



The University of Regina's
Operations Forecast
for 2019-2020

Approved by the Board of Governors,
May 4, 2018

Operating Budget Projections

The tables below contain three operating budget scenarios for 2018-19 to 2020-21. The starting point in each table is the the University of Regina's operating budget for 2018-19. The other columns show estimated revenues and expenditures for the subsequent three years based on the following assumptions:

- The 2018-19 operating budget accurately reflects current operations.
- Directed funding, which consists of Saskatchewan Advantage Scholarship and Saskatchewan Innovation and Opportunity Scholarship funding and federal-provincial funding for La Cité, is assumed not to change over the period. If any of them do change, there would be offsetting changes in the relevant expenditure lines
- No changes in revenue from the federal government grants for indirect costs of research and from other income. Infrastructure recoveries from Luther and Campion colleges are assumed to increase by the provincial grant percentage increase.
- Tuition fees, credit and non-credit, are assumed to increase by 2.5% in future years
- A 2 % increase in utility costs
- A 1% increase in cost recovery revenue, much of which is for utilities supplied to other organizations
- Enrolments are assumed to remain constant. Revenue from enrolment growth would be offset by increased teaching and student support expenditures.
- Salary and benefits costs are based on an estimate of the costs of salary increments (progression through the ranks as well as annualized merit) and economic adjustments
- 2% increases in expenditures for scholarships, library acquisitions, and other expenditures

As required by the ministry's guidelines, three scenarios are presented. Table 1 presents an estimate of the provincial operating grant increase required to maintain status quo operations with a balanced operating budget. **The estimated required increases in the operating grant to maintain status quo operations are 2.4% (2019-20), 4.4% (2020-21) and 2.9% (2021-22).**

Table 2 presents a scenario with a grant increase of 0% throughout the forecast period while Table 3 presents a scenario with 2% annual decreases in the operating grant. In Tables 2 and 3, the assumption is made that in each forecast year the University will balance the operating budget, eliminating the projected deficit shown at the bottom of each column by reducing salary and benefit expenditures. This reduced salary and benefit number becomes the base for the subsequent year's calculation of salary and benefit expenditures.

Tables 2 and 3 also includes an estimate of the reduction in full-time employee positions that would be required to balance the operating budget, assuming all budget reductions come from salary and benefits expenditures, the reductions are distributed by employee group based on the percentage of full-time salaries for each group, and the eliminated positions have average salaries equal to the average salary for their employee group. (Note: numbers may not add to the total due to rounding.)

For the constant grant scenario the estimated reductions in expenditures average \$3.5 million per year and range from 1.1% in 2019-20 to 2.0% in 2020-21. They total \$10.4 million, resulting in the elimination of an estimated 117 full-time employee positions.

For the 2% grant decrease scenario the estimated reductions in expenditures average \$5.5 million per year and range from 2.0% in 2019-20 to 2.9% in 2021-22 and total \$16.4 million, resulting in the elimination of an estimated 185 full-time employee positions.

Neither of the Table 2 and Table 3 scenarios provides funds for emerging needs.

**TABLE 1: STATUS QUO OPERATIONS FORECAST
FOR THE 2018-19 to 2021-22 FISCAL YEARS**

	2018-19	2019-20	2020-21	2021-22
	Preliminary Budget	Status Quo	Status Quo	Status Quo
Average Undergraduate Tuition Rate Increase		2.5%	2.5%	2.5%
Average Graduate Tuition Rate Increase		2.5%	2.5%	2.5%
Grant Increase		2.4%	4.4%	2.9%
Revenues				
Provincial government grants:				
Base funding	105,194	107,690	112,473	115,781
La Cite' Canadian Heritage Grant	1,341	1,341	1,341	1,341
Directed funding	3,987	3,987	3,987	3,987
Provincial government grants	110,522	113,018	117,801	121,109
Federal government grants:				
Research Support Fund	2,360	2,360	2,360	2,360
Federal government grants	2,360	2,360	2,360	2,360
Tuition and fees				
Undergrad tuition	70,084	71,863	73,660	75,501
Graduate tuition	10,856	11,052	11,245	11,442
Co-op/Non-credit/Other fees	8,096	8,276	8,460	8,648
Tuition, non-credit and other fees	89,036	91,191	93,365	95,591
Other Income:				
Other income	1,111	1,119	1,128	1,136
Infrastructure recoveries	1,340	1,372	1,433	1,475
Other income	2,451	2,491	2,561	2,611
Recoveries	18,330	18,513	18,698	18,885
Total Revenues	222,699	227,573	234,785	240,556
Expenditures				
Salaries and benefits	165,615	169,347	175,394	179,977
Scholarships	9,178	9,362	9,549	9,740
Library acquisitions	3,020	3,080	3,142	3,205
Utilities	7,247	7,392	7,540	7,691
Other expenditures	37,639	38,392	39,160	39,943
Total Expenditures	222,699	227,573	234,785	240,556
Annual Deficit/(Surplus)	\$ -	\$ -	\$ -	\$ -

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TABLE 2: OPERATIONS FORECAST - NO PROVINCIAL GRANT INCREASE
FOR THE 2018-19 to 2021-22 FISCAL YEARS

	2018-19	2019-20	2020-21	2021-22
	Preliminary Budget	No Grant Increase	No Grant Increase	No Grant Increase
Average Undergraduate Tuition Rate Increase		2.5%	2.5%	2.5%
Average Graduate Tuition Rate Increase		2.5%	2.5%	2.5%
Grant Increase		0.0%	0.0%	0.0%
Revenues				
Provincial government grants:				
Base funding	105,194	105,194	105,194	105,194
La Cite' Canadian Heritage Grant	1,341	1,341	1,341	1,341
Directed funding	3,987	3,987	3,987	3,987
Provincial government grants	110,522	110,522	110,522	110,522
Federal government grants:				
Research Support Fund	2,360	2,360	2,360	2,360
Federal government grants	2,360	2,360	2,360	2,360
Tuition and fees				
Graduate tuition	10,856	11,052	11,245	11,442
Co-op/Non-credit/Other fees	8,096	8,276	8,460	8,648
Tuition, non-credit and other fees	89,036	91,191	93,365	95,591
Other Income:				
Other income	1,111	1,119	1,128	1,136
Infrastructure recoveries	1,340	1,340	1,340	1,340
Other income	2,451	2,459	2,468	2,476
Recoveries	18,330	18,513	18,698	18,885
Total Revenues	222,699	225,045	227,413	229,834
Expenditures				
Salaries and benefits	165,615	169,347	172,749	172,370
Scholarships	9,178	9,362	9,549	9,740
Library acquisitions	3,020	3,080	3,142	3,205
Utilities	7,247	7,392	7,540	7,691
Other expenditures	37,639	38,392	39,160	39,943
Total Expenditures	222,699	227,573	232,140	232,949
Annual Deficit	\$ -	\$ 2,528	\$ 4,727	\$ 3,115
Required Position Elimination to Balance Budget Each Year				
CUPE	-	9	16	10
Administrative, Professional and Technical	-	7	13	8
Out of Scope	-	3	6	4
Academic	-	10	18	12
Total Positions	-	29	53	34

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TABLE 3: OPERATIONS FORECAST - 2% PROVINCIAL GRANT DECREASE
FOR THE 2018-19 to 2021-22 FISCAL YEARS

	2018-19	2019-20	2020-21	2021-22
	Preliminary Budget	2% Grant Decrease	2% Grant Decrease	2% Grant Decrease
Average Undergraduate Tuition Rate Increase		2.5%	2.5%	2.5%
Average Graduate Tuition Rate Increase		2.5%	2.5%	2.5%
Grant Increase		-2.0%	-2.0%	-2.0%
Revenues				
Provincial government grants:				
Base funding	105,194	103,090	101,028	99,008
La Cite' Canadian Heritage Grant	1,341	1,341	1,341	1,341
Directed funding	3,987	3,987	3,987	3,987
Provincial government grants	110,522	108,418	106,356	104,336
Federal government grants:				
Research Support Fund	2,360	2,360	2,360	2,360
Federal government grants	2,360	2,360	2,360	2,360
Tuition and fees				
Undergrad tuition	70,084	71,863	73,660	75,501
Graduate tuition	10,856	11,052	11,245	11,442
Co-op/Non-credit/Other fees	8,096	8,276	8,460	8,648
Tuition, non-credit and other fees	89,036	91,191	93,365	95,591
Other Income:				
Other income	1,111	1,119	1,128	1,136
Infrastructure recoveries	1,340	1,313	1,287	1,261
Other income	2,451	2,432	2,415	2,397
Recoveries	18,330	18,513	18,698	18,885
Total Revenues	222,699	222,914	223,194	223,569
Expenditures				
Salaries and benefits	165,615	169,347	170,520	168,016
Scholarships	9,178	9,362	9,549	9,740
Library acquisitions	3,020	3,080	3,142	3,205
Utilities	7,247	7,392	7,540	7,691
Other expenditures	37,639	38,392	39,160	39,943
Total Expenditures	222,699	227,573	229,911	228,595
Annual Deficit	\$ -	\$ 4,659	\$ 6,717	\$ 5,026
Required Position Elimination to Balance Budget Each Year				
CUPE	-	16	23	17
Administrative, Professional and Technical	-	13	18	14
Out of Scope	-	6	8	6
Academic	-	19	26	19
Total Positions	-	54	75	55

Financial Statement Fund Balances

The requested information will, as in the past, be provided separately.

Future Plans

The University of Regina is renewing its request, submitted in December 2017 as a supplement to its 2018-19 Operations Forecast, for funding for a Community-Based Transitions Program Pilot.

In response to information and pleas received from representatives of northern Saskatchewan communities, the University of Regina is requesting funding of \$1.2 million in the 2019-20 provincial budget to enable the creation and pilot delivery in selected northern Saskatchewan communities of a university transitions Pathways Program for students from northern communities.

Context

In September 2017, the President of the University of Regina, Dr. Vianne Timmons, accompanied by several deans and other university officials, visited the communities of Fond du Lac, Stony Rapids, and La Ronge, during the President's annual Northern Tour. They met with community and school leaders, including politicians representing the communities, mayors and councillors, school board members, school principals and directors of education, and band chiefs and councillors, as well as many other community members including University of Regina alumni.

A persistent and consistent theme during these discussions was the difficulties that residents of northern Saskatchewan have in accessing and being successful in university education. Identified barriers included educational preparation (readiness), lack of familiarity with university expectations and practices (especially for first generation students), culture shock when moving to major urban centres, lack of community and other supports and the burden of being far from home, and the expensive costs and limited accessibility of suitable accommodations and child care. Lack of support for students in on-line courses available in the northern communities was also identified as an issue. In particular, community representatives called for transition programs that would prepare students to be successful in such professional programs as education, business administration and entrepreneurship, nursing, counselling and therapy (psychology), and social work, occupations where the community agencies have great difficulty in recruiting and retaining qualified staff. Upgrading of current staff in fields such as social work and education (e.g., physical education) is also a pressing need.

Community representatives volunteered an interest in engaging in a pilot project that would include entry-level arts and science courses with on-site instructors. A variety of other suggestions for program content were put forward, including Dene language content, particular content for social workers, indigenization features, and out-of-class supports.

It has been noted that First Nations University has largely withdrawn from its community-based program initiatives that included a transitions program because these activities were not financially viable without additional public funding.

As economist Eric Howe observed in 2016, closing the indigenous education gap could bring up to \$90 billion in economic benefits to Saskatchewan over the lifespan of its current population — about 20 per cent more than the total value of all potash produced in the province to date. Johnson-Shoyama professor Ken Coates has added, “Unless the appropriate steps are taken, the alleged shift to a knowledge-based, high-technology economy could well exacerbate the challenges faced by rural, remote and northern communities and regions ... without well-developed and carefully considered policy, and without the direct engagement of universities, governments and business in responding creatively.”

Proposal

The University of Regina is requesting funding in the 2018-19 provincial budget to support the creation and pilot delivery in selected northern Saskatchewan communities of a university transitions Pathways Program for students from northern communities. The program will be developed and delivered, in partnership with northern regional colleges, school divisions, northern bands, and local governments, by academic and academic support units at the University of Regina and draw on experience at First Nations University of Canada and available local resources.

A blended model of delivery is under consideration combining on-site face-to-face instruction with on-line courses facilitated by on-site learning support personnel.

Initial thoughts on course content include the following:

- A one-year (two semester, fall and winter) program combining academic for-credit courses and non-credit student success workshops
- Credit courses could include “Academic Discourse, Writing, Research & Learning Strategies” (ACAD 100) and “Critical Reading & Writing I” (English 100), Indigenous studies courses, and and/or an introductory professional course such as Social Work 100.
- The non-credit component would focus on academic skill-building and student success with material developed by the Student Success Centre on such topics as financial literacy, accessing support services, time management, academic integrity, study planning, presentation skills, etc. It would also include career specific components prepared and presented by individual faculties at the university.

Admission requirements would be somewhat relaxed and successful completion would allow the student entry into the academic program of choice with perhaps 18 credit hours of credit (30 credit hours = one full academic year).

Funding requested is \$1.2 million for start-up and pilot delivery. Full accounting for expenditures will be provided.

If the pilot is successful, on-going support would additionally be required for continuing delivery, cycling through various locations and iterations.

Initial funding would enable:

- Curriculum development and instructional design
- Community partner consultations
- Delivery planning
- Pilot delivery in selected communities, including instructional costs, travel and accommodation, materials, etc.
- Evaluation of the pilot
- Financial support for student needs such as accommodation and child care, as required
- On-site academic and support services
- Facilities rental and preparation, as required
- Information technology assistance
- Other needs as identified in planning and delivery.