

UWinnipeg Indigenous Course Requirement (ICR) Course Registration and Capacity Analysis: End of Year 6

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Introduction

UWinnipeg was one of the first in Canada to mandate that all students have knowledge about Indigenous people's culture. The student-led Indigenous Course Requirement (ICR) initiative was approved in November 2015 by University Senate. Beginning in the Fall of 2016, Indigenous learning became a part of the undergraduate degree requirement for all new students. Academic year 2021-2022 was the sixth year of the ICR for undergraduate students at UWinnipeg. As described in the UWinnipeg Academic Calendar: "Students first enrolling in Fall Term 2016 or later must take at least 3 credit hours from a list of courses approved by Senate. They may choose from several courses in which the greater part of the content is local Indigenous material — derived from or based on an analysis of the cultures, languages, history, ways of knowing, or contemporary reality of the Indigenous peoples of North America". A list of eligible courses can be found by visiting, <http://uwinnipeg.ca/indigenous-course-requirement>, or in the Degree and Major Requirements section of the Academic calendar.

This document provides an analysis on ICR course registrations for the 2021-2022 academic year. Comparison to previous academic years provided where appropriate.

Method

Course registrations from the 2021-2022 academic year (September 1, 2021 – August 31, 2022) were analyzed. The data was pulled as of August 31, 2022. Courses were excluded from the analysis if they were cancelled or if they were cross-listed with graduate courses and no undergraduate students were registered. Also, Faculty of Education courses and undergraduate students enrolled in the Faculty of Education were excluded, as the Faculty of Education offers a mandatory course for their students that fulfills the ICR requirement.

Several ICR-approved courses are cross-listed between departments. Cross-listing is typically done to expand the reach of a course (e.g., by cross-listing a course in both History and Women's & Gender Studies, the course description may be viewed in either department listing, and students can register through either listing). However, the total number of registrations are typically allocated to the primary course owner (usually the department where the course instructor is housed) to accurately count course registrations.

Please note the information in this report from academic years 2016-2017 to 2020-2021 was obtained from previous ICR reports.

Definitions

Capacity: Capacity refers to the maximum number of registrations available for a section of a course. The capacity of a course section is set either by the room capacity (e.g., the number of seats available in a given classroom) or for pedagogical reasons (e.g., an honours level seminar course that requires extensive student participation may have a lower capacity than a first-year level introductory course).

Course: A course is the unit of instruction recorded on the student transcript with a final letter grade.

Credit Hours: Reflect course 'load'. Courses valued at 6-credit hours have three lecture hours per week for two terms. Course valued at 3-credit hours have three lecture hours per week for one term. Credit hours are noted in parentheses that follow the course code.

Cross-listed: A course listed by multiple departments that contains similar content and perspective to both disciplines. As such, it can be offered by a different course number for each department offering the cross-listed course. For the purpose of this report, the Primary Department is the department in which the instructor is housed.

Indigenous Course Requirement (ICR) Cohort: Each year, a cohort of students who are required to fulfill the ICR is created. Each cohort consists of first admission undergraduate students who began their studies at any time during that academic year. Each ICR cohort is tracked year-over-year. The ICR Cohort excludes students from the Faculty of Education, as noted in the Method section.

Registration: Registration is the process that reserves seats in particular classes for eligible students. A registered student is one that officially enrolled in a course section.

Section: Multiple offerings of the same course in each term are referred to as sections. Sections of a course may be taught by the same instructor or by different instructors.

Results

Number of ICR Courses and Sections

In total, there were 62 courses, totaling 143 listings of ICR sections in the 2021-2022 Timetable. After removing courses that were cancelled, offered by Faculty of Education, and cross-listed (i.e. not considered as home department), 47 courses with 88 sections were considered for this ICR analysis. Eleven 3-credit hour courses required a pre-requisite course. Sections were divided by faculty as follows: 79 sections in the Faculty of Arts; eight in the Faculty of Science; and one in the Faculty of Business and Economics. For comparison, in 2020-2021, 80 sections from 39 ICR-approved courses were offered. Table 1 shows the number of ICR sections offered by term over time.

Table 1. Number of ICR sections offered.

Term	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Spring	5	6	9	10	16	10
Fall	21	26	31	28	33	35
Fall-Winter	0	0	2	2	3	0
Winter	20	28	29	26	28	43
Total Sections	46	60	71	66	80	88
Total Courses	27	31	42	37	39	47

Sections by Department

Figure 1 presents the number of ICR sections by department in the 2021-2022 academic year. The majority of ICR sections were offered through the History (32%) and Indigenous Studies (31%) departments. As noted above, there was an increase in the overall number of courses and sections offered in 2021-2022 compared to the previous year. Changes in course section offerings between 2021-2022 by Department are shown in Table 2.

N = 88

Number of Sections by Department

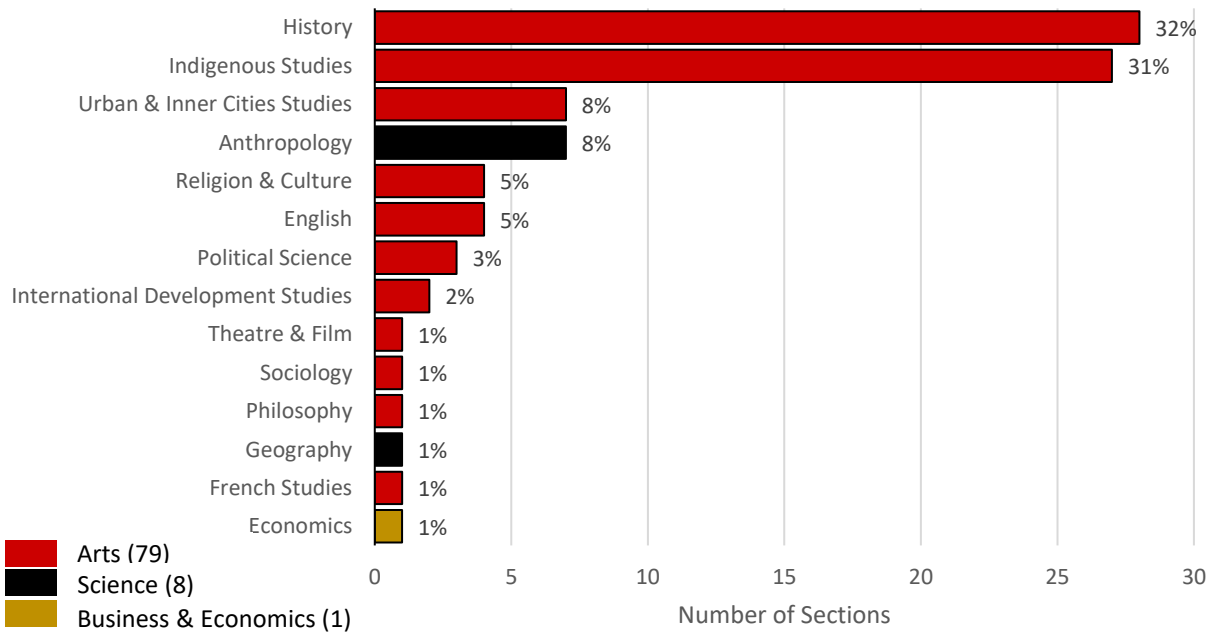


Figure 1. Number of ICR Sections by Department in the Faculties of Arts (red), Science (black) and Business & Economics (gold) for the 2020-2021 Academic Year. Cross-listed courses not included above. Outside bar labels are percentage of total.

N = 88

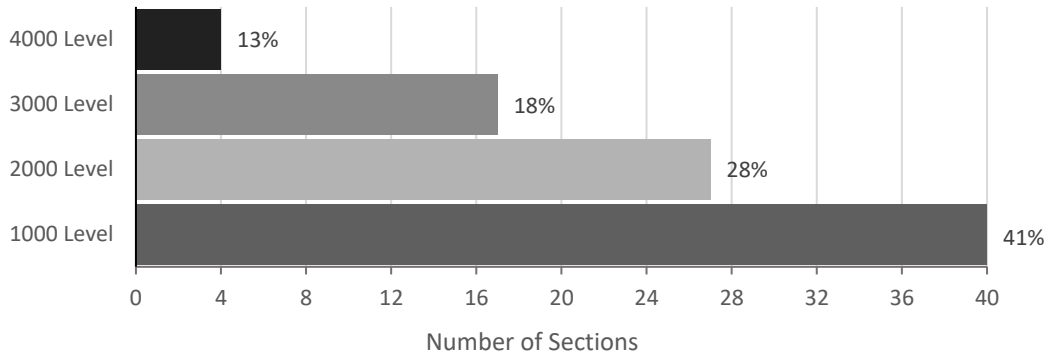


Figure 2. Number of ICR sections (percentage of total shown in label) at each course level.

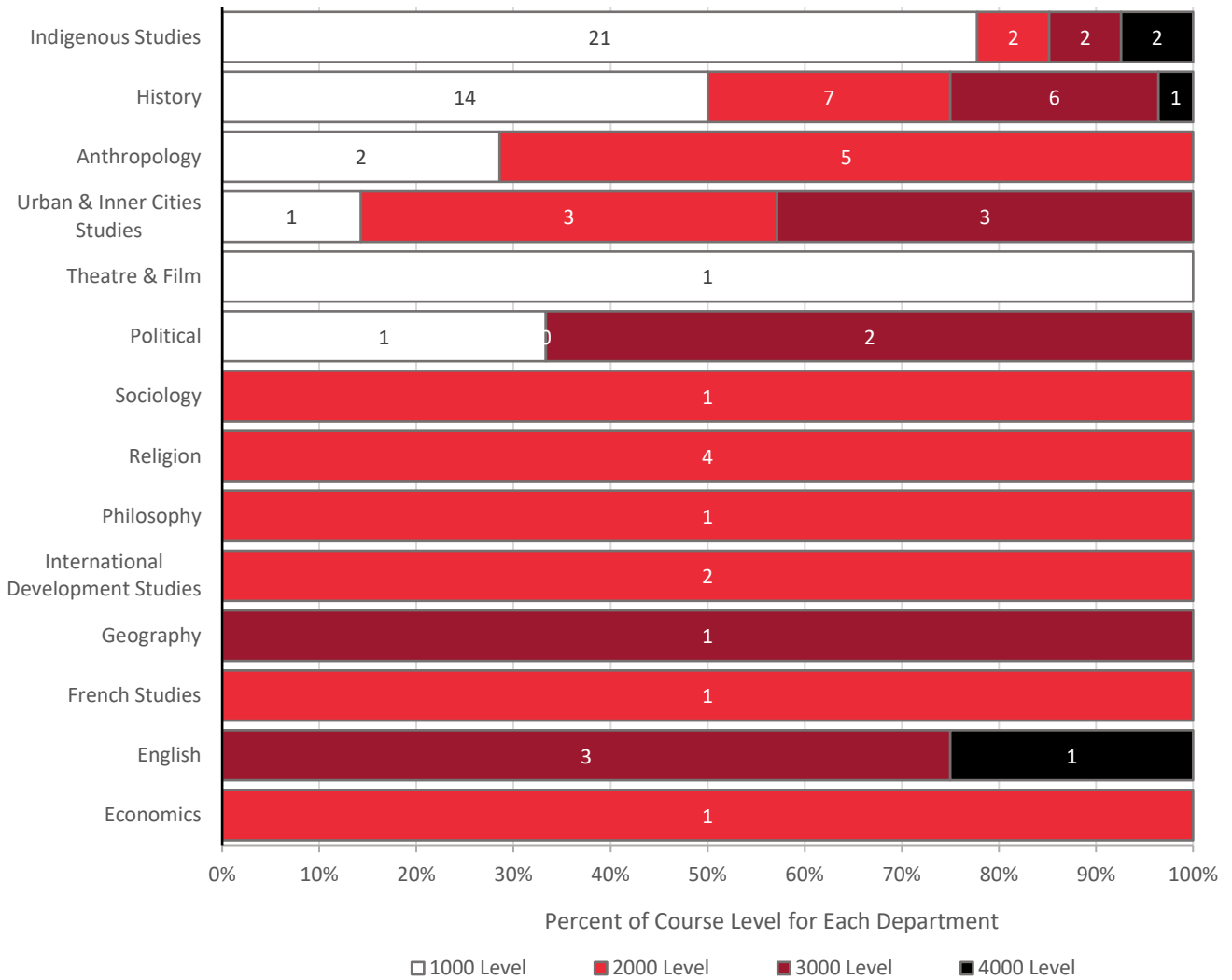


Figure 3. Percentage of ICR sections at each course level by department. Number of sections shown within the bar(s).

Table 2. Section offering between 2020-2021 and 2021-2022.

Department	2020- 2021	2021- 2022
Anthropology	5	7
Criminal Justice	1	-
Economics	1	1
English	1	4
French St	-	1
Geography	1	1
History	24	28
Indigenous Studies	24	27
International Development Studies	3	2
Philosophy	5	1
Political Science	3	3
Religion and Culture	3	4
Rhetoric and Communications	2	-
Sociology	-	1
Theatre and Film	1	1
Urban and Inner City Studies	5	7
Women's and Gender Studies	1	-
Total	80	88

As shown in Figure 2, the majority of the ICR sections (41%) were 1000 level courses, with the number of offerings decreasing steadily for higher levels. Figure 3 shows the breakdown of course level offerings by department. In this, we see that the majority of 1000 level courses were offered by Indigenous studies (21 sections), followed next by History (14 sections). There were 27 sections of ICR courses offered at the 2000 level; History (5 sections) and Anthropology (4 sections) offered the most. Seventeen sections of ICR courses were offered at the 3000 level; again, History offered the most (6 sections). There were four sections of 4000 level courses; two in Indigenous Studies and one in English,

and History. For the History Department, student demand and research interest in Indigenous history allows for many course offerings that meet the ICR.

Instructors

Fifty-one instructors (24 Regular; 25 Contract; 1 Other; 1 CMU/Menno Simons) taught ICR courses in the 2021-2022 academic year (compared to 41 in 2020-2021, 37 in 2019-2020, 39 in 2018-2019, and 37 instructors in 2017-2018). Table 3 shows Regular Faculty taught 45 courses (51.1%) compared to 41 courses by Contract Academic Staff (47.0%). The percentage of sections taught by Contract Academic Staff is lower than 2020-2021, but higher otherwise (48.1% in 2021-2022, 33.3% in 2019-2020, 28.2% in 2018-2019, 46.7% in 2017-2018, and 35.1% in 2016-2017).

Table 3. Status of Faculty who taught sections of ICR Courses in 2020-2021.

Department	Regular	Contract	Other	CMU/ Menno Simons	Total
Anthropology	7	0	0	0	7
Economics	1	0	0	0	1
English	3	1	0	0	4
French Studies	1	0	0	0	1
Geography	1	0	0	0	1
History	17	11	0	0	28
Indigenous Studies	8	19	0	0	27
International Development Studies	0	0	1	1	2
Philosophy	0	1	0	0	1
Political Science	1	2	0	0	3
Religion	2	2	0	0	4
Sociology	1	0	0	0	1
Theatre & Film	0	1	0	0	1
Urban & Inner Cities Studies	3	4	0	0	7
	45	41	1	1	88
Total	(51.1%)	(47.0%)	(1.1%)	(1.1%)	

The category of instructor varied by department and is shown in Table 3.

Section Capacity, Registrations, and Registrations by ICR Cohorts

In 2021-2022, the total capacity for the 88 sections that ran was 3234. There were 2631 students registered in these sections. This was an increase in the total capacity and number of registrants from all the prior years (see Figure 4). The data show that capacity and registrants tended to increase over time.

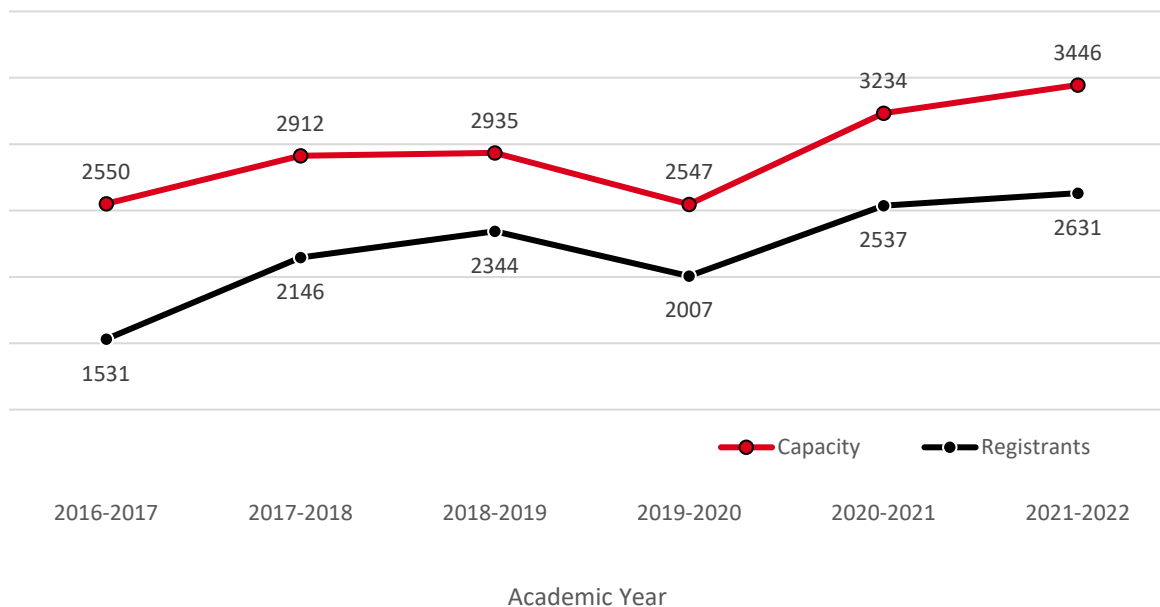


Figure 4. Number of Registrants in and Global Capacity of ICR Courses over Time.

Figure 5 shows the breakdown of capacity, registrations, and number of students by department for ICR courses. History had the largest capacity (1262 seats; 32% of the total ICR capacity) and Indigenous Studies offered the second most seats (1248 seats; 32% of the total ICR capacity). Both History and Indigenous Studies each had approximately one-third of all the registrations in ICR courses.

Registrations in ICR-approved courses includes both students who needed to fulfill the ICR requirement and students who did not need to fulfill the ICR (due to beginning their studies at UWinnipeg prior to the 2016-2017 academic year or students who have already completed the ICR). In Figure 5, the difference between the black bars (total registrations) and red bars (registrations by ICR cohorts) represents the number of students who took an ICR course but did not have to for the ICR credit.

Figure 6 converts the information from Figure 5 into percentages, representing the proportion of total registrations in ICR sections filled by students needing to complete the ICR.

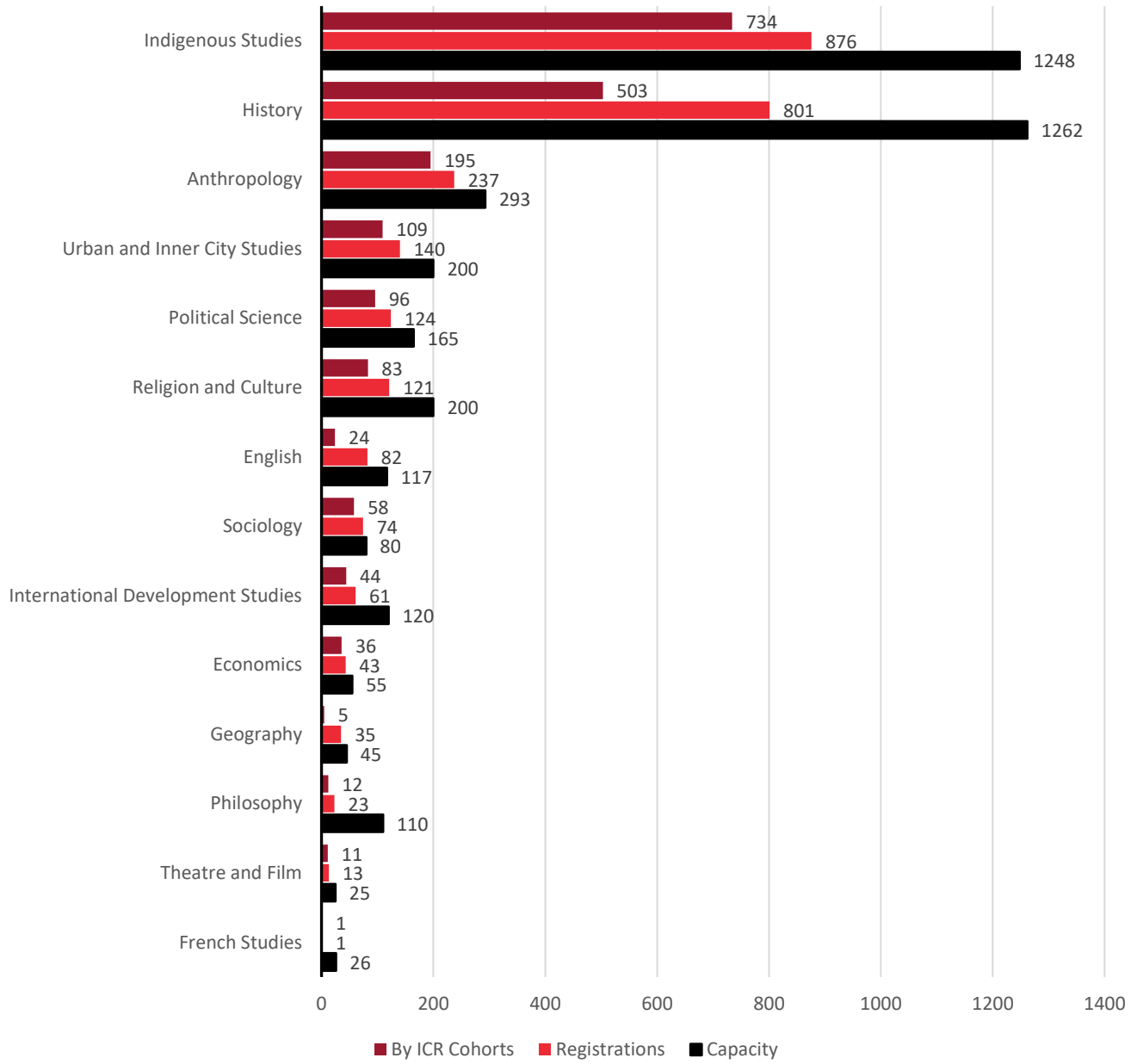


Figure 5. Total course capacity, number of registrations, and number of ICR cohort students by Department in 2021-2022.

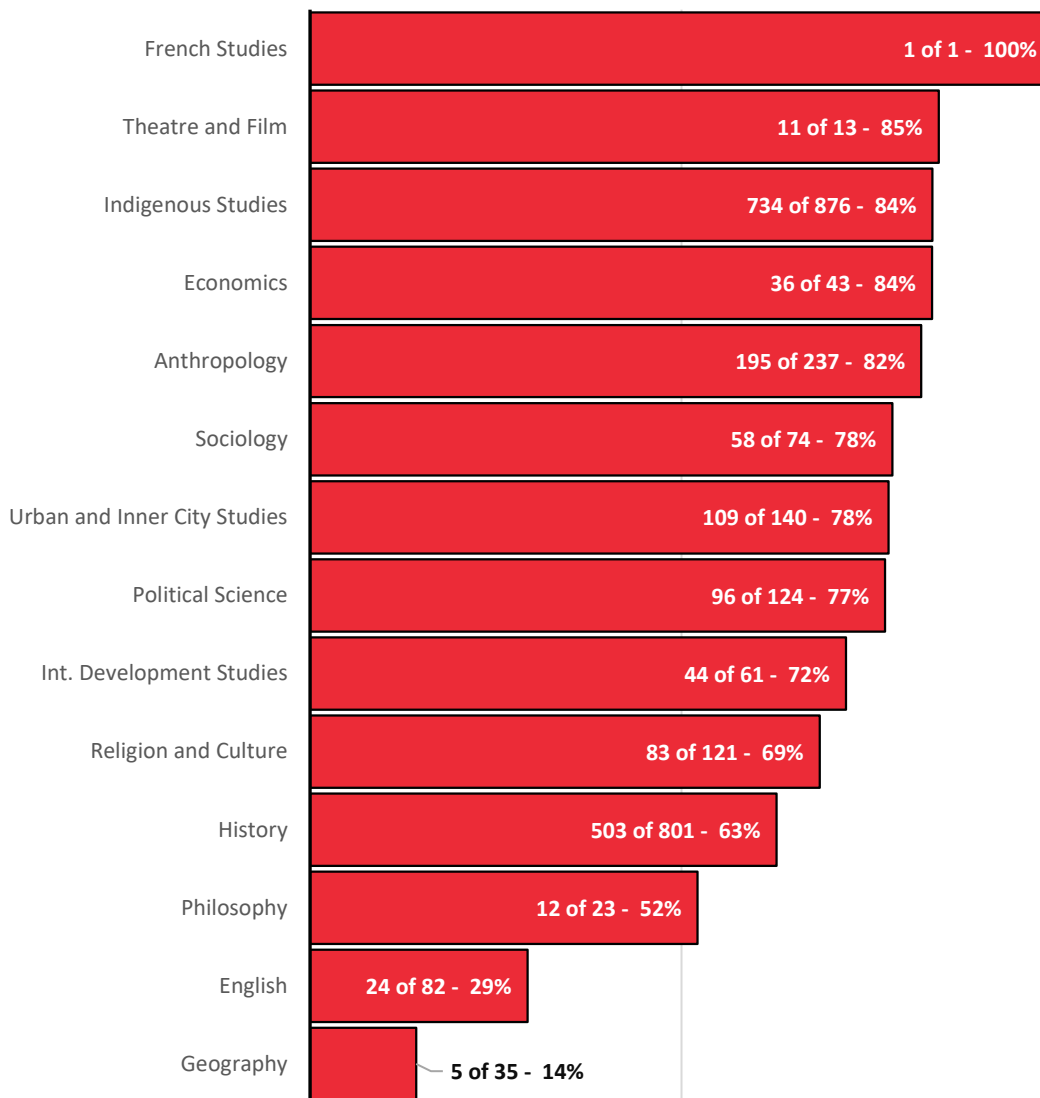


Figure 6. Percentage of students registered by Department that needed the ICR in 2021-2022. Inside bar labels include the number of students registered that needed the ICR out of the total registered, and percentage. Note that French Studies is an anomaly, as the course had 1 registrant of a possible 26.

Number of Unique Students Fulfilling the ICR in 2020-2021

Analyzing course registrations allows us to obtain an accurate picture of course capacity. The analysis above suggests that in 2021-2022 UWinnipeg had adequate capacity overall in ICR sections to fill the demand. However, it is important to note that a single student may register in more than one course that fulfills the ICR. Thus, it is important to examine the unique number of students from 2016-2017 to 2021-2022 ICR cohorts who fulfilled the ICR requirement.

Table 4 shows that a total of 1312 unique students completed the ICR during the 2021-2022 academic year. This table only considers registrations during the 2021-2022 academic year. The average ICR Fulfillment by Cohort year is 32%. In addition, the 2016-2017 cohort year have the least amount of students represent in the Fulfillment total (last column). This is not surprising given that the 2016-2017 cohort would be set to graduate or already have graduated.

Table 4. Number and percentage of students registered that required and fulfilled the ICR by cohort year in the 2021-2022 academic year.

Cohort Year	2021-2022 Registered Students Requiring ICR (N)	2021-2022 Registered Students Fulfilling ICR (N)	ICR Fulfillment by Cohort Year^a (%)	ICR Cohort Year Fulfillment by Fulfilled Total^b (%)
2016-2017	55	18	32.7%	1.4%
2017-2018	155	49	31.6%	3.7%
2018-2019	363	153	42.1%	11.7%
2019-2020	626	225	35.9%	17.1%
2020-2021	1224	390	31.9%	29.7%
2021-2022	2422	477	19.7%	36.4%
Total	4845	1312		

Note.

^a% = (2021 – 2022 Registered Students Fulfilling ICR) ÷ (2021 – 2022 Registered Students Requiring ICR) × 100

^b% = (2021 – 2022 Registered Students Fulfilling ICR) ÷ (Total Registered Students Fulfilling ICR in 2021 – 2022) × 100

As mentioned above, some students may register in multiple ICR courses. This occurs more often for Indigenous Studies and History majors, minors and others in related fields of interest. In total, there were 1912 instances of the 1312 unique students completing ICR courses in 2021-2022. As of August 31, 2022, 6311 students have completed the ICR at UWinnipeg.

Estimated Number of Students Registering in ICR courses

For planning purposes, Table 5 shows the actual registration numbers for the 2016-2017 through to 2021-2022 ICR cohort, along with estimated registrations for 2022-2023 and 2023-2024 (shaded grey). Revised estimations of students completing the ICR in future years were based on predicted values from a linear regression model. The data suggests there will be a point of stability (at 2020-2021) where approximately 1300 students register for an ICR course

Table 5. Actual and estimated number of students completing the ICR over time (estimated numbers shaded grey).

Cohort	Academic Year							
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2022-202
2016-2017	434	313	162	89	60	18	10	10
2017-2018		628	413	156	122	49	20	10
2018-2019			588	344	317	153	58	20
2019-2020				484	425	225	131	58
2020-2021					464	390	231	131
2021-2022						477	353	231
2022-2023							519	353
2023-2024								519
Total	434	941	1163	1073	1388	1312	1312	1322

Note: The estimated numbers of students expected to complete the ICR in future years are close to the values predicted by a linear regression model with enrollment year (i.e., 1st year, 2nd year, 3rd year, etc.) (x_1) and the number of students who registered who needed the ICR (x_2) as predictors. The regression equation is $y' = 332.49 - 57.76x_1 + 0.1x_2$. This model accounted for 93.0% of the variation in the number of students who completed the ICR in years 2016-17 to 2021-2022 (y).

Summary

In the 2021-2022 academic year, 13 departments offered ICR courses; History and Indigenous Studies offered the most sections. In most departments, more than 50% of the students registered in ICR sections were ICR students (i.e., they needed the ICR credit). It is expected that around 1300 students will complete their ICR credit in 2022-2023 and in future academic years. One issue that may be of concern is the high percentage of sections (47%) taught by Contract Academic Staff. While this value decreased compared to 2020—2021, the increase from the years prior to 2020-2021 is more than ten percent. In summary, the current ICR course offerings are sufficient to meet the need/demand based on the snapshot at the end of the year. This analysis does not account for waitlists during the registration period or additions of sections to address long waitlists.