

UCGSA Presentation to the Expert Panel on PSI Funding and Alberta's Competitiveness

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GRADUATE
STUDENTS'
ASSOCIATION

UNIVERSITY OF CALGARY

Overview

- What are graduate students?
- General comments on graduate students' contribution to economic competitiveness
- The Panel's Questions
- IP and Technology Transfer Offices (TTO)
- Quick comments on Diversity, Equity, and Inclusion (DEI)
- Brief discussion on UCGSA White Paper #2: Merit-based research scholarships for Albertan graduate students
- Appendix

What are Graduate Students?

- Heavily involved in main mission statements of universities:
 - Teaching
 - Research
- Tend to be starting families or have dependents:
 - Average age is around 32-35
- Means we face two types of costs:
 - Tuition and fees
 - “Regular adult” costs (rent, childcare, school supplies, etc)

Graduate Students and Economic Competitiveness


- Graduate students perform large portion (some studies say most) of the research and teaching at research-intensive universities.
- Teaching helps build human capital, which is essential for productivity growth.
- Both own-source research projects and contract work with faculty projects contributes to basic (and also applied) research, which is essential for driving innovation.
- Unique contribution: studies have found graduate students help facilitate university-industry technology transfers (see Appendix)
 - Makes private firms more competitive (through innovation + scaling)
 - Increases commercialization of research
 - Increases generation of IP

HIGHER EDUCATION RESEARCH & DEVELOPMENT
2021, VOL. 40, NO. 7, 1530–1545
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 **Routledge**
Taylor & Francis Group

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Students matter: the role of doctoral students in university–industry collaborations

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ABSTRACT

Universities are the main knowledge-producing institutions, combining learning and research activities. Companies, in turn, play a role in the application of knowledge. In between, we find university–industry collaborations assuming various forms and stretching across different areas. One of the areas in which this cooperation takes place is doctoral education. The aim of this article is to discuss the role played by doctoral students, through their research, in the enhancement of university–industry collaborations, as they can be a vehicle of connection between academia and companies, but also because they can positively influence knowledge transfer and knowledge sharing. The discussion is framed by public policy initiatives formally promoting relationships between universities and companies in Portugal. We analyse the factors that contribute to make doctoral students important actors in creating and strengthening the cooperation between universities and companies and assess how their role varies between the scientific and economic environments. Our analysis is based on a survey conducted with doctoral programme directors in Portugal during the 2016/2017 academic year. From the main findings of the research, we highlight that doctoral students' research is a central element in university–industry collaboration, including in knowledge transfer, and that the more diverse the role of universities and companies, the more heterogeneous and important is the role of doctoral students.

ARTICLE HISTORY

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knowledge transfer

Panel Question #1: What's Working Well/Challenges With Current Funding Model? — What Works

- Performance-based metrics to ensure degree quality
 - Would recommend slight shift away from metrics out university's control (labour market outcomes/macroeconomic trends) to metrics like research publications, internationalization, and teaching.
- System is significantly less reliant on international students than British Columbia or Ontario
- Minister Sawhney regulating private colleges to avoid creation of “diploma mills”
- Tuition and Fees Consultation Regulation ensures student voices are heard

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How the Alberta government is tightening the leash on career colleges

New searchable database created in response to a rise in complaints



Janet French · CBC News · Posted: Apr 14, 2025 5:00 AM PDT | Last Updated: April 14



Alberta Advanced Education Minister Rajan Sawhney said spikes in career college enrolment, student loan applications and student complaints prompted the government to review how colleges are regulated. (Richard

Panel Question #1: What's Working Well/Challenges With Current Funding Model? — What Works

- 2% domestic cap ensures predictability for students. UCGSA.01 includes a large number of studies that show tuition shocks can price individuals out of PSE, especially if they're low income (see Appendix)
 - Might be worse for graduate students.
- Minister has promised MNIF reforms/review to ensure that university budgets are transparent for students.

Panel Question #1: What's Working Well/Challenges With Current Funding Model? — Challenges

- Operating grant cuts/targeted funding hurting graduate students right now:
 - Graduate students rely heavily on operating funding (wages, internal scholarships, contract availability, etc)
 - Grad Program Administrator (GPA) cuts mean delays in course completion, immigration paperwork, and scholarship applications.
 - Latter means less external funding coming in through scholarships, former means higher costs due to delays.
- Targeted enrollment expansion misses administrative dimension
 - Also conflicts with entrepreneurial spirit of university
 - Universities should be leading evolution of labour market via human capital formation and R&D/creative destruction
 - Hayekian information constraints on knowing, let alone predicting, labour market trends

Panel Question #1: What's Working Well/Challenges With Current Funding Model? — Challenges

- UCGSA.03 shows inflation-adjusted cut to non-repayable student financial aid.
 - Current definition of need missing cost indicators like rent, school fees, groceries—the “regular adult” costs.
- AB2030 recommended increasing needs-based financial aid. Our numbers suggest we've moved in the opposite direction.

Flagship Initiatives

- Sponsor a shared service centre for academic (e.g., enrolment) and non-academic areas (e.g., human resources, finance).
- Ensure tuition remains affordable, competitive and predictable.
- Increase need-based financial aid to ensure Albertans have the financial support they need to pursue post-secondary programming.
- Reduce financial controls to provide institutions with greater financial flexibility to grow their own-source revenues and enable financial deconsolidation of some institutions from government.
- Implement a performance-based funding model that ties funding to outcomes that align with this strategy.
- Expand availability of needs-based grants through Alberta Student Aid.

Panel Question #1: What's Working Well/Challenges With Current Funding Model? — Challenges

- MacKinnon Report's **Recommendation 8**
- Called for a revenue mix derived more from own-source funding and less from government grants.
- Over the past two years, the Ontario PSE system has seen one bankruptcy (Laurentian), Queen's potentially going insolvent, and an emergency Blue Ribbon Panel calling for immediate funding increases.
- We worry that the Ontario benchmark is simply an unsustainable one



Ensuring Financial Sustainability for Ontario's Postsecondary Sector

Submitted by
Alan Harrison, Chair

Panel Question #1: What's Working Well/Challenges With Current Funding Model? — Additional Concerns

- Lack of alternative funding streams:
 - Private funding has declined since 2019 (see Appendix)
 - Investment uncertainty (could get worse if global economy is de-dollarized)
- Endowments have many spending restrictions; do not guarantee that institutions are liquid
- Low R&D investment in Canada more broadly

Panel Question #1: UCGSA Recommendations

- Maintain 2% domestic tuition cap
- Maintain performance-based metrics, but move away from labour market outcomes
- Maintain Tuition and Fees Consultation process
- Continue student consultations on MNIF reporting reform
- Increase operating funding to PSIs rather than focus on targeted enrollment
 - (or) 10% emergency increase to faculties of graduate studies, with performance-metrics tying this funding to student supports/scholarships/minimum funding increases.
- Expand “needs based” calculation for non-repayable student financial aid and add funding to make up for inflationary cuts

Panel Question #1: UCGSA Recommendations

- Additional solutions (R&D investment, private funding, uncompetitive graduate stipends, etc) part of upcoming UCGSA white paper.
 - More on that towards the end.

Panel Question #2: Regulatory Constraints

- Lack of province-wide coordination for IP commercialization and Technology Transfer Offices (TTO)
 - See IP slide for more
- Lack of ability for universities to run deficits
 - Some debt-financing might be necessary—especially for capital costs (ex: building maintenance, laboratory construction, residences)
- PSLA currently allocates only three spots on the BoG (2 for SU, 1 for GSA).
 - Expanding the number of reserved student spots could help better incorporate student voices into the governance of the institution.

Panel Question #2: UCGSA Recommendations

- Debt financing
 - Could combine fiscal flexibility, spending discipline, and student-focused service delivery through use of **performance metrics**:
 - Ex: Allow for universities to run an operating or capital deficit if it's clearly demonstrated that this spending is going to improve staff recruitment/retention, expand graduate stipends/scholarships, create new laboratories or research facilities, or address emergency spending needs like residence repair.
- Student reps on BoG
 - Expanding the number of reserved student spots could help better incorporate student voices into the governance of the institution.
 - **Note:** nomination of grad student BoG reps must be compatible with common-law duties of registered trade union.

Panel Question #3: Tuition Structure Improvements

- Tuition is a wage cut for graduate students
 - Alternative employment opportunities, outside of work-integrated learning, not an option to supplement income
 - Intensive nature of program + teaching/research responsibilities already make it a full-time job
 - International students restricted from working full-time off-campus anyways

Panel Question #3: Tuition Structure Improvements

- International student tuition is mostly unregulated:
 - A vulnerable funding stream (ex: loss of international student funding due to currency collapse of home country).
 - Creates perverse incentive for institutions to rely on international students to make up budget shortfall.
 - Mistaken belief that international students don't contribute to local economy (see right)
 - Tuition shocks hurt low/mid income enrollment and program completion



Canada's International Students Contributed \$30.9B to GDP in 2022



Karthikeya Gautam

July 16, 2024



Panel Question #3: UCGSA Recommendations

- Tuition decisions must account for effect on graduate student wages
 - Priority should be on finding external sources of funding, rather than own-source, to prevent wage erosion
- Cap international student tuition similar to domestic tuition.
- Amend Section 10 of the *Tuition and Fees Regulation*
 - Require universities estimate maximum tuition costs for full duration of program, not just expected duration
 - Require universities to price in cost-of-living shocks (rent increases, currency depreciation, transportation costs)
 - Make these costs upfront/transparent
 - Tie maximum to reasonable cost-of-living requirements for incoming international students

Panel Question #3: UCGSA Recommendations

Example of possible amendments to *Tuition and Fees Regulation*: UAlberta's tuition guarantee

International graduate students starting in Fall 2024

International graduate students will receive a tuition guarantee (annual total) for a specified program duration.

How is tuition calculated for my course-based master's?

Tuition will be calculated using a program-based model. This means you will receive an annual and total program tuition guarantee. Payment of the total program tuition amount can be made in annual or semi-annual instalments and will remain consistent regardless of how many courses you register for.

How is tuition calculated for my thesis-based master's or my PhD?

Your tuition will be calculated using a program-based model. This means you will receive an annual and total program tuition guarantee. Payment of the total program tuition amount can be made in annual or semi-annual instalments for up to four years for a master's thesis and up to six years for a PhD thesis. Should you require additional years of study to complete your requirements, you can do so but will be assessed a new tuition rate at that time.

When will I receive my tuition guarantee?

This information will be included in your Offer of Admission letter.

How long is my tuition guarantee good for?

Masters course-based students: the length of the guarantee is four years.

Masters thesis-based students: the length of the guarantee is four years.

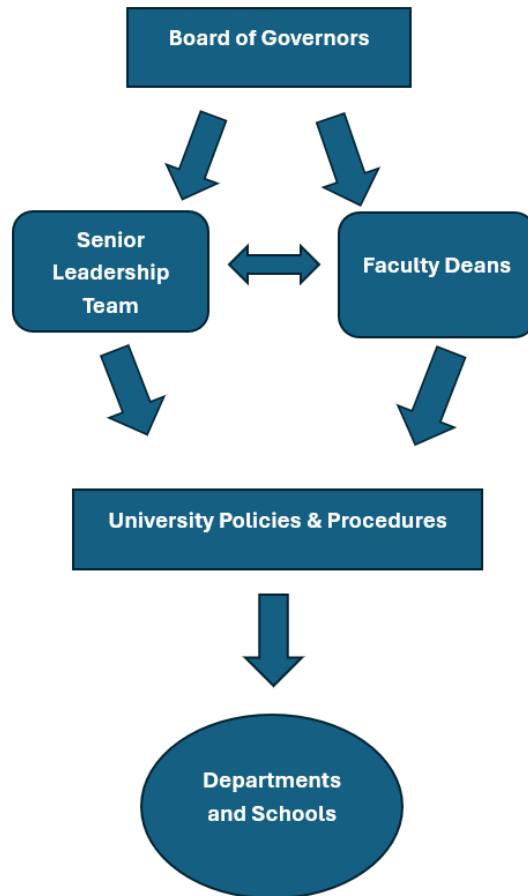
PhD students: the length of the guarantee is six years.

Panel Question #4: Impact of Funding Mechanisms on Student Experience/Quality of Education

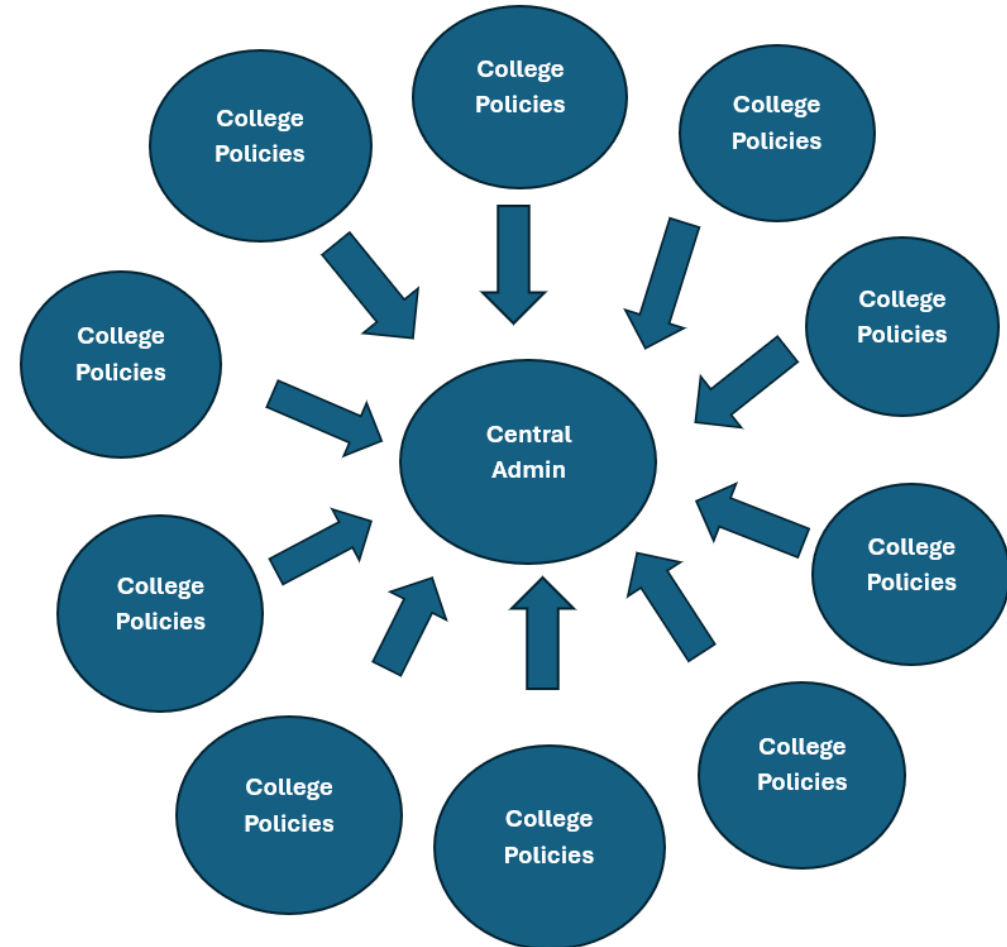
- Universities may be *too lean* in some areas:
 - Graduate Program Administrators (GPAs) help advise students and process paperwork, like scholarships.
 - Overworked and under supported = delays in paperwork processing.
 - Delays in scholarship paperwork = loss of scholarship opportunities = loss of external funding.
 - Similar problems with recruitment of Wellness Centre
- University may be *too top heavy* in others:
 - Decision-making highly centralized between SLT and Deans.
 - Contrast with Oxbridge Model where Colleges have majority of power (see next slide)
- Inequality of funding for departments:
 - “Soft skills” departments struggle to pay/support students
 - Note: not reflective of increasing demand for soft skills in labour market

North American vs Oxbridge Model

NORTH AMERICAN MODEL



OXBRIDGE MODEL



Panel Question #4: Recommendations

- Operating grant funding can pay for important administrative personnel (like GPAs).
 - Would suggest moving away from targeted enrollment, but if not, earmark funding to expand administrative capacity.
- Work with donors to include administrative funding in grants/donations
 - Province-wide marketing strategy or creation of a province-wide donor support office.
- Review possibilities of decentralizing power within institutions so institution can act more flexibly
 - Additional benefit: students can have a greater influence on university policies
- Set guidelines on funding differentials between departments so certain programs aren't completely neglected
- **Further information:** UCGSA.04 (in draft) shows value of social sciences and humanities to creating dynamic labour market (i.e., creating “soft” skills that are increasingly necessary—and undersupplied—in the global labour market)

Panel Question #5: Impact of IRCC Caps

- IRCC caps applying to graduate students make no sense
 - Programs too expensive/reputational to create “diploma mills” for grad school
 - Hurts UCalgary strategic plan (15,000 grads by 2030)
 - Hurts internationalization efforts
 - Hurts “science diplomacy” potential
 - Hurts local and national economy
 - Concern from members over anti-immigrant sentiment
- Alberta being punished for an Ontario/BC problem
 - **Note:** Ontario problem caused, to a significant extent, by provincial funding cuts to PSE

"All these new policies have done is make international students even more vulnerable, and signal to the world that skilled graduate students who have the ability to contribute strongly to our economy aren't welcome in Canada," said GSA President Saaka Sulemana Saaka, who is an international student himself. "The United States has already airdropped billions of dollars into graduate student scholarships and professional development programs. If I was the President of Harvard, I'd be mailing Minister Miller a commission check."

UCGSA particularly worries that these restrictions discriminate against students with families. These policies could lead to parents having to separate from the spouses and kids potentially for years. International students are already ineligible for most scholarships and grants, so restricting the ability for spouses of students to find work will drive doctoral or thesis-based master's students out of the country.

"A reduction in International Graduate Students means less skilled TA's or sessional instructors teaching undergraduates," Vice President—Student Life Nadia Ghazanfari, an international student herself said. "That means less graduate students to support the work of professors. That means less innovative research. This is kneecapping human capital that businesses have gone on record as saying represents a key, irreplaceable part of their research and development."

"The Federal Government has already taken away our working hours. They've restricted our funding. Now they're making it harder for us to even study in Canada," Vice President Ghazanfair added. "This is ridiculous, how are we supposed to survive like this?"

UCGSA strongly recommends that the Federal Government refocus its approach to post-secondary education. Graduate students need better sources of funding, increased professional development opportunities to commercialize and internationalize their research, and a commitment from all levels of government to treat affordability concerns more seriously than they have in the past. Importantly, UCGSA echoes statements from post-secondary institutions, commentators, and business groups in emphasizing the importance of graduate students—regardless of where they were born—in driving research and development in the Canadian economy.

Panel Question #5: Recommendations

- Work with Council of the Federation and U15 to lobby federal government for graduate student exemption to PAL caps.
 - Pictured: UGCSA Response to IRCC (left) and Recommendation 2 in our letter to federal party leaders (below)

Recommendation 2:

- Remove graduate students from the IRCC caps on international students, and instead work to expand internationalization between universities to help facilitate new trading partnerships;

IP and Technology Transfer Offices (TTO)

- Technology transfer bottleneck
 - University guards IP closely due to funding cuts; makes technology transfer more difficult
- Staff support in TTO
 - Breadth of university research needs comprehensive staff expertise
 - **Recommendation:** Could utilize graduate student internships + leverage A.I to gain experience with commercialization
- Province-wide coordination
 - Most university-industry partnerships aren't local
 - Fragmented IP policies add transaction costs to partnerships
 - **Recommendation:** SPP paper recommended creation of an independent, province-wide science and research development office



IP and Technology Transfer Offices (TTO)

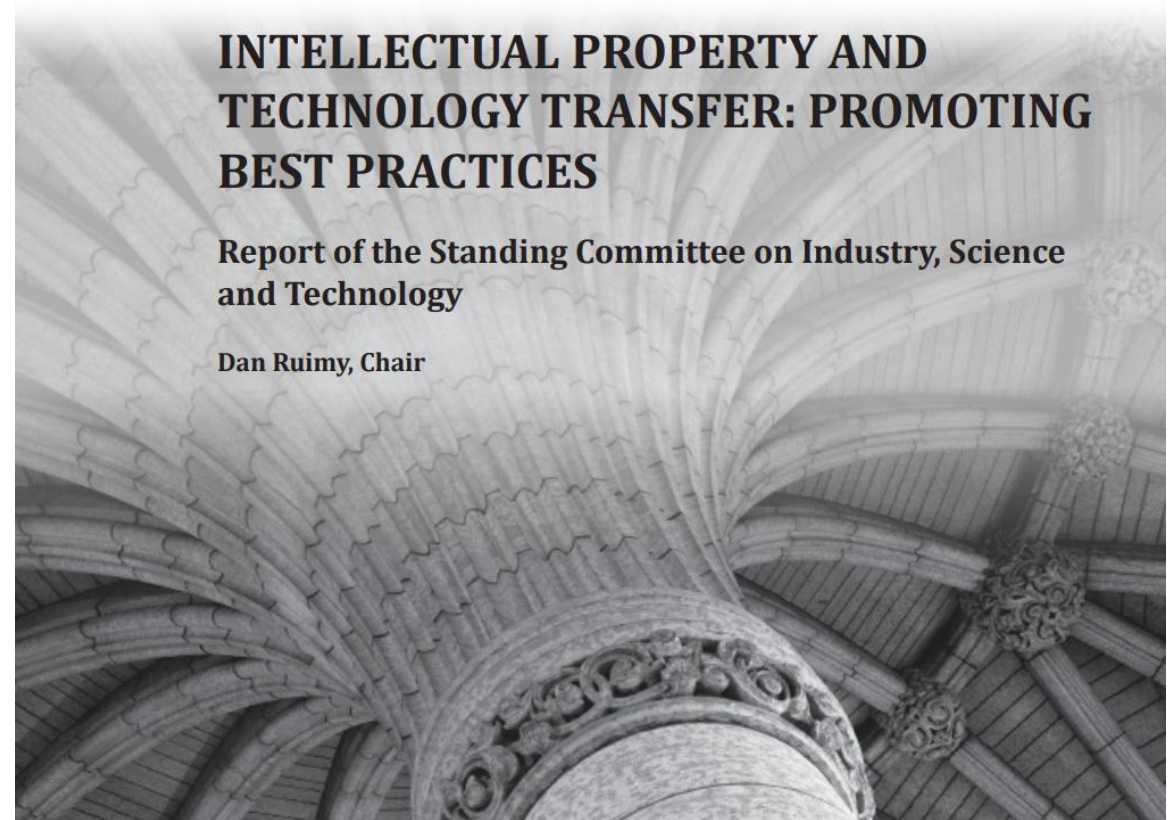
- Impact of students on IP generation and technology transfer
 - INDU study on best practices indicates businesses want student involvement in generating IP and practical experience in commercialization
 - Noted that recent graduates are twice as likely to start a business as professors
 - See also: previously mentioned studies on graduate students and university-industry connections
- **Recommendation:** White paper addresses this issue, but additional solution to explore:
 - Enhanced support for Mitacs, either in the form of greater provincial funding or communications strategy that ensures all AB businesses are aware of Mitacs



INTELLECTUAL PROPERTY AND TECHNOLOGY TRANSFER: PROMOTING BEST PRACTICES

Report of the Standing Committee on Industry, Science and Technology

Dan Ruimy, Chair

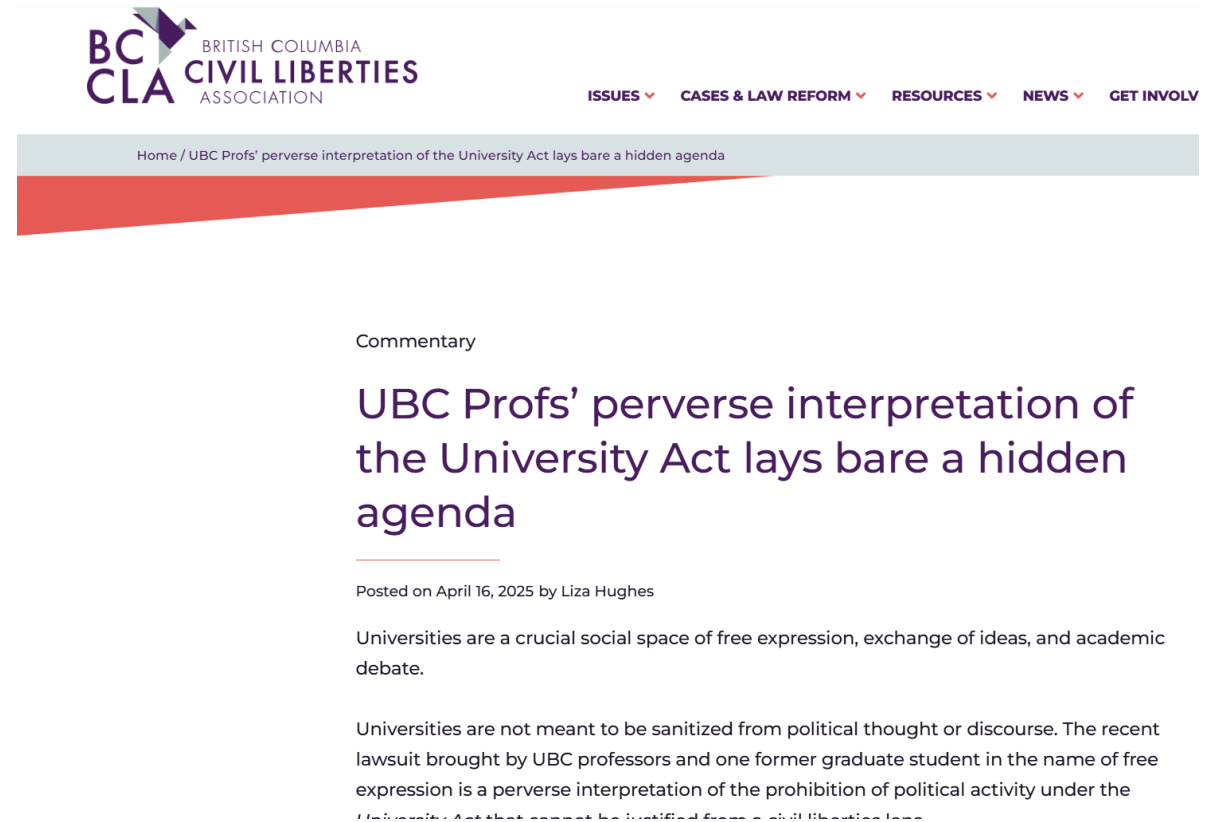


Equity, Diversity, Inclusion, and Accessibility (EDIA)

- Reject notion that EDIA creates left-wing bias in academia
 - Education associated with classically liberal views
 - ROI on education/demand for social sciences and humanities is increasing (businesses wouldn't bother with PSE if it was left-biased)
 - Miniscule number of SSHRC projects deal with social justice
 - EDIA criteria only a small portion of federal research process
 - EDIA practices are compatible with right-leaning views
 - Ex: Hayek and the importance of subjective, personalized knowledge
- Latter point important in context of hiring: individuals of different backgrounds = better access to uncodifiable subjective knowledge
- See UCGSA.04 (in press) for more

Equity, Diversity, Inclusion, and Accessibility (EDIA)

- Agree with British Columbia Civil Liberties Association:
 - Supporting status quo is still a political act
 - For universities to remain open, internal debates should not be mediated by government
- Related point: connection between universities and economy unavoidably means confronting questions around equity, resource distribution, political values, etc etc. Academics are not scholastic monks.
- **Recommendation:** avoid injecting culture war rhetoric into innovation ecosystem.



UCGSA White Paper – A New Funding Model for Graduate Students

- Both a stand-alone project and intended to compliment Panel's mandate
- Calls on provincial government to:
 - Create three tiers of merit-based research excellence scholarships, modelled after Tri-Council granting agencies
 - Include merit criteria that rewards students for research partnerships with private sector/not-for-profits
 - Emphasize interdisciplinary research
 - Include graduate students on decision-making bodies of scholarship administrators
- And more...

Tier	Value	Number Awarded	Percentage of Successful Applicants
Master's			
1	\$7,000	2,102	Top 25%
2	\$13,000	420	Top 5%
3	\$17,500	84	Top 1%
Doctoral			
1	\$9,500	1,532	Top 25%
2	\$18,000	306	Top 5%
3	\$24,000	61	Top 1%

UCGSA White Paper – A New Funding Model for Graduate Students

- Benefits:
 - Incentivizes high-quality research
 - Rewards students for working with private sector/not-for-profits
 - Makes Alberta stand out vis-à-vis number of competitive, merit-based scholarships
 - **Has path towards revenue neutrality**
 - Based on assumptions about ROI, tax levels, and potential savings for government (see Appendix)

Summary of Recommendations

- Question #1:
 - Maintain 2% domestic tuition cap
 - Maintain performance-based metrics, but move away from labour market outcomes
 - Maintain Tuition and Fees Consultation process
 - Continue student consultations on MNIF reporting reform
 - Increase operating funding to PSIs rather than focus on targeted enrollment
 - (or) 10% emergency increase to faculties of graduate studies, with performance-metrics tying this funding to student supports/scholarships/minimum funding increases.
 - Expand “needs based” calculation for non-repayable student financial aid and add funding to make up for inflationary cuts
- Question #2:
 - Allow universities to run a deficit and use performance metrics to ensure shortfall is spent on core missions (ex: capital costs of new laboratory, emergency hiring, etc)
 - Expand number of students on BoG
- Question #3:
 - Cap international student tuition similar to domestic tuition.
 - Amend Section 10 of the Tuition and Fees Regulation
 - Require universities estimate maximum tuition costs for full duration of program, not just expected duration
 - Require universities to price in cost-of-living shocks (rent increases, currency depreciation, transportation costs)

Summary of Recommendations

- Question #4:
 - Increase operating grant funding to better support necessary administrative functions
 - (or) earmark funding during targeted enrollment to expand administrative capacity.
 - Work with donors to include administrative funding in grants/donations
 - Province-wide marketing strategy or creation of a province-wide donor support office.
 - Review possibilities of decentralizing power within institutions
 - Set guidelines on funding differentials between departments so certain programs aren't completely neglected
- Question #5:
 - Work with Council of the Federation and U15 to lobby federal government for graduate student exemption to PAL caps.
- IP and TTO:
 - Utilize graduate student internships to create experience with commercialization
 - Leverage A.I. to improve TTO bottlenecks
 - Create independent, province-wide office science and research development office
 - Explore creating Alberta version of Mitacs or expand support for Mitacs

Summary of Recommendations

- EDIA:
 - Avoid injecting culture war rhetoric into innovation ecosystem

Appendixes

- Appendix 1: Responses to follow-up questions from panel members
- Appendix 2: Location of further information in *UCGSA Policy Library*
- Appendix 3: Cost of living estimates
- Appendix 4: White Paper Revenue Neutrality Calculation

Appendix 1: Follow-up Questions

- “What is the most important metric in a funding model? Quality? Cost? Predictability?”
 - Quality and affordability go hand-in-hand.
 - Low affordability = mental and physical stressors impacting graduate’s ability to teach and do research
 - Affordability challenges risk turning PSE into a “stranded asset” (see Policy Horizons document on risks/causes of potential declining social mobility)
 - Debt levels also disincentivize entrepreneurial behaviour from new graduates
- “Do we want to move away from merit-based to needs-based funding?”
 - Both are doable. Merit-based funding an important part of graduate students building academic careers/research impacts. Alberta currently lacks sufficient merit-based scholarships (white paper expands on this)
 - Suggest moving funding spent on loans to non-repayable forms of needs-based student financial aid.
 - UCGSA.03 shows that graduation and mental health outcomes superior for grants rather than loans.

Appendix 1: Follow-up Questions

- “How do we want to measure good research as a KPI?”
 - Need ongoing conversation, but we suggest looking at international impact:
 - Number of international co-authors, as an example
- “How do we measure educational quality?”
 - Longitudinal survey would be best
 - Covers students who have entered labour market/seen ROI on their education (or not, in worst-case scenario)
 - Goodhart's Law: “when a measure becomes a target, it ceases to be a useful measure”
 - Performance metrics are good, but risk of institutions trying to game them. Longitudinal studies are largely insulated from this risk.

Appendix 2

- **Supporting information available in our *Policy Library*:**
- UCGSA.01: Provincial Funding for Post-Secondary:
 - Graduate student's role in innovation ecosystem/crowding in private funding
 - Decline in private funding
 - Impact of tuition shocks on enrollment/completion time
- UCGSA.03: Financial Aid and Student Loans:
 - Decline in non-repayable financial aid
 - Impact of loans vs. non-repayable aid
- UCGSA Brief on Endogenous Growth Theory:
 - Importance of human capital and reasons why governments must fund PSE
- UCGSA Brief on GPAs
 - Impact of funding cuts on administrative support
- *Engines of the Future* submission to SRSR
 - Graduate student funding in an international perspective
 - Why graduate students should sit on decision-making bodies of funding organizations
- UCGSA.04: EDI and the Social Sciences
 - Defense of EDIA practices
 - Importance of soft skills and social sciences/humanities for future labour markets

Appendix 3: Cost of Living Estimates

- 3.A: Approximate cost-of-living for domestic and international graduate students, taken from a mock minimum funding policy from the Faculty of Science
- 3.B: Calculation showing current UCalgary minimum funding packages as a % of estimated annual salary with a living wage (full document available upon request)
- **Intention:** to show total “regular adult” expense faced by graduate students in Calgary.

Appendix 3.A

8.2 Base funding is the sum of the Cost of Living (8.3), and Tuition & Fees (8.4) components rounded up to the nearest \$100. The *projected* base funding through 2030/2031 is:

Academic Year	Domestic	International	International w/ \$3k IGTA
2025/26	\$35.7k	\$40.7k	\$37.7k
2026/27	\$36.5k	\$41.6k	\$38.6k
2027/28	\$37.3k	\$42.5k	\$39.5k
2028/29	\$38.1k	\$43.4k	\$40.4k
2029/30	\$39.0k	\$44.4k	\$41.4k
2030/31	\$39.8k	\$45.3k	\$42.3k

Base funding depends on [Tuition & Fees](#) set by the Board of Governors. These *projections* anticipate annual increases **of Tuition & Fees by 2% and Cost of Living by 2.25%**. As we transition to this new University-wide funding policy, the new stipends will be phased in gradually over several years (see 11.1).

8.3 Cost of Living. The intention of this component is to ensure that students have sufficient funds to maintain a basic standard of living in Calgary, Alberta, Canada. At the time of implementation, the cost of living is calculated using data from the [November 2024 Alberta Living Wage Network \(ALWN\) Wage Report](#) (pg. 13). The calculation is a sum of the “Food”, “Shelter”, “Clothing & Footwear”, and “Other Household Costs” categories for a single individual less the applicable government benefits (for 2024, GST Credit and Canada Carbon Rebate). An addition of \$651 is also made to this figure based on the 2024/2025 cost of supplemental [health and dental insurance](#) through the University of Calgary Graduate Students’ Association (GSA). If the figures from ALWN and/or GSA become unavailable or are no longer suitable, a new data source and calculation model may be chosen at the discretion of the Dean of FGS.

This value is \$30,335 for the 2025/2026 academic year, anticipating a 2.25% annual rate of increase.

$$\text{Cost of Living} = \$30,335 \times 1.0225^{\text{YY/YY}-25/26}$$

Appendix 3.B

Calgary Living Wage:

- \$24.45/hour
- 35 hrs/week x 50 work weeks = 1,750 total hours (24.45) = **\$42,787.50**

UCalgary Master's Student Minimum Funding:

- $\$10,000 / 42,787.50 = \mathbf{23.4\%}$

UCalgary PhD Minimum Funding:

- $\$24,000 / 42,787.50 = \mathbf{56.1\%}$
- **So UCalgary graduate students make 23.4% of a living wage as master's students and 56.1% of a living wage as doctoral students at current minimum funding levels.**

• <https://www.livingwagealberta.ca/news/alberta-living-wage-network-releases-2024-living-wage-rates-in-partnership-with-21-communities>

Appendix 4: White Paper Revenue Neutrality

- Fully costed estimate follows Federal Reserve Estimate of government savings/revenue increases from PSE, divided in half (to account for no sales tax):
- amounts to \$3.00 in savings for every \$1 spent on *direct* cost of scholarships (save for first year due to growing pains/implementation inefficiencies)
- Total savings calculated by subtracted *total* cost of the program (direct + indirect costs) from this number

Year	Total Cost (Direct + Indirect)	Conservative Revenue Generated	<u>Fully-Costed</u> Savings Rate	<u>Fully-Costed</u> Savings	Difference (Conservative Estimate)	Difference (<u>Fully-Costed</u> Estimate)
2025/26	\$53,669	\$10,304	\$1.50/\$1.00	\$64,403	-\$43,365	+\$10,734
2026/27	\$59,036	\$22,699	\$3.00/\$1.00	\$141,867	-\$36,337	+\$82,831
2027/28	\$64,939	\$24,937	\$3.00/\$1.00	\$155,853	-\$40,002	+\$90,914
2028/29	\$71,433	\$27,430	\$3.00/\$1.00	\$171,438	-\$44,003	+\$100,005
2029/30	\$78,576	\$30,173	\$3.00/\$1.00	\$188,583	-\$48,403	+\$110,007



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