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1. **Background**

At the University of Victoria, undergraduate courses are delivered in various formats. The majority of the course sections are delivered in a “traditional” fashion — i.e., sections taught by at least one instructor, for credit, in a classroom, and on campus. The remainder of course sections (representing a small percentage of all sections) are delivered in various “alternative” formats ranging from independently supervised studies to co-op work-term placements.

This report presents a summary of the undergraduate course delivery methods by faculty for the 2001/02 annualized year. In addition, this report provides a detailed analysis of undergraduate course sections delivered in the “traditional” format at the faculty level, at the departmental level, and at the instructor type level.

2. **Methodology**

A database was constructed based on class population listings. These listings identify the course, the section, the name(s) of the instructor(s) teaching the course, the number of students, and the unit value of the course. Summer course information were taken as of August 1, 2001 while the fall, year, and spring course information were taken as of March 1, 2002. Based on the 2001/02 Undergraduate Pro Forma Course List, the 2001/02 Undergraduate Cross-Listed Course List, and the section number, the course type was determined for each course section. Course types include “traditional” courses, non-credit courses, off-campus/distance/exchange courses, independently supervised/directed studies courses, practicum courses, co-op work-terms, challenge courses, and cross-listed courses. These course types are not mutually exclusive — e.g., a course may be independently supervised and also be offered off-campus. In addition, faculty listings were used to determine the instructor type for each course section — i.e., section taught by a regular faculty member or by a senior instructor, or taught by a non-regular faculty member.

Following the construction of this database, listings were sent to every department for confirmation or for editing of the information. All but one department responded to the request for confirmation of the data. After the changes from the departments were made, data analyses were conducted on the database to generate five detailed tables located in the Appendix.

It should be noted that the methodology differs somewhat from the methodology used in previous reports: — the definition of a “traditional” course now includes cross-listed courses and courses that are taught by multiple instructors; this analysis does not treat the course types as being mutually exclusive; and the faculty type which cannot be determined have not
been excluded from the analysis, but rather appear in an “Unknown Faculty Type” category and included in the UVic Total calculations. These changes in the methodology provide a more accurate analysis. Finally, caution should be used if this analysis is compared to analyses from previous reports. The highlights of this analysis are as follows with detailed tables appearing in the Appendix.

3. **Highlights**

Traditionally delivered courses accounted for 70 percent of all undergraduate course sections and 90 percent of all undergraduate EETs in 2001/02 — see Table 1. In particular, the Faculty of Humanities had the highest percentage (92%) while the Faculty of Human and Social Development had the lowest percentage (21%) of “traditionally” delivered courses — see Chart 1.

In 2001/02, about 30 percent of all undergraduate course sections were delivered in an “alternative” format which corresponded to about 11 percent of all undergraduate EETs. From Chart 2, “Off-Campus/Distance/Exchange Course” was the largest (11.8% of all courses taught) “alternative” delivery format and “Challenge Course” was the smallest (0.6%). The Faculty of Human and Social Development taught the highest percentage of “non-traditional” EETs (76%) and 61 percent of all courses taught in the faculty were “Off-Campus/Dist/Exchange Course” — see Table 1.

With the exception of Human and Social Development (24%), all faculties taught a high percentage of “traditional” course EETs in 2001/02 with the Faculties of Engineering and Science both having taught the highest percentage (98.3%) — see Chart 3. The university average was 89.5 percent.
The average section size in “traditionally” taught courses was 39 (see Chart 5) in 2001/02. This ranged from 24 for the Faculty of Fine Arts to 59 for the Faculty of Social Sciences. By year-level, the largest average section size (61) occurred in 100-level courses while the average declined progressively to 22 for 400-level courses — see Table 3.

The Faculty of Humanities taught the greatest number of “traditional” course sections at UVic — 858 “1.5 units equivalent” sections, representing 28.6 percent of the university total. The Faculty of Human and Social Development taught the lowest number (114) representing 3.8 percent.

When disaggregated by instructor type, 52 percent of “traditional” course sections were taught by regular faculty or by senior instructors (see Chart 6 and Table 2) in 2001/02 — 46 percent were taught by non-regular faculty, and 2 percent were taught by “unknown” instructor type. Further breakdowns by year-level indicate that 21 percent of “traditional” courses were taught by regular faculty at the 300-level.

By instructor type, 52 percent of “traditional” EETs were taught by regular faculty (see Chart 7 and Table 5) in 2001/02 while 46 percent were taught by non-regular faculty. Regular faculty taught 19 percent of the “traditional” EETs at the 300-level.
## APPENDIX — TABLE 1
### UNIVERSITY OF VICTORIA
### 2001/02 Analysis of Undergraduate Course Delivery
### Percentage Distribution of 2001/02 Undergraduate Course Sections and EETs by Delivery Format and by Faculty

<table>
<thead>
<tr>
<th>Type of Course Section¹</th>
<th>Business</th>
<th>Education</th>
<th>Engineering</th>
<th>Fine Arts</th>
<th>Human &amp; Soc. Dev.</th>
<th>Humanities</th>
<th>Law</th>
<th>Science</th>
<th>Social Sciences</th>
<th>Inter-disciplinary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Classroom Delivery²</td>
<td>74.8%</td>
<td>73.5%</td>
<td>67.1%</td>
<td>73.6%</td>
<td>20.9%</td>
<td>92.0%</td>
<td>73.5%</td>
<td>69.7%</td>
<td>73.0%</td>
<td>4.0%</td>
<td>70.3%</td>
</tr>
<tr>
<td>Challenge Course</td>
<td>5.2%</td>
<td>0.4%</td>
<td>0.0%</td>
<td>0.5%</td>
<td>1.9%</td>
<td>0.4%</td>
<td>0.0%</td>
<td>0.2%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Co-op Work Term</td>
<td>12.9%</td>
<td>5.5%</td>
<td>18.5%</td>
<td>3.6%</td>
<td>2.8%</td>
<td>0.0%</td>
<td>9.6%</td>
<td>11.6%</td>
<td>11.1%</td>
<td>56.0%</td>
<td>7.3%</td>
</tr>
<tr>
<td>Course Taught by Multiple Faculty</td>
<td>0.6%</td>
<td>2.4%</td>
<td>4.4%</td>
<td>2.7%</td>
<td>7.9%</td>
<td>1.9%</td>
<td>6.6%</td>
<td>8.6%</td>
<td>1.5%</td>
<td>0.0%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Cross-Listed Course</td>
<td>4.5%</td>
<td>0.0%</td>
<td>0.3%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>1.2%</td>
<td>0.7%</td>
<td>1.1%</td>
<td>1.7%</td>
<td>0.0%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Indep. Supervised/Directed Study</td>
<td>1.9%</td>
<td>5.3%</td>
<td>11.1%</td>
<td>16.0%</td>
<td>6.7%</td>
<td>4.5%</td>
<td>3.7%</td>
<td>15.2%</td>
<td>11.6%</td>
<td>0.0%</td>
<td>9.1%</td>
</tr>
<tr>
<td>Non-Credit Course</td>
<td>0.6%</td>
<td>0.0%</td>
<td>2.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>1.3%</td>
<td>2.2%</td>
<td>0.5%</td>
<td>0.3%</td>
<td>0.0%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Off-Campus, Dist., or Exch. Course</td>
<td>9.7%</td>
<td>14.2%</td>
<td>1.3%</td>
<td>7.2%</td>
<td>61.3%</td>
<td>2.0%</td>
<td>11.0%</td>
<td>4.1%</td>
<td>3.8%</td>
<td>36.0%</td>
<td>11.8%</td>
</tr>
<tr>
<td>Practicum</td>
<td>0.0%</td>
<td>2.6%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>23.2%</td>
<td>0.1%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.2%</td>
<td>12.0%</td>
<td>3.0%</td>
</tr>
</tbody>
</table>

### Total Number of Sections

<table>
<thead>
<tr>
<th></th>
<th>155</th>
<th>457</th>
<th>298</th>
<th>443</th>
<th>431</th>
<th>846</th>
<th>136</th>
<th>561</th>
<th>601</th>
<th>25</th>
<th>3,953</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of UVic Total</td>
<td>3.9%</td>
<td>11.6%</td>
<td>7.5%</td>
<td>11.2%</td>
<td>10.9%</td>
<td>21.4%</td>
<td>3.4%</td>
<td>14.2%</td>
<td>15.2%</td>
<td>0.6%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### EETs

<table>
<thead>
<tr>
<th></th>
<th>483</th>
<th>1,094</th>
<th>1,114</th>
<th>997</th>
<th>1,144</th>
<th>2,669</th>
<th>333</th>
<th>2,326</th>
<th>2,671</th>
<th>9</th>
<th>12,840</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of UVic Total</td>
<td>3.8%</td>
<td>8.5%</td>
<td>8.7%</td>
<td>7.8%</td>
<td>8.9%</td>
<td>20.8%</td>
<td>2.6%</td>
<td>18.1%</td>
<td>20.8%</td>
<td>0.1%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

¹The following course section categories are not mutually exclusive as some courses fall into more than one category; hence, the sum of the percentages will exceed 100% — note that in previous reports, course sections were assigned into one category only.

²"Traditional" courses are defined to be courses that are taught by at least one instructor, for credit, in a classroom on campus — these include cross-listed courses and courses that are taught by multiple instructors. In previous reports, "Traditional" courses were defined as being taught by a single instructor, for credit, in a classroom on campus and excluding courses that were cross-listed or taught by multiple instructors.

Source: Data derived from Class Populations reports as of August 1, 2001 and March 1, 2002.
### APPENDIX — TABLE 2
#### UNIVERSITY OF VICTORIA
#### 2001/02 Analysis of Undergraduate Course Delivery

Percentage Distribution of 2001/02 Traditional\(^1\) Course Sections by Department, by Course Level, and by Instructor Type

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Sections Taught by Regular Faculty</th>
<th>Course Sections Taught by Non-Regular Faculty</th>
<th>Course Sections Taught by Unknown Faculty</th>
<th>#1.5 Unit Sect. Equiv. (^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100 200 300 400 700 Total</td>
<td>100 200 300 400 700 Total</td>
<td>100 200 300 400 700 Total</td>
<td></td>
</tr>
<tr>
<td>Faculty of Business</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum &amp; Instruction</td>
<td>2.2% 2.3% 11.9% 14.0% 4.8% 45.4%</td>
<td>1.7% 9.2% 18.2% 14.2% 43.3%</td>
<td>0.8% 5.3% 4.2% 10.3%</td>
<td>119</td>
</tr>
<tr>
<td>Educ. Psych. &amp; Leadership Studies</td>
<td>10.6% 6.7% 23.7% 37.9%</td>
<td>30.4% 6.7% 56.1% 62.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>10.6% 4.8% 11.7% 10.1% 3.2% 40.4%</td>
<td>18.1% 9.6% 25.5% 6.4% 59.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty of Education</td>
<td>3.3% 2.3% 11.6% 15.7% 3.6% 36.6%</td>
<td>4.2% 3.8% 23.1% 22.3% 4.2% 57.5%</td>
<td>0.5% 0.2% 1.4% 2.0% 1.9% 5.9%</td>
<td>358</td>
</tr>
<tr>
<td>Computer Science</td>
<td>10.4% 11.9% 23.9% 14.9%</td>
<td>61.2% 16.4% 17.9% 4.5% 38.8%</td>
<td></td>
<td>67</td>
</tr>
<tr>
<td>Electrical and Computer Engineering</td>
<td>1.4% 10.3% 28.3% 47.6%</td>
<td>87.6% 4.1% 8.3% 12.4%</td>
<td></td>
<td>48</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>2.8% 16.7% 19.4% 51.4%</td>
<td>90.3% 2.8% 5.6% 1.4% 9.7%</td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>Software Engineering</td>
<td>10.3% 6.9% 27.6%</td>
<td>44.8% 27.5% 27.6% 55.2%</td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>Engineering</td>
<td>5.6% 22.2%</td>
<td>27.8% 55.6% 16.7% 72.2%</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Faculty of Engineering</td>
<td>4.9% 13.1% 19.5% 30.0%</td>
<td>67.5% 5.5% 6.8% 11.1% 9.3% 32.5%</td>
<td></td>
<td>198</td>
</tr>
<tr>
<td>History in Art</td>
<td>4.5% 9.1% 13.6% 4.5%</td>
<td>31.8% 25.0% 36.4% 6.8% 68.2%</td>
<td></td>
<td>44</td>
</tr>
<tr>
<td>Music</td>
<td>11.1% 3.8% 19.1% 5.1%</td>
<td>39.1% 16.2% 11.1% 15.7% 2.6% 45.5%</td>
<td>1.7% 4.3% 4.3% 5.1% 15.3%</td>
<td>78</td>
</tr>
<tr>
<td>Theatre</td>
<td>7.0% 13.0% 25.0% 13.0%</td>
<td>58.0% 19.0% 4.0% 12.0% 7.0% 42.0%</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>7.0% 8.5% 19.7%</td>
<td>35.2% 28.6% 9.9% 14.1% 50.7%</td>
<td>1.4% 14.1% 11.3%</td>
<td>71</td>
</tr>
<tr>
<td>Writing</td>
<td>15.6% 18.2% 3.9%</td>
<td>37.7% 13.0% 11.7% 20.8% 16.9% 62.3%</td>
<td></td>
<td>77</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>20.0%</td>
<td>20.0% 80.0%</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Faculty of Fine Arts</td>
<td>6.0% 10.5% 19.5% 5.8%</td>
<td>41.7% 16.0% 10.4% 19.5% 6.6% 52.5%</td>
<td>0.6% 1.1% 3.0% 1.1% 5.8%</td>
<td>380</td>
</tr>
<tr>
<td>Child and Youth Care</td>
<td>5.7% 14.3% 5.7%</td>
<td>25.7% 17.1% 28.6% 28.6% 74.3%</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>Health Information Sciences</td>
<td>4.8% 9.5% 19.0% 19.0%</td>
<td>52.4% 9.5% 4.8% 23.8% 9.5% 47.6%</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>Nursing</td>
<td>21.1% 10.5%</td>
<td>31.6% 26.6% 42.1% 68.4%</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Social Work</td>
<td>39.1% 15.6%</td>
<td>54.7% 29.7% 15.6% 45.3%</td>
<td></td>
<td>32</td>
</tr>
<tr>
<td>Human and Social Development</td>
<td>57.1% 57.1%</td>
<td>42.9% 42.9%</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Faculty of Human &amp; Soc. Develop.</td>
<td>0.9% 3.5% 22.4% 14.9%</td>
<td>41.7% 1.8% 6.1% 25.9% 24.6% 58.3%</td>
<td></td>
<td>114</td>
</tr>
<tr>
<td>English</td>
<td>8.1% 13.0% 13.6% 12.1%</td>
<td>47.0% 40.9% 3.6% 2.8% 5.7% 53.0%</td>
<td></td>
<td>247</td>
</tr>
<tr>
<td>French</td>
<td>7.4% 11.8% 12.2% 16.2%</td>
<td>48.5% 35.3% 8.8% 2.9% 51.5%</td>
<td></td>
<td>68</td>
</tr>
<tr>
<td>Germanic Studies</td>
<td>8.3% 2.8% 5.6% 19.4%</td>
<td>36.1% 36.1% 11.1% 16.7% 63.9%</td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>Greek and Roman Studies</td>
<td>17.6% 26.5% 5.9%</td>
<td>50.0% 26.5% 5.9% 17.6% 50.0%</td>
<td></td>
<td>34</td>
</tr>
<tr>
<td>Hispanic and Italian Studies</td>
<td>25.2% 15.4% 8.9% 19.6%</td>
<td>69.2% 22.4% 2.8% 5.6% 30.8%</td>
<td></td>
<td>71</td>
</tr>
<tr>
<td>History</td>
<td>3.9% 14.8% 31.3% 8.6%</td>
<td>58.6% 7.0% 10.2% 17.2% 6.3% 40.6% 0.8%</td>
<td></td>
<td>128</td>
</tr>
<tr>
<td>Linguistics</td>
<td>2.1% 8.5% 17.0% 10.6%</td>
<td>38.3% 10.6% 16.0% 31.9% 8.5% 61.7%</td>
<td></td>
<td>47</td>
</tr>
<tr>
<td>Medieval Studies</td>
<td>25.0%</td>
<td>25.0% 75.0%</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Pacific and Asian Studies</td>
<td>15.9% 13.3% 18.6% 23.9%</td>
<td>71.7% 14.2% 7.1% 4.4% 2.7% 28.3%</td>
<td></td>
<td>113</td>
</tr>
<tr>
<td>Philosophy</td>
<td>13.8% 8.6% 20.7% 19.0%</td>
<td>62.1% 6.9% 15.5% 13.8% 1.7% 37.9%</td>
<td></td>
<td>58</td>
</tr>
<tr>
<td>Slavonic Studies</td>
<td>5.0% 5.0% 35.0% 5.0%</td>
<td>50.0% 10.0% 10.0% 20.0% 10.0% 50.0%</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Women's Studies</td>
<td>11.1% 7.4% 33.3% 14.8%</td>
<td>66.7% 22.2% 3.7% 7.4% 33.3%</td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>Humanities</td>
<td>100.0%</td>
<td>100.0% 0.0%</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Faculty of Humanities</td>
<td>9.7% 12.1% 18.3% 14.6%</td>
<td>54.7% 23.9% 7.2% 9.4% 4.7% 45.2% 0.1%</td>
<td>0.1%</td>
<td>858</td>
</tr>
<tr>
<td>Faculty of Law</td>
<td>12.2% 46.8%</td>
<td>59.0% 3.0% 36.5% 39.5% 1.5% 1.5%</td>
<td></td>
<td>121</td>
</tr>
</tbody>
</table>
### APPENDIX — TABLE 2

**UNIVERSITY OF VICTORIA**

**2001/02 Analysis of Undergraduate Course Delivery**

#### Percentage Distribution of 2001/02 Traditional\(^1\) Course Sections by Department, by Course Level, and by Instructor Type

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Sections Taught by Regular Faculty</th>
<th>Course Sections Taught by Non-Regular Faculty</th>
<th>Course Sections Taught by Unknown Faculty Type</th>
<th>#1.5 Unit Sect. Equiv.</th>
<th>(^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100 200 300 400 700 Total</td>
<td>100 200 300 400 700 Total</td>
<td>100 200 300 400 700 Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Faculty of Science</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biochemistry and Microbiology</td>
<td>2.2% 6.7% 16.7% 18.1% 43.7%</td>
<td>2.2% 16.7% 37.4% 56.3%</td>
<td></td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>16.5% 12.8% 33.5% 21.8% 84.6%</td>
<td>1.1% 9.6% 4.8% 15.4%</td>
<td></td>
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<tr>
<td>Chemistry</td>
<td>7.4% 7.4% 39.7% 20.6% 75.0%</td>
<td>5.9% 11.8% 7.4% 25.0%</td>
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<tr>
<td>Earth and Ocean Sciences</td>
<td>10.0% 13.3% 20.0% 26.7% 70.0%</td>
<td>3.3% 10.0% 16.7% 30.0%</td>
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<td>26.9% 11.0% 0.7% 38.6%</td>
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<td>17.7% 3.2% 8.1% 4.8% 33.9%</td>
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<tr>
<td>Anthropology</td>
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<tr>
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<tr>
<td>Environmental Studies</td>
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<td>48.1% 25.9% 74.1%</td>
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<tr>
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<td>Psychology</td>
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<tr>
<td>Faculty of Social Sciences</td>
<td>3.6% 4.5% 24.0% 14.7% 46.9%</td>
<td>5.7% 7.7% 30.6% 7.5% 51.5% 0.5% 1.1% 1.6% 441</td>
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<tr>
<td>Interdisciplinary</td>
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<tr>
<td>UVic Total</td>
<td>7.2% 8.8% 20.6% 4.4% 51.5%</td>
<td>12.6% 7.0% 17.2% 9.0% 46.3% 0.2% 0.2% 1.0% 0.5% 0.2% 2.2% 3,005</td>
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\(^1\)“Traditional” courses are defined to be courses that are taught by at least one instructor, for credit, in a classroom on campus — these include cross-listed courses and courses that are taught by multiple instructors. In previous reports, “Traditional” courses were defined as being taught by a single instructor, for credit, in a classroom on campus and excluding courses that were cross-listed or taught by multiple instructors.

\(^2\)The number of 1.5 unit section equivalents was calculated by dividing the actual units taught by 1.5 units — e.g., a course taught for 3.0 units is equivalent to two 1.5 units. Due to rounding, the components may not sum up exactly to the totals.

Source: Data derived from Class Populations reports as of August 1, 2001 and March 1, 2002.

Institutional Planning and Analysis

January 7, 2003
## APPENDIX — TABLE 3
UNIVERSITY OF VICTORIA

2001/02 Analysis of Undergraduate Course Delivery

### Average Section Sizes and Counts of 2001/02 Traditional Course Sections by Department and by Course Level

<table>
<thead>
<tr>
<th>Department</th>
<th>100 Level Courses</th>
<th>200 Level Courses</th>
<th>300 Level Courses</th>
<th>400 Level Courses</th>
<th>700 Level Courses</th>
<th>All Courses</th>
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<td>Count</td>
<td>Average</td>
<td>Count</td>
<td>Average</td>
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## APPENDIX — TABLE 3
### UNIVERSITY OF VICTORIA
### 2001/02 Analysis of Undergraduate Course Delivery

### Average Section Sizes and Counts of 2001/02 Traditional\(^\text{a}\) Course Sections by Department and by Course Level

<table>
<thead>
<tr>
<th>Department</th>
<th>100 Level Courses</th>
<th>200 Level Courses</th>
<th>300 Level Courses</th>
<th>400 Level Courses</th>
<th>700 Level Courses</th>
<th>All Courses</th>
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<tbody>
<tr>
<td></td>
<td>Average</td>
<td>Count</td>
<td>Average</td>
<td>Count</td>
<td>Average</td>
<td>Count</td>
</tr>
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<td>49.2</td>
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</table>

\(^\text{a}\)"Traditional" courses are defined to be courses that are taught by at least one instructor, for credit, in a classroom on campus — these include cross-listed courses and courses that are taught by multiple instructors. In previous reports, "Traditional" courses were defined as being taught by a single instructor, for credit, in a classroom on campus and excluding courses that were cross-listed or taught by multiple instructors.

Source: Data derived from Class Populations reports as of August 1, 2001 and March 1, 2002.

Institutional Planning and Analysis
January 7, 2003
### APPENDIX — TABLE 4
**UNIVERSITY OF VICTORIA**

**2001/02 Analysis of Undergraduate Course Delivery**

#### EETs Distribution of 2001/02 Traditional Course Sections by Department, by Course Level, and by Instructor Type

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<thead>
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<th>100</th>
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<th>300</th>
<th>400</th>
<th>700</th>
<th>Total</th>
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<th>300</th>
<th>400</th>
<th>700</th>
<th>Total</th>
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<td>15.1</td>
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**APPENDIX — TABLE 4**

**UNIVERSITY OF VICTORIA**

2001/02 Analysis of Undergraduate Course Delivery

EETs Distribution of 2001/02 Traditional¹ Course Sections by Department, by Course Level, and by Instructor Type

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¹Traditional courses are defined to be courses that are taught by at least one instructor, for credit, in a classroom on campus — these include cross-listed courses and courses that are taught by multiple instructors. In previous reports, "Traditional" courses were defined as being taught by a single instructor, for credit, in a classroom on campus and excluding courses that were cross-listed or taught by multiple instructors.

Source: Data derived from Class Populations reports as of August 1, 2001 and March 1, 2002.

Institutional Planning and Analysis
January 7, 2003
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<td>3.4% 2.0% 27.2% 16.9% 4.5% 54.0%</td>
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<td>5.3% 3.7% 12.9% 15.7% 2.2% 39.8%</td>
<td>6.8% 3.7% 21.6% 20.3% 2.7% 55.0%</td>
<td>0.4% 0.1% 1.3% 1.8% 1.6% 5.1% 933.3</td>
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<td>Computer Science</td>
<td>20.2% 15.9% 17.4% 4.0% 57.6%</td>
<td>29.8% 11.3% 1.3% 42.4%</td>
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<td>Electrical and Computer Engr.</td>
<td>3.7% 17.5% 44.0% 26.2% 91.3%</td>
<td>6.5% 21.2% 2.2% 8.7%</td>
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<td>232.1</td>
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<td>Mechanical Engineering</td>
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</tr>
<tr>
<td>Software Engineering</td>
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<tr>
<td>Faculty of Engineering</td>
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<td>1,095.9</td>
</tr>
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<td>History in Art</td>
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<td>32.0% 28.6% 2.8% 63.4%</td>
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</tr>
<tr>
<td>Music</td>
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<td>22.6% 9.6% 13.5% 2.2% 47.8%</td>
<td>3.2% 3.8% 3.7% 3.9% 14.7% 206.1</td>
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<td>Theatre</td>
<td>15.1% 11.9% 14.5% 3.4% 44.9%</td>
<td>38.7% 5.7% 9.1% 17.5% 55.1%</td>
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<td>150.0</td>
</tr>
<tr>
<td>Visual Arts</td>
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<td>34.7% 9.3% 13.5% 57.5%</td>
<td>1.3% 1.2% 6.5% 9.0% 128.6</td>
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</tr>
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<td>Writing</td>
<td>10.5% 19.2% 1.6% 25.3%</td>
<td>24.1% 11.2% 17.6% 74.3%</td>
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<td>24.6% 75.4% 75.4%</td>
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<td>Faculty of Fine Arts</td>
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<td>21.1% 14.4% 19.1% 5.5% 60.0%</td>
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<tr>
<td>Child and Youth Care</td>
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</tr>
<tr>
<td>Health Information Sciences</td>
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<tr>
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</tr>
<tr>
<td>Social Work</td>
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</tr>
<tr>
<td>Human and Social Development</td>
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<td>53.7% 53.7%</td>
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</tr>
<tr>
<td>Faculty of Humanities</td>
<td>1.5% 4.1% 22.9% 12.2% 40.7%</td>
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<td>English</td>
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<td>French</td>
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<td>Germanic Studies</td>
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</tr>
<tr>
<td>Greek and Roman Studies</td>
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<td>29.6% 13.1% 23.7% 66.4%</td>
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<tr>
<td>Hispanic and Italian Studies</td>
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<td>23.8% 1.3% 6.3% 31.3%</td>
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<tr>
<td>History</td>
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<td>1.2% 1.2% 539.2</td>
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</tr>
<tr>
<td>Linguistics</td>
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<td>163.7</td>
</tr>
<tr>
<td>Medieval Studies</td>
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</tr>
<tr>
<td>Pacific and Asian Studies</td>
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<td>13.9% 13.0% 4.5% 1.4% 32.7%</td>
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<td>222.3</td>
</tr>
<tr>
<td>Philosophy</td>
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<td>8.3% 21.9% 15.2% 0.4% 45.9%</td>
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<td>231.6</td>
</tr>
<tr>
<td>Slavonic Studies</td>
<td>4.6% 2.2% 51.1% 0.8% 58.7%</td>
<td>12.3% 3.0% 24.3% 16% 41.3%</td>
<td></td>
<td>36.6</td>
</tr>
<tr>
<td>Women's Studies</td>
<td>18.7% 7.4% 30.7% 7.0% 63.8%</td>
<td>24.9% 4.1% 7.2% 36.2%</td>
<td></td>
<td>74.8</td>
</tr>
<tr>
<td>Humanities</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
<td>2.6</td>
</tr>
<tr>
<td>Faculty of Humanities</td>
<td>11.1% 14.4% 17.6% 9.8% 52.9%</td>
<td>23.2% 9.2% 10.6% 3.8% 46.9%</td>
<td>0.2% 0.2% 2,622.0</td>
<td></td>
</tr>
</tbody>
</table>

APPENDIX — TABLE 5
UNIVERSITY OF VICTORIA
2001/02 Analysis of Undergraduate Course Delivery
Percentage Distribution of 2001/02 Traditional Course Section EETs by Department, by Course Level, and by Instructor Type
### APPENDIX — TABLE 5
UNIVERSITY OF VICTORIA
2001/02 Analysis of Undergraduate Course Delivery

#### Percentage Distribution of 2001/02 Traditional Course Section EETs by Department, by Course Level, and by Instructor Type

<table>
<thead>
<tr>
<th>Department</th>
<th>100</th>
<th>200</th>
<th>300</th>
<th>400</th>
<th>700</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Law</td>
<td>27.1%</td>
<td>44.9%</td>
<td>72.0%</td>
<td>6.1%</td>
<td>20.8%</td>
<td>26.9%</td>
</tr>
<tr>
<td>Biochemistry and Microbiology</td>
<td>16.0%</td>
<td>24.0%</td>
<td>18.6%</td>
<td>16.4%</td>
<td>75.1%</td>
<td>8.2%</td>
</tr>
<tr>
<td>Biology</td>
<td>38.2%</td>
<td>15.1%</td>
<td>29.6%</td>
<td>9.6%</td>
<td>92.6%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>23.9%</td>
<td>14.3%</td>
<td>12.6%</td>
<td>3.4%</td>
<td>54.1%</td>
<td>19.5%</td>
</tr>
<tr>
<td>Earth and Ocean Sciences</td>
<td>30.8%</td>
<td>6.6%</td>
<td>29.8%</td>
<td>5.9%</td>
<td>73.0%</td>
<td>12.0%</td>
</tr>
<tr>
<td>Math</td>
<td>26.9%</td>
<td>20.5%</td>
<td>5.4%</td>
<td>1.4%</td>
<td>54.2%</td>
<td>34.1%</td>
</tr>
<tr>
<td>Physics</td>
<td>35.0%</td>
<td>10.5%</td>
<td>6.8%</td>
<td>3.7%</td>
<td>55.9%</td>
<td>33.7%</td>
</tr>
<tr>
<td>Faculty of Science</td>
<td>29.5%</td>
<td>16.4%</td>
<td>14.6%</td>
<td>5.2%</td>
<td>65.7%</td>
<td>21.5%</td>
</tr>
<tr>
<td>Anthropology</td>
<td>15.6%</td>
<td>21.5%</td>
<td>6.2%</td>
<td>43.3%</td>
<td>24.8%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Economics</td>
<td>22.3%</td>
<td>9.1%</td>
<td>28.6%</td>
<td>5.2%</td>
<td>65.1%</td>
<td>9.9%</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>3.1%</td>
<td>19.8%</td>
<td>22.9%</td>
<td>53.7%</td>
<td>23.4%</td>
<td>77.1%</td>
</tr>
<tr>
<td>Geography</td>
<td>7.2%</td>
<td>7.1%</td>
<td>27.2%</td>
<td>10.5%</td>
<td>52.0%</td>
<td>15.0%</td>
</tr>
<tr>
<td>Political Science</td>
<td>11.7%</td>
<td>5.6%</td>
<td>23.0%</td>
<td>5.2%</td>
<td>45.6%</td>
<td>15.0%</td>
</tr>
<tr>
<td>Psychology</td>
<td>23.2%</td>
<td>4.0%</td>
<td>13.6%</td>
<td>1.5%</td>
<td>42.3%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Sociology</td>
<td>3.3%</td>
<td>14.8%</td>
<td>6.3%</td>
<td>24.4%</td>
<td>29.0%</td>
<td>31.7%</td>
</tr>
<tr>
<td>Faculty of Social Sciences</td>
<td>12.6%</td>
<td>6.8%</td>
<td>19.7%</td>
<td>5.5%</td>
<td>44.7%</td>
<td>14.8%</td>
</tr>
<tr>
<td>Interdisciplinary</td>
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<td></td>
<td></td>
<td>100.0%</td>
</tr>
<tr>
<td>UVic Total</td>
<td>14.4%</td>
<td>11.1%</td>
<td>18.7%</td>
<td>8.0%</td>
<td>0.2%</td>
<td>52.3%</td>
</tr>
</tbody>
</table>

1"Traditional" courses are defined to be courses that are taught by at least one instructor, for credit, in a classroom on campus — these include cross-listed courses and courses that are taught by multiple instructors. In previous reports, "Traditional" courses were defined as being taught by a single instructor, for credit, in a classroom on campus and excluding courses that were cross-listed or taught by multiple instructors.

Source: Data derived from Class Populations reports as of August 1, 2001 and March 1, 2002.

Institutional Planning and Analysis
January 7, 2003

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