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 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

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Average Undergraduate Tuition Rate Increase</strong></td>
<td>2.5%</td>
<td>2.5%</td>
<td>2.5%</td>
<td>2.5%</td>
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<tr>
<td><strong>Average Graduate Tuition Rate Increase</strong></td>
<td>2.5%</td>
<td>2.5%</td>
<td>2.5%</td>
<td>2.5%</td>
</tr>
<tr>
<td><strong>Grant Increase</strong></td>
<td>2.4%</td>
<td>4.4%</td>
<td>2.9%</td>
<td>2.9%</td>
</tr>
</tbody>
</table>

**Revenues**

- **Provincial government grants:**
  - Base funding
  - La Cite' Canadian Heritage Grant
  - Directed funding
- **Provincial government grants**
- **Federal government grants:**
  - Research Support Fund
- **Federal government grants**
- **Tuition and fees**
  - Undergrad tuition
  - Graduate tuition
  - Co-op/Non-credit/Other fees
- **Tuition, non-credit and other fees**
- **Other Income:**
  - Other income
  - Infrastructure recoveries
- **Other income**
- **Recoveries**

**Total Revenues**

|                         | 222,699             | 227,573             | 234,785             | 240,556             |

**Expenditures**

- **Salaries and benefits**
- **Scholarships**
- **Library acquisitions**
- **Utilities**
- **Other expenditures**

**Total Expenditures**

|                         | 222,699             | 227,573             | 234,785             | 240,556             |

**Annual Deficit/(Surplus)**

|                         | $ -                  | $ -                 | $ -                 | $ -                 |

### UNIVERSITY OF REGINA

#### TABLE 2: OPERATIONS FORECAST - NO PROVINCIAL GRANT INCREASE

**FOR THE 2018-19 to 2021-22 FISCAL YEARS**

<table>
<thead>
<tr>
<th></th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preliminary Budget</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>No Grant Increase</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Average Undergraduate Tuition Rate Increase</strong></td>
<td>2.5%</td>
<td>2.5%</td>
<td>2.5%</td>
<td>2.5%</td>
</tr>
<tr>
<td><strong>Average Graduate Tuition Rate Increase</strong></td>
<td>2.5%</td>
<td>2.5%</td>
<td>2.5%</td>
<td>2.5%</td>
</tr>
<tr>
<td><strong>Grant Increase</strong></td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

#### Revenues

- **Provincial government grants:**
  - Base funding: $105,194, $105,194, $105,194, $105,194
  - La Cité’ Canadian Heritage Grant: $1,341, $1,341, $1,341, $1,341
  - Directed funding: $3,987, $3,987, $3,987, $3,987

- **Provincial government grants total:** $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 total:** $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 total:** $89,036, $91,191, $93,365, $95,591

- **Other Income:**
  - Other income: $1,111, $1,119, $1,128, $1,136

- **Other income total:** $1,340, $1,340, $1,340, $1,340

- **Infrastructure recoveries:** $2,451, $2,459, $2,468, $2,476

- **Recovers:** $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

- **2018-19:** $-$
- **2019-20:** $2,528
- **2020-21:** $4,727
- **2021-22:** $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
## UNIVERSITY OF REGINA
### TABLE 3: OPERATIONS FORECAST - 2% PROVINCIAL GRANT DECREASE
FOR THE 2018-19 TO 2021-22 FISCAL YEARS

<table>
<thead>
<tr>
<th></th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preliminary Budget</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grant Decrease</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Average Undergraduate Tuition Rate Increase</td>
<td>2.5%</td>
<td>2.5%</td>
<td>2.5%</td>
<td></td>
</tr>
<tr>
<td>Average Graduate Tuition Rate Increase</td>
<td>2.5%</td>
<td>2.5%</td>
<td>2.5%</td>
<td></td>
</tr>
<tr>
<td>Grant Increase</td>
<td>-2.0%</td>
<td>-2.0%</td>
<td>-2.0%</td>
<td></td>
</tr>
</tbody>
</table>

### Revenues

Provincial government grants:
- **Base funding**
  - 2018-19: 105,194
  - 2019-20: 103,090
  - 2020-21: 101,028
  - 2021-22: 99,008
- **La Cite' Canadian Heritage Grant**
  - 2018-19: 1,341
  - 2019-20: 1,341
  - 2020-21: 1,341
  - 2021-22: 1,341
- **Directed funding**
  - 2018-19: 3,987
  - 2019-20: 3,987
  - 2020-21: 3,987
  - 2021-22: 3,987


Federal government grants:
- **Research Support Fund**
  - 2018-19: 2,360
  - 2019-20: 2,360
  - 2020-21: 2,360
  - 2021-22: 2,360

Federal government grants total: 2,360 2,360 2,360 2,360

Tuition and fees:
- **Undergrad tuition**
  - 2018-19: 70,084
  - 2019-20: 71,863
  - 2020-21: 73,660
  - 2021-22: 75,501
- **Graduate tuition**
  - 2018-19: 10,856
  - 2019-20: 11,052
  - 2020-21: 11,245
  - 2021-22: 11,442
- **Co-op/Non-credit/Other fees**
  - 2018-19: 8,096
  - 2019-20: 8,276
  - 2020-21: 8,460
  - 2021-22: 8,648

Tuition, non-credit and other fees total: 89,036 91,191 93,365 95,591

Other income:
- **Other income**
  - 2018-19: 1,111
  - 2019-20: 1,119
  - 2020-21: 1,128
  - 2021-22: 1,136
- **Infrastructure recoveries**
  - 2018-19: 13,740
  - 2019-20: 11,191
  - 2020-21: 12,813
  - 2021-22: 12,613

Other income total: 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 councilllors, school board members, school principals and directors of education, and band chiefs and councilllors, 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.