	83	10.2	836
Health Sciences	8.6	248	8.9	1 249	8.9	1 497
Social Sciences and Services	9.2	446	8.2	319	8.8	765
Other	10	3 353	10.2	1 745	10.1	5 098
Arts	8.5	846	9.5	251	8.7	1 097
Humanities	12.7	1 124	11.8	611	12.4	1 735
Business and Commerce	8.8	982	9.2	692	8.9	1 674
Other*	9.1	401	9.8	191	9.3	592
Total	**9.5**	**7 958**	**9.4**	**3 448**	**9.5**	**11 406**
1984-85						
Engineering and Applied Sciences	9.9	3 394	6.1	99	9.8	3 493
Natural Sciences and Primary Industries	11.3	688	8.3	105	10.9	793
Health Sciences	10.6	253	10.7	1 265	10.7	1 518
Social Sciences and Services	11.5	471	9.3	359	10.5	830
Other	11.8	3 406	11.5	1 827	11.7	5 233
Arts	10.6	800	10.1	263	10.4	1 063
Humanities	15.2	947	13.7	556	14.6	1 503
Business and Commerce	10.2	1 092	10.3	663	10.2	1 755
Other*	9.8	567	10.9	345	10.1	912
Total	**10.9**	**8 212**	**10.7**	**3 655**	**10.8**	**11 867**
1987-88						
Engineering and Applied Sciences	11.5	3 864	6.8	156	11.3	4 020
Natural Sciences and Primary Industries	12.3	839	8	134	11.8	973
Health Sciences	11.6	274	11.3	1 629	11.4	1 903
Social Sciences and Services	11.3	643	8.8	586	10.1	1 229
Other	12.8	4 223	11.7	2 517	12.4	6 740
Arts	11.5	1 028	10.2	395	11.1	1 423
Humanities	16.8	1 194	13.9	791	15.6	1 985
Business and Commerce	10.9	1 379	10.9	947	10.9	2 326
Other*	11.7	622	10.6	384	11.3	1 006
Total	**12.1**	**9 843**	**11**	**5 022**	**11.7**	**14 865**

[1] Includes both postsecondary and trades teachers, since some teach at both levels. Teachers are classified to postsecondary or trades according to the percentage of time spent teaching at each level.
[2] Excludes data for Quebec (not available by teaching field).
* Includes General Arts and Science and fields not elsewhere classified.
Source: Statistics Canada, Education, Culture and Tourism Division.