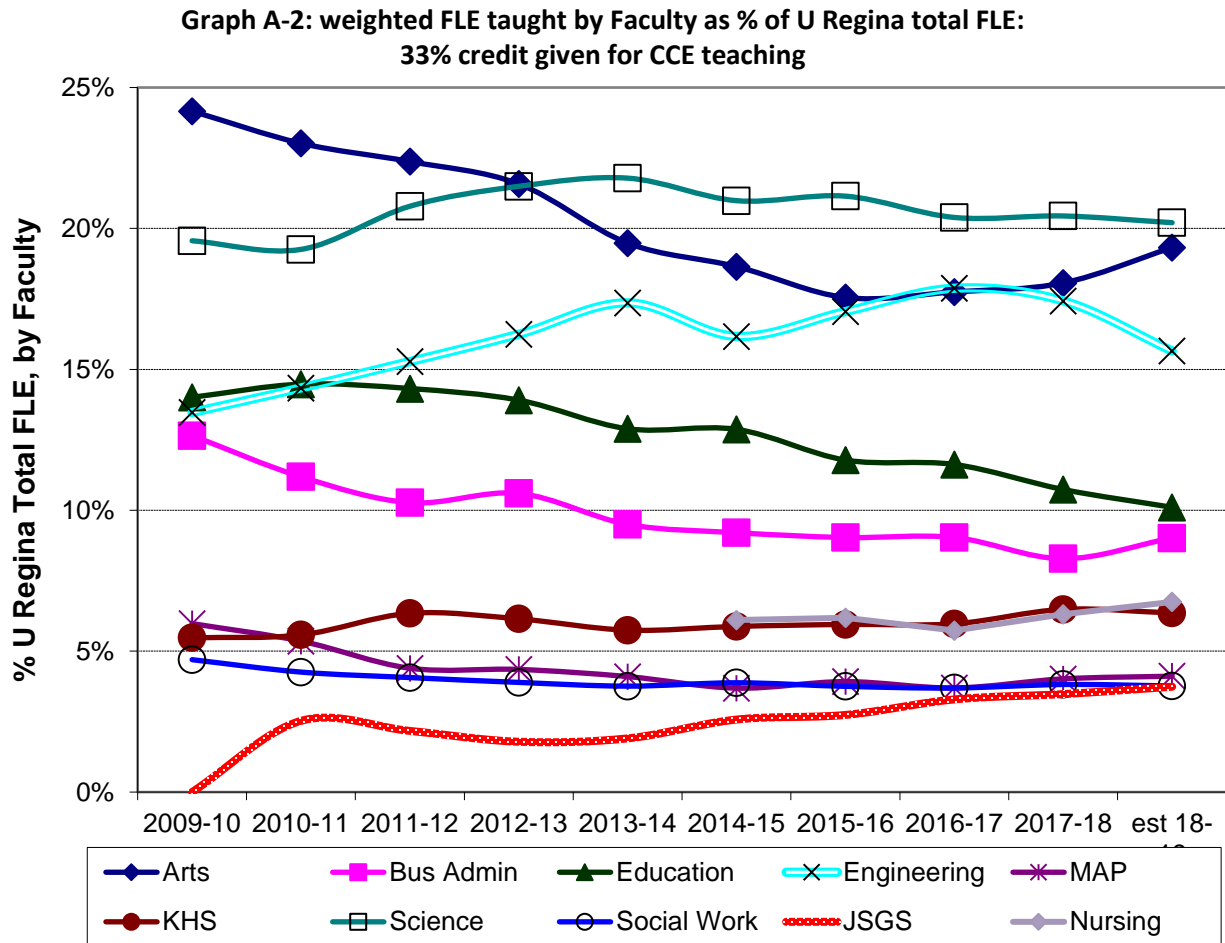


Budget Graphs 2019: Faculty Academic Budgets vs Costs

Introduction

- The budget graphs are one of a number of tools guiding budget allocations decisions.
- The University of Regina’s two main sources of revenue, both the provincial operating grant [Primarily determined by the SUFM which is largely predicated on FLE data] and tuition fees are mostly driven by the volume of teaching.
- The graphs compare Faculty academic operating budgets to a proxy of the cost of teaching: “discipline weighted FLE”.



Source: March 2019; O’Fee/Fortowsky; URegina Office of Resource Planning; \URegina FLE Data for Budget Process.

Graph A-2 uses weighted “full-load-equivalent students” (FLE) to show the distribution of teaching among Faculties. FLE measures the quantity of teaching activity (credit hours of instruction). For Undergraduate (UG) courses 1 FLE = 30 credit hours of undergraduate instruction. For Graduate courses, 1 FLE = 15 hours of graduate instruction, but there is a limit of 30 credit hours (2 years) for each Masters student and 60 credit hours for each PhD student after which credit hours are not counted. There is no such limit for undergraduate instruction. The FLE for prior years are as submitted annually to the

Saskatchewan University Funding Model (**SUFM**). The estimated FLE for the current fiscal-year in-progress are based upon the census date credit hours.

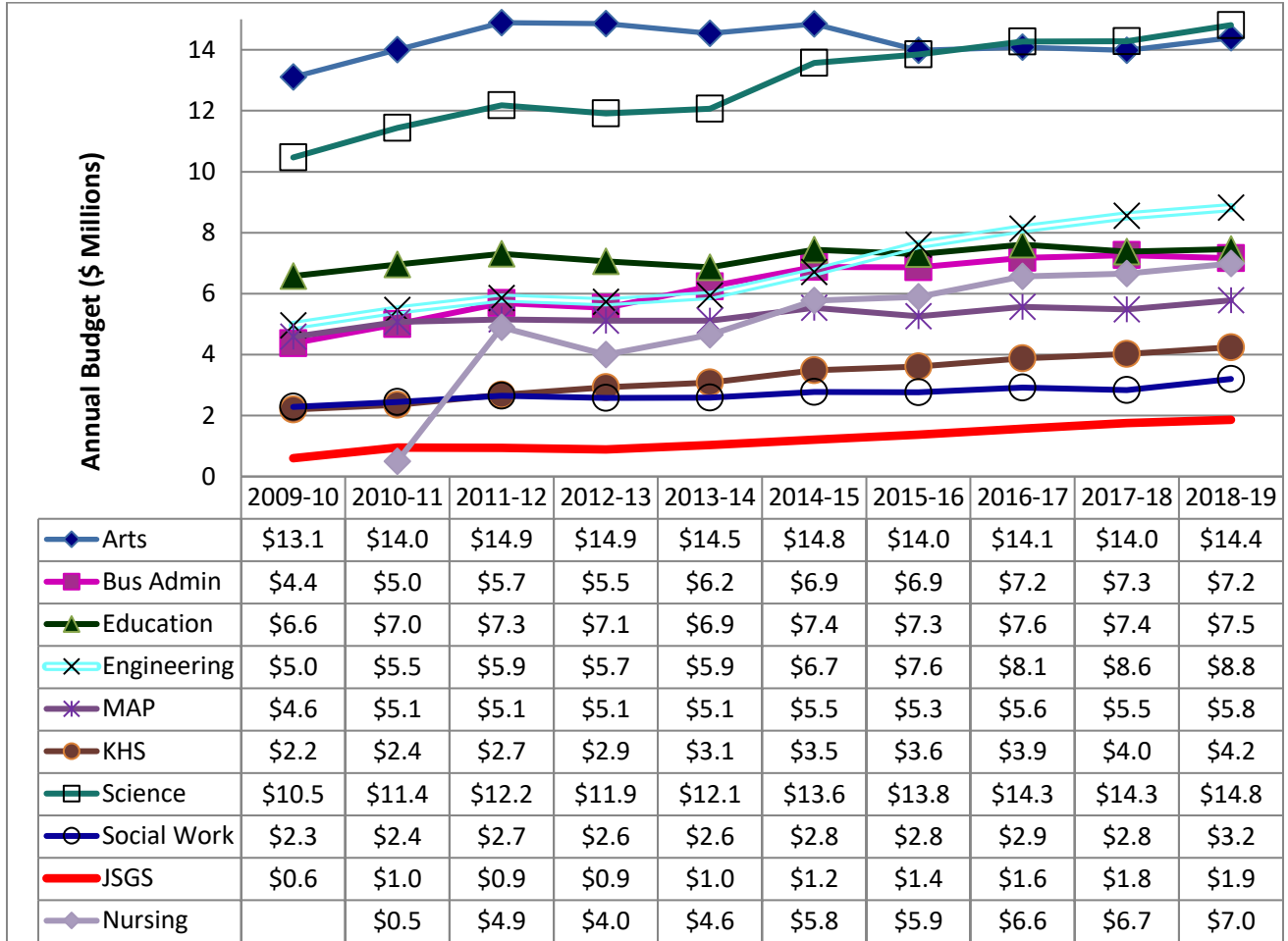
The SUFM uses primarily “discipline weighted” FLE. These weights are intended to represent the relative differences among disciplines and level (undergraduate, Masters, Doctoral) in the cost of delivering a FLE. These are based upon a study of average costs in several North American jurisdictions, developed in the formation of the SUFM which was introduced in 2002. For example, an undergraduate FLE in the Social Sciences has a weight of 1.0 whereas an undergraduate FLE in Engineering has a weight of 2.06.

The “weighted FLE” used throughout this analysis adds 60% of a Faculty’s incremental weighted FLE to the total un-weighted FLE. Thus from the above, the Social Science UG “weighted FLE” remains 1, while the Engineering UG “weighted FLE” is counted as 1.64 (1.0 unweighted + 60% of the 1.06 increment). The use of only 60% of the incremental value of the weight corresponds roughly to the overall impact of weighted FLE in the Saskatchewan University Funding Model (SUFM).

The FLE disciplines are based upon the subject area of the courses producing the credit hours that are converted to FLE students. In the SUFM the student’s program and other demographics have no effect upon the FLE (other than Graduate program limits, and the discipline classification of thesis credit hours by Grad program). Unlike Ontario and some other provinces, course credit hours taken by international students are treated exactly the same as domestic students.

An adjustment is also made for each Faculty’s proportion of credit hours taught by the Centre for Continuing Education (CCE). In this analysis, Faculties are given partial credit (33%) for FLE taught by CCE rather than full credit (100%). This is meant to account for the fact that funding for the Instructor is provided by CCE, rather than the Faculty budget, while recognizing that there are still costs to the Faculty of offering the course.

Graph D: Adjusted Net Faculty Academic Expenditure Budgets (Less Benefits Costs)



Source: March 2019; O’Fee/Fortowsky; URegina Office of Resource Planning; \URegina FLE Data for Budget Process.

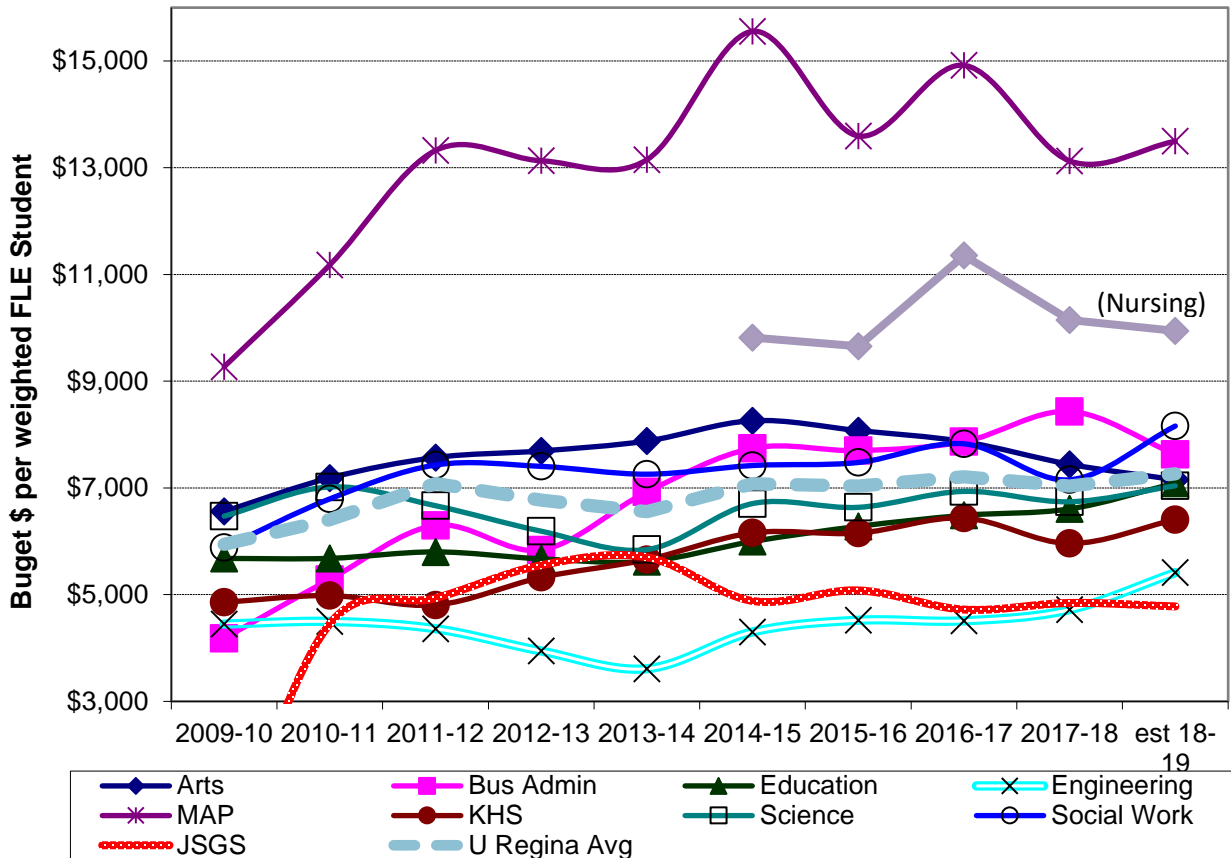
Graph D (above) shows adjusted net academic budgets for each Faculty. Estimated Faculty budgets are taken from the university's annual Budget Book. Estimated annual expenditure budgets for the current fiscal year, less estimated cost recoveries, are netted out to produce budgeted dollar amounts for **academic programming** (i.e., faculty and administrative support salaries and operating costs). For example, for the Faculty of Kinesiology, budgeted expenditures for athletic operations are not considered part of academic programming and are excluded.

For Johnson-Shoyama, Business Administration and Engineering with tuition sharing agreements, this revenue is factored into the development of expenditure budgets. The budget is based upon the previous year's actuals adjusted for tuition rate increases. Revenue sharing between Faculties and the Centre for Continuing Education (CCE) are not included in determining annual expenditure budgets.

A recent change to determining budgeted amounts for academic programming involves adjusting the budgets for both the Faculties of Nursing and Science. The salaries of three Biology faculty are moved from the Nursing "budget" to Science, since Nursing pays these salaries but the teaching credit hours are credited to Science. This adjustment is also applied for previous years.

Until 2014-15, faculty and staff benefits and market supplements were held centrally and not attributed to individual Faculties and departments. In an effort to preserve the existing time series for comparative purposes, faculty and staff benefits have been removed from estimated expenditure budgets for the years following 2014-15. Thus in this analysis, faculty and staff benefits are NOT included in all years of the analysis.

Graph B-2: Budget \$ per weighted FLE, by Faculty
Credit given for CCE teaching: 33.0%

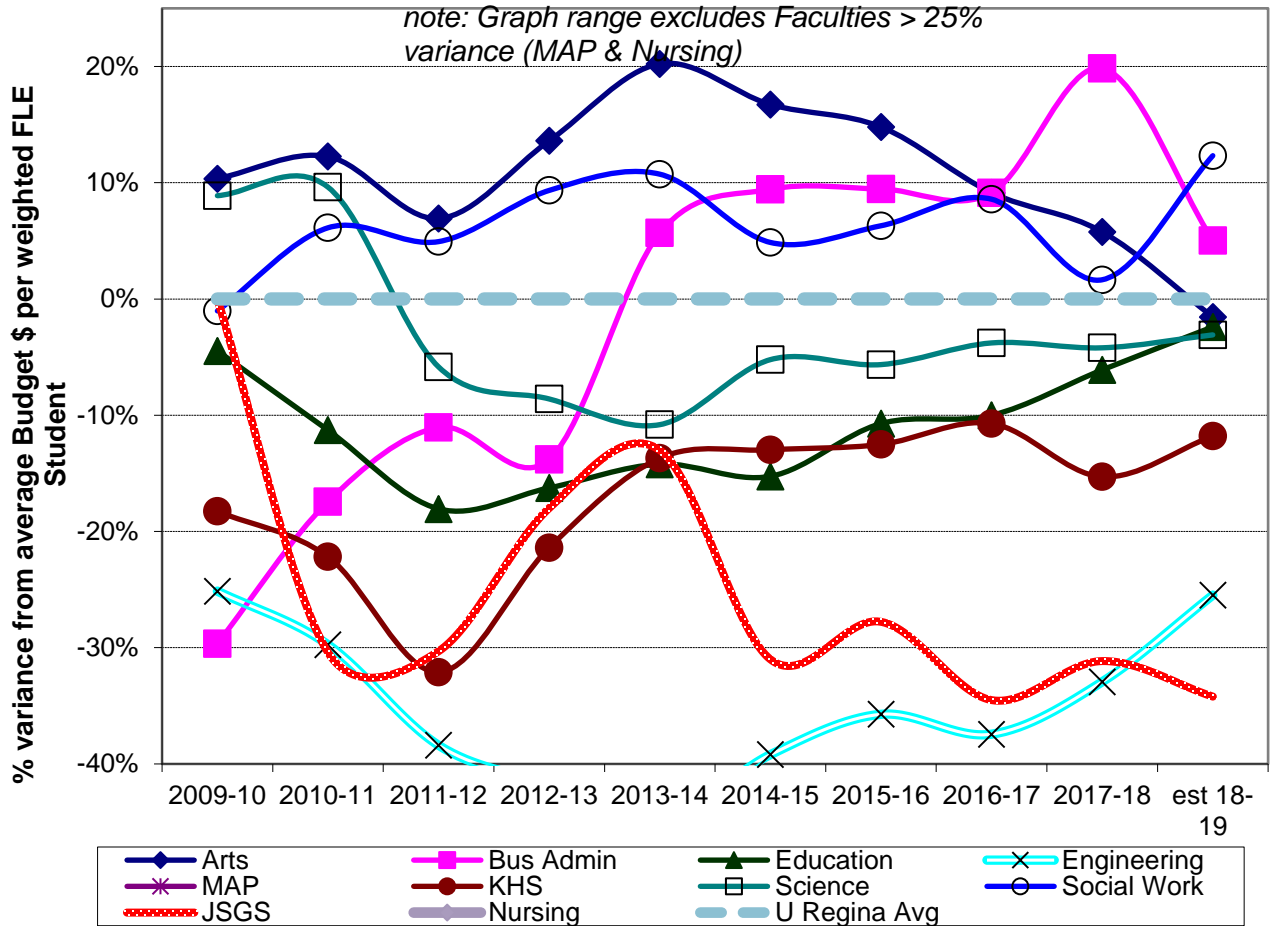


Source: March 2019; O’Fee/Fortowsky; URegina Office of Resource Planning; \URegina FLE Data for Budget Process.

Graph B-2 (above) takes the FLE data and the adjusted net academic budget to produce a budgeted dollar value per weighted FLE student for each Faculty. An average budgeted dollar per weighted FLE is also produced (dashed line) for the university as a whole.

Year-over-year changes in the trend lines can be affected by increases or decreases in FLE or by increases or decreases to individual Faculty budgets or by increases or decreases in CCE teaching ratios. In this graph, an *upward* year-over-year movement in a Faculty’s trend-line means an *increased* Budget \$ per weighted FLE, whereas a *downward* movement means a *decreased* Budget \$ per weighted FLE. Note that the overall University average Budget \$ per weighted FLE (dashed line) has generally slightly increased in most recent years in this analysis, meaning that the overall academic budget has increased slightly more than the increases in weighted FLE (representing teaching activity).

Graph C-2: normalized Budget \$ per weighted FLE, by Faculty as a % from U Regina average
Credit given for CCE teaching: 33.0%



Source: March 2019; O’Fee/Fortowsky; URegina Office of Resource Planning; \URegina FLE Data for Budget Process.

Graph C-2 (above) takes the University average budgeted dollar value per weighted FLE (dashed line from B-2) and expresses it as a baseline from which to compare individual Faculties to this average. Thus for each Faculty, C-2 shows the percentage variation from the University average.

Year-over-year changes in the trend lines can again be affected by increases or decreases in FLE, or by increases or decreases to individual Faculty budgets, or by increases or decreases in CCE teaching ratios, but now as **relative** changes versus the average changes in the University as a whole. So now, in this graph, the dashed line representing University average Budget \$ per weighted FLE is held *flat*. An *upward* year-over-movement in a Faculty’s trend-line means an *increased* Budget \$ per weighted FLE *in comparison to the overall average*, whereas a *downward* movement means a *decreased* Budget \$ per weighted FLE, versus the overall average.

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