ASSOCIATION OF ATLANTIC UNIVERSITIES

ASSOCIATION DES UNIVERSITÉS DE L'ATLANTIQUE

Thriving Together: Universities and Community in Atlantic Canada

A Social and Cultural Impact Study

March 2011

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i. Executive Summary

The great American writer Mark Twain once said of Rudyard Kipling that he "knows all that can be known." Then Twain added wryly, "I know the rest." (Paine. 1916. p.116). This report, *Thriving Together: Universities and Community in Atlantic Canada,* captures "the rest." That is, it looks beyond standard economic impact indices of jobs created, income generated, and GDP contributions, focusing instead on the overall social and cultural contributions of the region's 17 universities. In doing this, this document stands as a companion report to *Smarter Together*, the AAU's 2006 economic impact study and its update *The Economic Impact of Universities in the Atlantic Provinces: Summary of the Current View 2006 – 2008.* That update report found that universities contribute $2.6 billion directly to GDP and have an income of $1.9 billion. Briefly put, the region's 17 universities are an important driver of economic progress, accounting for more than 38,000 jobs and acting as a large employer (sometimes the largest employer) in the 25 communities in which they operate. Significantly, universities are also the lead players in the knowledge economy in Atlantic Canada.[1]

In essence, *Thriving Together* looks for the human meaning of the economic numbers found in the earlier report. It seeks to give those numbers depth and meaning. It asks the simple but essential question: What do those numbers mean to communities, to provinces, to the region, to people? Addressing that query through primary research yielded a treasure trove of information. It is clear from this research that hundreds of thousands of Atlantic Canadians take advantage of the rich range of programs and events offered at the campuses of universities in the region. They use university facilities, or take part in field trips. They are either the beneficiaries of charitable programs led by university staff, faculty or students – or partners in delivering those benefits. They play a role in outreach programs that deliver various forms of aid to people as far away as Haiti and Honduras, and as close to home as a wanting neighbourhood a few blocks away from the University of New Brunswick campus in Saint John, N.B. Quite literally, the region's universities put Atlantic Canada on the map – the map of the world, and the map of communities inside the region.

In a sense, the numbers (for the 2009 calendar year) tell the story:
- More than 500,000 people attended cultural events, such as live theatrical and musical performances, staged at Atlantic universities.
- More than 17,000 members of the region's university community were involved in charitable undertakings.
- Universities were involved in more than 800 charitable community service initiatives during the year.
- The region's three largest universities (Memorial, Dalhousie and the University of New Brunswick) each offered more than 500 programs across a wide variety of areas.
- Canada's East Coast universities delivered more than 800 recreational programs to the people of the region.
- More than 300 community services programs provided a range of benefits to people in the region, including legal and medical services.

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[1] Reference latest AAU quarterly and the Economic Impact of Universities in the Atlantic Provinces: Summary of the Current View 2006-2008.

Just as telling are the real-life stories that this report uncovered. At Cape Breton University, students and faculty work together to get kids off the couch, away from their keyboards and TVs, and into a fitness and healthy lifestyle program. Classically-trained musicians at Memorial University fan out across Labrador to introduce school children to the world of Mozart and Beethoven. Students from Mount Allison University travel to Central America to help international medical teams set up medical clinics. At the University of Prince Edward Island, faculty and students organize an effort to deliver veterinary services in isolated villages in Canada's High Arctic. At St. Francis Xavier University in Antigonish, busloads of tutors leave the campus three times a week to teach – and forge relationships with – people in nearby black and aboriginal communities.

These are only a handful of the tales we tell more fully in this report. Our research offered up dozens more. Put the stories and the statistics together and the conclusions are inescapable. In offering charitable programs, in opening up their facilities to the community, in hosting lectures, theatre, and concerts, in teaching off campus learners or taking learning off campus, in connecting to people across the nation, the region and the world – in all of this, Atlantic Canada's universities are major contributors to the social and cultural strength of the region. Their leadership enriches us all.

ii. New Ways of Looking at Progress: The Context of this Report

The importance of education, in general, and of post-secondary education, in particular, in the promotion of local and regional economic development has long been recognized (e.g. Gardner Pinfold. 2006; Williams and Swail. 2005). It has traditionally focused on easily quantifiable economic benefits for a region. Examples include a better-skilled workforce, the impact of direct spending by post-secondary institutions, and individuals increasing their earnings.

Indeed, the research establishing the link between regional growth, personal success and universities has become increasingly robust over the past few years. The authors of *The Price of Knowledge* (Berger and Parkin. 2007), for instance, analyze Statistics Canada data to show that Canadians with bachelor degrees earned $18,000 more in 2005 than those with high school diplomas. The "earnings premium" for Canadians with graduate degrees (compared with high school graduates) was $29,000 in 2005. A 2010 study by the Rockefeller Institute says that some U.S. universities have created a "new paradigm for (regional) economic growth," by serving as an incubator of economic development in the increasingly important knowledge-based or "innovation economy."

This report, *Thriving Together,* clearly moves into newer territory. Social and cultural contributions are less easily measured than standard economic indices like contribution to GDP. No doubt, this is "softer" research. It is aligned, in many ways, to non-traditional indices of well-being like the Genuine Progress Index (GPI) or the Genuine Happiness Index. Rather than look merely at growth in the economy, as measured by the rise in GDP, the GPI includes indices like community involvement and environmental impact in measuring progress. Again, in Mark Twain's terms, this research measures "the rest."

That said, there is resistance to these indices among some economists, who claim the results lack certainty and specificity. In 1968, Robert F. Kennedy offered an eloquent counter-argument to reliance on GDP measurements of economic growth, in a speech at the University of Kansas. "The Gross National Product", he said, "includes the destruction of redwoods and … the production of napalm … It does not allow for the health of our families, the quality of their education, or the joy of their play. It is indifferent to the decency of our factories and the safety of our streets alike. It does not include the beauty of our poetry, or the strength of our marriages, the intelligence of our public debate or the integrity of our public officials … It measures everything, in short, except that which makes life worthwhile…."

Today, more than three decades after Kennedy delivered that address, nations like the Organisation for Economic Co-operation and Development (OECD) include GPI as an index of progress or growth. As this report also shows, the OECD is also aware of the long history of important links between universities and the communities in which they operate. Indeed, the secondary research conducted for this study shows that the importance of the social and cultural impact of universities is increasingly well-understood and recognized.

Richard Florida's work is a case in point. Florida's creative economy discourse is important in this context (Florida. 2002). Florida (2002. p.xiii) argues that the presence of the *creative class*, which he defines as "scientists, engineers, artists, musicians, designers and knowledge-based professionals," is a key ingredient of economic growth. Consequently, this is another example of the contribution of universities to economic development as they are essential in the creation of the *creative class.*

But universities' contribution on this front is not restricted to the actions of their alumni. Their mere presence in a community as well as the services offered in addition to the more traditional functions of teaching and research are very important. As a recent OECD (2007. p.166) study reminds us: "The idea that higher education institutions belong to and are at the service of their communities dates at least from the mid-19th century in the case of the United States Land Grant institutions. Despite the different missions and histories, most higher education institutions see social and cultural contribution as part of their role. They contribute to urban and rural area regeneration, health and social care, library services, research for community benefit, as well as cultural and environmental development. Their staff and students play civic and voluntary roles serving in local government and leading and participating in community associations, adding to the region's stock of human and social capital. Some fields of study, especially medical, social work and teacher training, lend themselves to student activities which make a contribution to the social good, sometimes voluntarily or *pro bono,* sometimes as part of work placements. This may include direct provision of medical and clinical facilities and services; other examples can be found as in law, with legal aid to those in need and poverty."

This kind of contribution is clearly significant: "Social, cultural and environmental developments have demonstrable if indirect economic as well as intrinsic benefits. They offer benefits underpinning and stabilising economic growth, as well as direct benefits in terms of community health and welfare, social cohesion, a diverse cultural and community life, and a clean, healthy, sustainable and self-renewing natural and man-made environment with robust and serviceable institutions including higher education institutions themselves." (OECD. 2007. p.166).

The cultural component of these impacts should not be underestimated. As Florida et al. (2006. p.1) note: "Universities affect talent both directly and indirectly. They directly attract faculty, researchers and students, while also acting as indirect magnets that encourage highly educated, talented and entrepreneurial people and firms to locate nearby, in part to draw on the universities' many resources." And as the recent OECD (2007. p.171) points out, culture is a powerful economic development tool:

"Culture as an agent of development takes three forms:
- Culture as an end in itself, enhancing the quality of life;
- indirect economic benefit in attracting and retaining the creative classes which drive the knowledge society; and
- direct contribution to the creative industries through enterprise formation, growth, productivity and employment."

To understand the full extent of universities' contribution on the cultural front we must recognize that it takes various forms: "Higher education institutions can make a contribution to the cultural foundation of a region and to the quality of life of the community. They can do this through culturally-based learning programs and research projects that increase awareness, provide policy advice and services for culturally diverse groups. Higher education institutions can engage with cultural groups to help build their capacity to better serve their members. They can also make available for public access a wide range of culturally-specific infrastructure, such as museums, libraries, galleries, orchestras, auditoriums, sporting facilities, and community radio and television stations. They may also sponsor cultural festivals and performances, offer specialist expertise and take part in specific cultural initiatives and events." (OECD. 2007. p.171).

In short, it is widely understood that universities can impact a community – and a region – through social and cultural benefits. The demonstration of these benefits is rarer, but nonetheless very important (Institute of Education. 2001). In the research literature, these impacts can generally be divided into two groups. The first looks at the social and cultural benefits of post-secondary education, focusing on past students, while the second looks at these issues through what could be described as the supply of services by post-secondary institutions.

The "individuals-based" benefits pertain to benefits directly to individuals but also to society through these individuals. Benefits directly to individuals relate to individual improvements as a result of attending post-secondary education, over and above direct financial gains:

"Although discussions about investment tend toward economic outcomes, there are also those who attempt to ascertain whether there are non-pecuniary benefits to higher levels of education. Studies show that people with post-secondary degrees enjoy:
- Increased life expectancy and better general health;
- improved quality of life for self and offspring; and
- increased social status." (Williams and Swail. 2005. p.v)

Benefits to society through individuals can also have a positive impact on society as a whole as a result of improvements in social capital. This is a notion which still does not have a universally accepted

definition, but which is believed by numerous researchers to have significant societal benefits. As Helliwell and Putnam (2007. p.1) indicate: "Education is one of the most important predictors – usually, in fact, the most important predictor – of many forms of political and social engagement – from voting to chairing a local committee to hosting a dinner party to trusting others." This is not trivial, as Helliwell (2001. p.xviii) argues in the introduction to a book presenting the results of an international conference on the issue: "Thus, education and social capital, and probably good health as well, have a triple payoff. First, at the individual level they have a direct economic payoff. Second, and also at the individual level, they have, in addition to their effects on income, a direct positive effect on individual happiness. Third, higher community levels of social and human capital, but not of incomes, also increase the extent to which individuals feel happy about their lives."

Meanwhile, research conducted for the Association of Atlantic Universities (AAU) shows that the line between GDP contributions and social and cultural impact can be a blurry one. In a public policy paper published this year (*Universities May Hold the Key to Successful Immigration),* the AAU shows that Canada's East Coast universities attract 7,000 foreign or visa students each year, and 10,000 out-of-region students. Twenty-five per cent of the latter group stays in the region after graduation, and 30 per cent of the former group apply for permanent residence in Canada (according to the Canadian Bureau of International Education.) Similarly positive figures come from *The Economic Impact of Post-Secondary International Students in Atlantic Canada: An Expenditure Analysis.* The economic impact of these international students is $376 million per year and $565 million once a spending multiplier was applied. These cohorts are a perfect match for the migrant talent that all four Atlantic Provinces are attempting to attract – young, diverse and well-educated. Given the relative earning power of this well-educated demographic, its positive economic impact is obvious. So is its cultural contribution, given the diversity of these groups, and the relatively high level of civic engagement (voting patterns, volunteer work, etc.) evident among them. Sometimes, then, the twain does meet.

iii. The Research and the Results

Objectives

The underlying premise of this report is that the economic contributions of universities are but one component of their impact on the region. To tell the complete story of our universities and their contribution to the quality of life in Atlantic Canada, their social and cultural impacts are also an important consideration. As such, the primary objectives of this research effort were to:

1) Assess the impact that the university sector has on quality of life in the region, provinces and local communities;
2) evaluate the effect of the universities on the region's future social cohesion; and
3) develop a better understanding of the overall contribution of universities in the region.

Methodology

The measurement of social and cultural contributions is not a perfect science. The contributions themselves can take on many forms. In broad terms, what was required for this study was an understanding of what institutions do, or offer, to residents of the region, province and communities they serve. In addition, the study set out to assess the impact of these offerings on the quality of life of these residents, beyond educational and economic contributions. To this end, tangible information was collected based on institutional contributions across several parameters deemed important from a quality of life perspective.

The parameters chosen include:

1) **Programs**: defined as a deliberate learning experience with educational objectives in a set period of time. For example: public lecture series, continuing educational workshops, professional development programs, conferences, etc., in areas such as community relations, health and wellness, arts and culture, and fitness and recreation.
2) **Events:** similar in purpose to programs but an event is characterized by its <u>one-time occurrence</u>. Double counting was avoided by having one or a very small number of people responsible for completing surveys for each university and asking those people to record each item in only one place (if it is a program, it is not also an event). For example: arts and culture activities, fitness and recreational activities, health and wellness activities, community relations, town activities, distinguished guest speakers, etc.
3) **Volunteerism/Charitable Community Service:** including donating goods, services, facilities or human resources to not-for-profit organizations, charitable organizations or community service organizations, such as Habitat for Humanity, the United Way, local churches, or soup kitchens, among others.

4) **Facilities:[2]** defined as on- or off-campus university infrastructure used by the community. For example: library, recreation and fitness facilities, meeting and lecture space, art gallery, student residences, theatre, chapel, botanical gardens, training facilities, etc.

5) **Centers and/or special programs/outreach programs**: defined as centers or programs available to/focused on the community or special publics such as government, women, elderly, youth, business, international students, etc.

To this end, an online survey (full questionnaire included as Appendix A to this report) was initiated to collect an inventory of the cultural and social contributions of each of the AAU member universities in the region, including:

- Acadia University
- Atlantic School of Theology
- Cape Breton University
- Dalhousie University
- Memorial University
- Mount Allison University
- Mount Saint Vincent University
- Nova Scotia Agricultural College
- NSCAD University
- Saint Mary's University
- St. Francis Xavier University
- St. Thomas University
- University of King's College
- Université de Moncton
- Université Sainte-Anne
- University of New Brunswick
- University of Prince Edward Island

At survey launch, university presidents were contacted via email and provided with a unique link to their university's survey. They were tasked with assigning (an) appropriate person/people to take responsibility for data collection/entry at their institution. Likely persons included Institutional Research Directors and/or External Affairs/Communications Directors. The survey was launched on February 15th, 2010 and closed on June 10th, 2010.

A similar study was undertaken in 1993, focussing on Nova Scotia institutions, culminating in a 1995 publication entitled *Beyond the Campus – An Assessment of the Economic, Social, and Cultural Impacts of Nova Scotia Universities.* This study used an exhaustive survey tool, requiring very detailed information. This tool was used as a starting point in survey design for the current study. The final survey for the current study was designed to capture salient information and data to perform the

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[2] Facility usage may include space for programs, events, or volunteerism/charitable community service previously identified in other sections.

necessary analyses, while ensuring it was as user-friendly as possible. There was a need to have a balance between a survey that captured enough detailed information to paint an accurate picture of contributions without being so detailed that it was very difficult to complete. Definitions of the specific information being sought in each section and how these differed from other sections were included to cut down on double counting at the data collection stage.

Resources were on hand at MarketQuest-Omnifacts to assist respondents with any technical issues encountered. All 17 institutions complied such that the survey achieved a 100% completion rate and certainly this study would not be possible without the work of the people at the universities who spent considerable time collecting the raw data used for this study. Once all of the data had been compiled, the figures for each University were returned to each institution in November for verification and it is these final figures that are incorporated here.

Understandably, the findings throughout this report reflect the size of the universities and the contribution of any particular institution will be influenced by its size and facilities available. The following table shows the full and part-time enrolments by institution (preliminary survey 2009-2010).

Table 1: Number of Full and Part-Time Students by Institution 2009-2010

Institution	Enrolment
Memorial University	18,172
Dalhousie University	15,999
University of New Brunswick	10,587
Saint Mary's University	7,281
Université de Moncton	6,219
St. Francis Xavier University	4,922
University of Prince Edward Island	4,435
Mount Saint Vincent University	3,963
Acadia University	3,621
Cape Breton University	3,107
St. Thomas University	2,579
Mount Allison University	2,486
University of King's College	1,153
NSCAD University	1,027
Nova Scotia Agricultural College	904
Université Sainte-Anne	586
Atlantic School of Theology	125

Programs

A program, defined as an learning experience designed to achieve specified objectives in a fixed period of time, can take on many forms, including public lecture series, continuing educational workshops, professional development programs, conferences, etc., in areas such as community relations, health and wellness, arts and culture, and fitness and recreation.

Social and cultural programs are abundant in *number* within the Atlantic Canadian University Network. Three institutions (Dalhousie University, Memorial University and University of New Brunswick) each offered more than 500 to the public through the 2009 calendar year. Table 2 details the total number of social and cultural programs offered by universities across the region.

Table 2: Number of Social/Cultural Programs Offered in 2009 by Institution

Institution	Number of Programs
Dalhousie University	More than 500
Memorial University	More than 500
University of New Brunswick	More than 500
University of Prince Edward Island	401 - 450
Mount Saint Vincent University	301 - 350
Saint Mary's University	301 - 350
Mount Allison University	151 - 200
Acadia University	101 - 150
St. Francis Xavier University	101 - 150
Cape Breton University	51 - 100
St. Thomas University	51 - 100
Université de Moncton	51 - 100
Atlantic School of Theology	Less than 50
Nova Scotia Agricultural College	Less than 50
NSCAD University	Less than 50
Université Sainte-Anne	Less than 50
University of King's College	Less than 50

Programs are also abundant in *variety* within the Atlantic Canadian university network. Table 3 through Table 9 detail the various programs offered to the public through the 2009 calendar year. Specifically, Table 3 details the proportion of **recreational programs** (i.e. athletics or fitness programs) offered by institution to members of the community. Among the cultural/social programs offered by universities in Atlantic Canada in 2009, at least 20% were recreational programs for the majority of universities.

Table 3: Proportion of Social/Cultural Programs Offered in 2009
- Recreational Programs -

Institution	%
Acadia University	50%
St. Francis Xavier University	47%
Memorial University	45%
Université Sainte-Anne	40%
Dalhousie University	35%
Saint Mary's University	33%
University of Prince Edward Island	30%
Cape Breton University	25%
Université de Moncton	23%
Mount Saint Vincent University	20%
Nova Scotia Agricultural College	20%
Mount Allison University	7%
University of New Brunswick	5%

Note: Institutions with less than 5% excluded from this table.

Table 4 details the proportion that fall into the category of **informal educational programs** (i.e. general or specialized courses) offered to the general public by institution. All institutions offered at least one educational program during the 2009 calendar year. Approximately one-third of Atlantic Canadian universities indicated that at least 50% of their cultural/social programs were informal education programs.

Table 4: Proportion of Social/Cultural Programs Offered in 2009
- Informal Education Programs -

Institution	%
University of King's College	70%
University of New Brunswick	70%
Saint Mary's University	65%
St. Thomas University	62%
Atlantic School of Theology	60%
Dalhousie University	50%
Nova Scotia Agricultural College	40%
Université de Moncton	35%
University of Prince Edward Island	30%
Mount Saint Vincent University	30%
Mount Allison University	27%
Memorial University	25%
Acadia University	10%
St. Francis Xavier University	6%
NSCAD University	5%
Université Sainte-Anne	5%

Note: Institutions with less than 5% excluded from this table.

The next table details the proportion that were **social programs** (e.g. St. Francis Xavier's fall and spring Mawio'mi during which aboriginal students, faculty and members of the Mi'kmaq community gather to celebrate and share Mi'kmaq culture) offered by each institution. St. Thomas University offered the highest percentage – 27% and Nova Scotia Agricultural College and Université Sainte-Anne both indicated 10% of their social/cultural programs were social programs. Some of the smaller institutions are very active in this area.

Table 5: Proportion of Social/Cultural Programs Offered in 2009
- Social Programs -

Institution	%
St. Thomas University	27%
Nova Scotia Agricultural College	10%
Université Sainte-Anne	10%
Cape Breton University	9%
Mount Allison University	8%
Memorial University	5%
Université de Moncton	5%

Note: Institutions with less than 5% excluded from this table.

Table 6 details the proportion that were **cultural programs** (i.e. concert or theatre series) offered by each institution. All institutions offered at least one cultural program during the 2009 calendar year. Four universities (Mount Allison University, Cape Breton University, Atlantic School of Theology and University of King's College) indicated at least 20% were cultural programs.

Table 6: Proportion of Social/Cultural Programs Offered in 2009
- Cultural Programs -

Institution	%
Mount Allison University	36%
Cape Breton University	35%
Atlantic School of Theology	30%
University of King's College	20%
Acadia University	10%
Mount Saint Vincent University	10%
Nova Scotia Agricultural College	10%
NSCAD University	10%
Université Sainte-Anne	10%
St. Thomas University	6%
Dalhousie University	5%
Memorial University	5%

Note: Institutions with less than 5% excluded from this table.

Table 7 details the proportion that were **social-cultural mix programs** (i.e. cultural program with a social component) offered by institution. NSCAD University offered the highest percentage of social-cultural programs during the 2009 calendar year.

Table 7: Proportion of Social/Cultural Programs Offered in 2009
- Social-Cultural Mix Programs -

Institution	%
NSCAD University	60%
Université de Moncton	20%
Cape Breton University	10%
Mount Saint Vincent University	10%
Université Sainte-Anne	10%
University of King's College	10%
Mount Allison University	7%
Atlantic School of Theology	5%
Memorial University	5%
Nova Scotia Agricultural College	5%

Note: Institutions with less than 5% excluded from this table.

The next table details the proportion that fall under **support services programs** (i.e. support to business or non-profit sectors) offered by institution during the 2009 calendar year. The range of activities was impressive: from the Shinerama campaigns at the Cape Breton University, Université Sainte-Anne and the University of Prince Edward Island, which raise tens of thousands of dollars yearly to combat cystic fibrosis, to the business development training programs offered by Memorial University's Gardiner Centre. Almost one-half of the institutions indicated at least 10% of their cultural/social programs were support services programs. St. Francis Xavier University offered the highest percentage (25%) in 2009.

Table 8: Proportion of Social/Cultural Programs Offered in 2009
- Support Services Programs -

Institution	%
St. Francis Xavier University	25%
Acadia University	15%
NSCAD University	15%
University of New Brunswick	11%
Cape Breton University	10%
Memorial University	10%
Nova Scotia Agricultural College	10%
Université Sainte-Anne	10%
Mount Allison University	9%
Atlantic School of Theology	5%
Dalhousie University	5%

Note: Institutions with less than 5% excluded from this table.

Table 9 details the proportion that were **community services programs** (i.e. health, legal or academic services) offered by institution. During the 2009 calendar year seven of the institutions indicated at least 10% of their social/cultural programs were community services programs.

Table 9: Proportion of Social/Cultural Programs Offered in 2009
- Community Services Programs -

Institution	%
Mount Saint Vincent University	30%
University of Prince Edward Island	30%
St. Francis Xavier University	16%
Université Sainte-Anne	15%
Université de Moncton	12%
Acadia University	10%
NSCAD University	10%
Cape Breton University	9%
University of New Brunswick	9%
Mount Allison University	6%
Dalhousie University	5%
Memorial University	5%
Nova Scotia Agricultural College	5%

Note: Institutions with less than 5% excluded from this table.

A large proportion of the social/cultural programs offered through the 2009 calendar year were organized by the university. They ran the gamut of cultural experiences: from student-faculty jazz concerts at St. Thomas University to professional chamber concerts at Memorial University to exhibitions at NSCAD University's Anna Leonowens Gallery. Specifically, 13 of the 17 institutions indicated that at least 50% of the social/cultural programs offered were organized by the university. Institutions tended to indicate that a much smaller proportion of social/cultural programs were organized by others or jointly by the university and others. This emphasizes the extent to which Atlantic universities are responsible for initiating such programs and the opportunities they provide to the public. It is important to note that for some institutions, programs are more likely to be organized by others (Nova Scotia Agricultural College) or are more likely to be organized by both the university and others (St. Francis Xavier University and University of King's College).

Table 10: Organization of Social/Cultural Programs by Institution

Institution	Proportion Organized by the University	Proportion Organized by Others	Proportion Organized by Both University and Others
Acadia University	60%	30%	10%
Atlantic School of Theology	95%	0%	5%
Cape Breton University	50%	30%	20%
Dalhousie University	90%	5%	5%
Memorial University	90%	5%	5%
Mount Allison University	75%	6%	19%
Mount Saint Vincent University	50%	50%	0%
Nova Scotia Agricultural College	10%	80%	10%
NSCAD University	95%	0%	5%
Saint Mary's University	95%	0%	5%
St. Francis Xavier University	41%	2%	57%
St. Thomas University	60%	28%	12%
University of King's College	40%	0%	60%
Université de Moncton	80%	6%	14%
University of New Brunswick	88%	6%	6%
University of Prince Edward Island	65%	5%	30%
Université Sainte-Anne	35%	35%	30%

Many individuals attended the various social/cultural programs offered during the 2009 calendar year. Six institutions (Dalhousie University, Memorial University, Mount Allison University, University of New Brunswick, University of Prince Edward Island, and Université de Moncton) had more than 30,000 people attend these programs during 2009. Table 11 details the number of people who attended these programs by institution.

Table 11: Number of People Attending Social/Cultural Programs by Institution

Institution	Number of People
Dalhousie University	More than 50,000
Memorial University	More than 50,000
Mount Allison University	More than 50,000
University of New Brunswick	More than 50,000
University of Prince Edward Island	35,001 - 40,000
Université de Moncton	30,001 - 35,000
Acadia University	15,001 - 20,000
Cape Breton University	10,001 - 15,000
Saint Mary's University	10,001 - 15,000
St. Francis Xavier University	7,501 - 10,000
St. Thomas University	5,001 - 7,500
Mount Saint Vincent University	2,501 – 5,000
NSCAD University	2,501 - 5,000
Atlantic School of Theology	Less than 2,500
Nova Scotia Agricultural College	Less than 2,500
Université Sainte-Anne	Less than 2,500
University of King's College	Less than 2,500

Events

An event, for the purposes of this research, was characterized by its <u>one-time occurrence</u>. Examples include arts and culture activities, fitness and recreational activities, health and wellness activities, community relations/town and gown activities and distinguished guest speakers.

Social and cultural events are abundant in *number* within the Atlantic Canadian university network. Five institutions (Dalhousie University, Memorial University, Mount Allison University, St. Francis Xavier University and University of New Brunswick) had more than 500 social/cultural events offered through the 2009 calendar year. The following table details the number of events offered by institution.

Table 12: Number of Social/Cultural Events Offered in 2009 by Institution

Institution	Number of Evens
Dalhousie University	More than 500
Memorial University	More than 500
Mount Allison University	More than 500
St. Francis Xavier University	More than 500
University of New Brunswick	More than 500
St. Thomas University	401 - 450
University of Prince Edward Island	401 - 450
Mount Saint Vincent University	201 - 250
Saint Mary's University	151 - 200
University of King's College	151 - 200
Université de Moncton	101 - 150
Acadia University	51 - 100
Cape Breton University	51 - 100
Atlantic School of Theology	Less than 50
Nova Scotia Agricultural College	Less than 50
NSCAD University	Less than 50
Université Sainte-Anne	Less than 50

Events are also abundant in *variety* within the Atlantic Canadian university network. Table 13 through to Table 19 detail the various events offered to the public through the 2009 calendar year. Specifically, Table 13 details the proportion of social/cultural events that were **recreational events** (i.e. athletics or fitness activity) offered by institution. The majority (11 institutions) indicated at least 10% were recreational events in 2009. Remember that events are one-time and a team playing for a season would be classified under programs based on the definitions used here.

Table 13: Proportion of Social/Cultural Events Offered in 2009
- Recreational Events -

Institution	%
Memorial University	40%
St. Thomas University	32%
Université Sainte-Anne	30%
University of Prince Edward Island	30%
University of King's College	27%
St. Francis Xavier University	24%
Mount Saint Vincent University	15%
Saint Mary's University	15%
University of New Brunswick	13%
Nova Scotia Agricultural College	10%
Université de Moncton	10%
Mount Allison University	9%
Cape Breton University	8%
Acadia University	5%
Dalhousie University	5%

Note: Institutions with less than 5% excluded from this table.

Table 14 details the proportion that were **informal educational events** (i.e. general or specialized one-time course/seminars) offered by institutions. A prime example of this sort of event would be Mount Allison University's First Canadian Downlink event during which school students got to ask questions to the astronauts aboard the Canadian space station. The majority (12 institutions) indicated at least 10% of their social/cultural programs were informal educational events through the 2009 calendar year. Furthermore, 6 institutions indicated at least 30% were informal education events (Saint Mary's University, Dalhousie University, Université de Moncton, University of New Brunswick, the Atlantic School of Theology, and University of Prince Edward Island). The majority of institutions offered at least some informal education events during the 2009 calendar year.

Table 14: Proportion of Social/Cultural Events Offered in 2009
- Informal Education Events -

Institution	%
Saint Mary's University	75%
Dalhousie University	65%
Université de Moncton	34%
University of New Brunswick	32%
Atlantic School of Theology	30%
University of Prince Edward Island	30%
Mount Allison University	27%
St. Thomas University	27%
Memorial University	20%
University of King's College	17%
St. Francis Xavier University	15%
Nova Scotia Agricultural College	10%
Cape Breton University	8%
Acadia University	5%
Université Sainte-Anne	5%

Note: Institutions with less than 5% excluded from this table.

The next table details the proportion that were **social events** (i.e. hosting community reception) offered by each institution. Three institutions indicated at least 25% were social events during the 2009 calendar year (St. Francis Xavier University, St. Thomas University and Mount Saint Vincent University). When Halifax's Successfully Speaking Toastmaster's Club meets on the second and fourth Tuesday of every month, for example, they do so at Mount Saint Vincent University campus.

Table 15: Proportion of Social/Cultural Events Offered in 2009
- Social Events -

Institution	%
St. Francis Xavier University	34%
St. Thomas University	32%
Mount Saint Vincent University	25%
NSCAD University	10%
Université Sainte-Anne	10%
Mount Allison University	9%
Acadia University	5%
Atlantic School of Theology	5%
Memorial University	5%
Nova Scotia Agricultural College	5%
Université de Moncton	5%

Note: Institutions with less than 5% excluded from this table.

Table 16 below details the proportion that were **cultural events** (i.e. concert or theatre production/festival) offered by institution. Almost all institutions offered at least some cultural events during the 2009 calendar year. Atlantic School of Theology and Acadia University offered the highest percentage – at least 50% during 2009.

Table 16: Proportion of Social/Cultural Events Offered in 2009
- Cultural Events -

Institution	%
Atlantic School of Theology	55%
Acadia University	50%
University of King's College	47%
University of New Brunswick	44%
NSCAD University	40%
Mount Allison University	37%
Cape Breton University	35%
Mount Saint Vincent University	25%
Université Sainte-Anne	20%
Dalhousie University	14%
Memorial University	10%
St. Thomas University	7%
Nova Scotia Agricultural College	5%
St. Francis Xavier University	5%

Note: Institutions with less than 5% excluded from this table.

Table 17 details the proportion that were **social-cultural mix events** (i.e. cultural event with a social component) offered by university. NSCAD University and Université de Moncton offered the highest percentage of social-cultural events during the 2009 calendar year.

Table 17: Proportion of Social/Cultural Events Offered in 2009
- Social-Cultural Mix Events -

Institution	%
NSCAD University	40%
Université de Moncton	38%
Université Sainte-Anne	20%
Mount Saint Vincent University	10%
Atlantic School of Theology	7%
Mount Allison University	7%
Acadia University	5%
Memorial University	5%

Note: Institutions with less than 5% excluded from this table.

The next table details the proportion that fall under **support services events** (i.e. support to business or non-profit sectors) offered by institution during the 2009 calendar year. Cape Breton University and Acadia University offered the highest percentage – 35% and 30% respectively.

Table 18: Proportion of Social/Cultural Events Offered in 2009
- Support Services Events -

Institution	%
Cape Breton University	35%
Acadia University	30%
Dalhousie University	15%
Memorial University	10%
NSCAD University	10%
Université Sainte-Anne	10%
Université de Moncton	7%
University of King's College	5%

Note: Institutions with less than 5% excluded from this table.

Table 19 details the proportion of **community services events** (i.e. health, legal or academic services) offered by institution. Six of the institutions indicated at least 10% of their social/cultural events were community services events during the 2009 calendar year. For example, five Halifax-based universities support Halifax Humanities 101, which offers free educational instruction for community members looking to escape poverty.

Table 19: Proportion of Social/Cultural Events Offered in 2009
- Community Services Events -

Institution	%
Mount Saint Vincent University	25%
University of Prince Edward Island	25%
St. Francis Xavier University	20%
Cape Breton University	10%
Memorial University	10%
Nova Scotia Agricultural College	10%
Mount Allison University	7%
Université Sainte-Anne	5%

Note: Institutions with less than 5% excluded from this table.

A large proportion of the social/cultural events offered through the 2009 calendar year were organized by the university. Specifically, 13 of the 17 institutions indicated that at least 50% of the social/cultural events offered were organized by the university. Institutions tended to indicate that a much smaller proportion of social/cultural events were organized by others or jointly by the university and others. This emphasizes the extent to which Atlantic universities are responsible for initiating such events and the opportunities they provide to the public. It is important to note that for some institutions events are more likely to be organized by both the university and others (St. Francis Xavier University and Université Sainte-Anne).

Table 20: Organization of Social/Cultural Events by Institution

Institution	Proportion Organized by the University	Proportion Organized by Others	Proportion Organized by Both University and Others
Acadia University	50%	30%	20%
Atlantic School of Theology	95%	0%	5%
Cape Breton University	25%	35%	40%
Dalhousie University	87%	0%	13%
Memorial University	85%	5%	10%
Mount Allison University	78%	5%	17%
Mount Saint Vincent University	50%	40%	10%
Nova Scotia Agricultural College	40%	20%	40%
NSCAD University	90%	5%	5%
Saint Mary's University	50%	10%	40%
St. Francis Xavier University	9%	1%	90%
St. Thomas University	71%	21%	8%
University of King's College	50%	2%	48%
Université de Moncton	76%	4%	20%
University of New Brunswick	94%	4%	2%
University of Prince Edward Island	65%	10%	25%
Université Sainte-Anne	20%	30%	50%

Many individuals attended the various social/cultural events offered during the 2009 calendar year. Three institutions (Dalhousie University, Université de Moncton, and University of Prince Edward Island) each had more than 90,000 people attend their social/cultural events during the year. Mount Allison University, for example, has been packing viewers into its Garnet and Gold Musical Theatre society since 1932. Cape Breton University students heard some of the country's top musical acts during the East Coast Music Awards. The University of King's College, on the other hand, offers Dante night during which each residence floor is transformed into the hell, purgatory and paradise of The Divine Comedy. The following table details the number of people who attended these programs by institution.

Table 21: Number of People Attending Social/Cultural Events by Institution

Institution	Number of People
Dalhousie University	More than 90,000
Université de Moncton	More than 90,000
University of Prince Edward Island	More than 90,000
Mount Allison University	70,001 - 80,000
Memorial University	50,001 - 60,000
University of New Brunswick	50,001 - 60,000
St. Thomas University	15,001 - 20,000
Cape Breton University	10,001 - 15,000
Acadia University	7,501 - 10,000
St. Francis Xavier University	7,501 - 10,000
Université Sainte-Anne	7,501 - 10,000
University of King's College	7,501 - 10,000
Mount Saint Vincent University	5,001 - 7,500
Nova Scotia Agricultural College	5,001 - 7,500
NSCAD University	5,001 - 7,500
Saint Mary's University	5,001 - 7,500
Atlantic School of Theology	Less than 5,000

Volunteerism/Charitable Community Service

The survey also included a section to gather information about the involvement of the various institutions in volunteerism/charitable community service (recognized at the institutional level) during the 2009 calendar year. Volunteerism/charitable community service includes donating goods, services, facilities or human resources to not-for-profit organizations, charitable organizations or community service organizations, such as Habitat for Humanity, the United Way, local churches, or soup kitchens, among others.

As detailed in Table 22, universities throughout the Atlantic region were involved in many volunteer and charitable community service initiatives through the 2009 calendar year. Memorial University was involved in more than 100 initiatives while Dalhousie University, the University of New Brunswick and the University of Prince Edward Island were involved in more than 200 initiatives.

Table 22: Number of Volunteer and Charitable Community Service Initiatives by Institution

Institution	Number of Initiatives
Dalhousie University	More than 200
University of New Brunswick	More than 200
University of Prince Edward Island	More than 200
Memorial University	101 - 125
St. Thomas University	51 - 75
Mount Allison University	26 - 50
Mount Saint Vincent University	26 - 50
St. Francis Xavier University	26 - 50
Acadia University	11 - 25
Atlantic School of Theology	11 - 25
Cape Breton University	11 - 25
Nova Scotia Agricultural College	11 - 25
Université de Moncton	11 - 25
University of King's College	11 - 25
NSCAD University	Less than 10
Saint Mary's University	Less than 10
Université Sainte-Anne	Less than 10

Institutions participated in a wide *variety* of volunteer and charitable community service initiatives during the 2009 calendar year. Table 23 details the proportion of various initiatives participated in by institution. As can be seen, the vast majority of institutions participated in many different volunteer and charitable community service initiatives – everything from fundraising activities (i.e. charitable/community service) to the provision of human resources (i.e. blood donor clinic, community/environmental clean-up) to the provision of materials/material goods (i.e. used textbooks, food bank).

Table 23: Proportion of Volunteer and Charitable Community Service Initiatives Participated in by Institution

Institution	Fundraising Activities	Association With Charity	Provision of Human Resources	Provision of Materials	Use of University Facilities
Acadia University	50%	20%	10%	10%	10%
Atlantic School of Theology	30%	30%	20%	10%	10%
Cape Breton University	5%	15%	25%	5%	50%
Dalhousie University	50%	35%	5%	5%	5%
Memorial University	10%	10%	50%	25%	5%
Mount Allison University	21%	33%	25%	4%	4%
Mount Saint Vincent University	15%	15%	10%	20%	40%
Nova Scotia Agricultural College	15%	40%	20%	20%	5%
NSCAD University	20%	60%	10%	5%	5%
Saint Mary's University	25%	25%	50%	0%	0%
St. Francis Xavier University	55%	11%	17%	11%	6%
St. Thomas University	74%	6%	12%	6%	2%
University of King's College	40%	40%	10%	10%	0%
Université de Moncton	70%	5%	5%	5%	10%
University of New Brunswick	19%	13%	62%	4%	2%
University of Prince Edward Island	25%	10%	45%	10%	5%
Université Sainte-Anne	20%	0%	0%	0%	80%

Approximately one-third of the institutions (6 of 17) indicated that at least 50% of their volunteer and charitable community service activities are initiated at the student level. However, it is important to note that the results detailed in Table 24 indicate that initiation for various volunteer and charitable community service activities, for all institutions, comes from many different levels. Even though initiation may be more likely to come from a particular group for a particular university - initiation does come from many sources within the Atlantic Canadian University Network. For example, volunteer and charitable community service initiatives are more likely to be initiated at the Department level for Dalhousie University; however, these activities are also initiated at the student level and institutional level.

Table 24: Initiation of Volunteer and Charitable Community Service Initiatives by Institution

Institution	Institutional	Department	Faculty/ Staff	Student
Acadia University	10%	10%	10%	70%
Atlantic School of Theology	50%	0%	30%	10%
Cape Breton University	20%	20%	30%	30%
Dalhousie University	5%	25%	30%	40%
Memorial University	5%	30%	15%	50%
Mount Allison University	29%	8%	8%	55%
Mount Saint Vincent University	25%	25%	25%	25%
Nova Scotia Agricultural College	20%	20%	20%	40%
NSCAD University	50%	20%	20%	10%
Saint Mary's University	50%	0%	50%	0%
St. Francis Xavier University	15%	40%	15%	25%
St. Thomas University	8%	6%	2%	70%
University of King's College	40%	0%	10%	50%
Université de Moncton	75%	0%	0%	20%
University of New Brunswick	2%	7%	38%	53%
University of Prince Edward Island	15%	20%	35%	25%
Université Sainte-Anne	0%	0%	50%	10%

Many individuals were involved in the various volunteer and charitable community service activities during the 2009 calendar year. Seven institutions had more than 1000 university members involved and three institutions (Dalhousie University, University of New Brunswick and University of Prince Edward Island) had more than 2500 university members involved.

Table 25: Number of University Members Involved by Institution

Institution	Number of Members
Dalhousie University	5,001 - 10,000
University of New Brunswick	2,501 - 5,000
University of Prince Edward Island	2,501 - 5,000
Acadia University	1,001 - 2,500
Memorial University	1,001 - 2,500
Mount Saint Vincent University	1,001 - 2,500
NSCAD University	1,001 - 2,500
St. Francis Xavier University	501 - 1,000
Université de Moncton	501 - 1,000
University of King's College	501 - 1,000
Cape Breton University	301 - 500
Mount Allison University	301 - 500
Saint Mary's University	301 - 500
Nova Scotia Agricultural College	101 - 300
St. Thomas University	101 - 300
Université Sainte-Anne	101 - 300
Atlantic School of Theology	Less than 100

The survey also asked whether or not the university had a formal volunteer board or committee, whereby a pool of university members can be drawn from to volunteer in the community. All 17 (100%) said that they did not have a formal volunteer board or committee.

Facilities

The survey included a section to gather information about the facilities available to the public for social and cultural purposes through the 2009 calendar year. A facility is defined as on-or-off campus university infrastructure used by the community. For example, library, recreational and fitness facilities, meeting and lecture space, art gallery, student residences, theatre, chapel, botanical gardens, training facilities, etc. Respondents were advised that facility usage may include space for programs, events, or volunteerism/charitable community service previously identified through preceding sections. That overlap was expected between the Facilities section of the survey and preceding sections.

As detailed in Table 26, there were numerous facilities available to the public for social and cultural purposes during the 2009 calendar year. Five institutions (Dalhousie University, Memorial University, Université de Moncton, University of New Brunswick and University of Prince Edward Island) offered more than 100 facilities during the year.

Table 26: Number of Facilities Available to the Public for Social/Cultural Purposes in 2009 by Institution

Institution	Number of Facilities
Dalhousie University	More than 100
Memorial University	More than 100
Université de Moncton	More than 100
University of New Brunswick	More than 100
University of Prince Edward Island	More than 100
Mount Allison University	91 - 100
Saint Mary's University	71 - 80
Cape Breton University	41 - 50
St. Francis Xavier University	41 - 50
Mount Saint Vincent University	31 - 40
Acadia University	21 - 30
Nova Scotia Agricultural College	11 - 20
NSCAD University	11 - 20
St. Thomas University	11 - 20
Université Sainte-Anne	11 - 20
Atlantic School of Theology	Less than 10
University of King's College	Less than 10

Respondents were asked to identify the average number of people (in total) during a typical week (during the 2009 calendar year) that used these facilities combined for social and cultural purposes. More than one-half (10 of 17 institutions) indicated that less than 2,000 people used these facilities. However, three institutions (Dalhousie University, Memorial University and Mount Allison University) said that more than 20,000 people used these facilities during a typical week. These results indicate that many members of the general public are using university facilities for social and cultural purposes.

Table 27: Number of People Using Facilities per Week by Institution

Institution	Number of People
Dalhousie University	More than 20,000
Memorial University	More than 20,000
Mount Allison University	More than 20,000
University of Prince Edward Island	10,0001 – 12,000
Université de Moncton	8,001 - 10,000
St. Francis Xavier University	6,001 - 8,000
Acadia University	2,001 - 4,000
Atlantic School of Theology	Less than 2,000
Cape Breton University	Less than 2,000
Mount Saint Vincent University	Less than 2,000
Nova Scotia Agricultural College	Less than 2,000
NSCAD University	Less than 2,000
Saint Mary's University	Less than 2,000
St. Thomas University	Less than 2,000
Université Sainte-Anne	Less than 2,000
University of King's College	Less than 2,000
University of New Brunswick	Less than 2,000

Table 28: Availability of Facilities in Atlantic Canadian Universities

Facility	Yes - Facility Available to Public
Archives	14
Art Gallery	15
Boardroom/Meeting Room	17
Cafeteria	16
Chapel	15
Classroom	17
Conference Facilities	15
Faculty Club	5
Housing Accommodation	15
Library	16
Multipurpose Rooms	17
Museum	7
Pub	13
Sports Facility, Indoor	15
Sports Facility, Outdoor	13
Theatre	14
VIP Room	10
Other	6

Table 29: Organization of Facilities

Institution	Proportion Organized by the University	Proportion Organized by Others	Proportion Organized by Both University and Others
Acadia University	30%	60%	10%
Atlantic School of Theology	40%	30%	30%
Cape Breton University	50%	25%	25%
Dalhousie University	87%	0%	13%
Memorial University	75%	10%	15%
Mount Allison University	70%	5%	25%
Mount Saint Vincent University	45%	45%	10%
Nova Scotia Agricultural College	40%	40%	20%
NSCAD University	60%	10%	30%
Saint Mary's University	25%	25%	50%
St. Francis Xavier University	90%	0%	10%
St. Thomas University	71%	21%	8%
University of King's College	65%	5%	30%
Université de Moncton	60%	15%	25%
University of New Brunswick	94%	4%	2%
University of Prince Edward Island	70%	10%	20%
Université Sainte-Anne	30%	50%	20%

iv. Telling Tales: Stories from the Universities

Our research captured dozens of stories that dramatically underline the social and cultural contributions of universities in Atlantic Canada. In this section, we tell just a few of those tales.

ACADIA UNIVERSITY:
The Play's The Thing

Forget about scoring the winning goal or acing the math exam. For some school-aged children nothing beats getting a speaking part in the school Christmas play. Acadia University is determined to spread that experience around. The university's annual Fezziwig Family Christmas Frolic is an original play based, on the work of Charles Dickens, performed by community members during the festive season. Traditionally, all four Frolic performances at Acadia's Festival Theatre sell out. That makes an already wonderful experience even better for the local young people involved in the production.

For many, this is their first exposure to acting on stage or working behind the curtain. In the long run, then, the program helps create a pool of theatrical talent to feed local productions in the artistically vibrant Annapolis Valley area of Nova Scotia. But the frolic isn't just for the actors and stagehands. Seeing Tiny Tim, Mr. and Mrs. Fezziwig and the rest of Dickens' immortal characters in person on stage again is a treat for people of all ages. Another example of how Acadia deepens the lives of the community that it has called home since 1838.

ATLANTIC SCHOOL OF THEOLOGY
Where Private Morals are Public Issues

Steroid-fueled athletic cheats. Plagiarists masquerading as memoirists. CEOS playing fast and loose with their balance sheets. Some say we live in a time where the lines between right and wrong or blurred, or have simply disappeared altogether. Thank heavens then, for the Canadian Centre for Ethics in Public Affairs—a joint venture between Saint Mary's University and the Atlantic School of Theology, which is willing to consider those thorny ethical questions.

From its base in Halifax, the centre undertakes collaborative research and educational projects regarding the role of ethics in all aspects of public life. The Centre's partners include the major shapers of public life: all levels of government, the business community, NGO's and public service agencies. By providing consulting advice and sponsoring research—as well as leading public discussion and spearheading educational initiatives-- the centre assists these partners as they try to integrate ethical practices into their public practices and policies.

The centre's task is a challenging one. But if a school like the AST won't make it possible to consider such critical questions, who exactly will? Through its involvement with the centre, the AST is living up to its larger responsibility of improving the region and the lives of the people who live there.

CAPE BRETON UNIVERSITY
The Kids Are Up and Running

Everyone has seen the unhappy statistics: childhood obesity has reached epidemic proportions—particularly here in Atlantic Canada where young people spend too much time in front of the computer and television screen and too little time working up a sweat. Cape Breton University (CBU), in partnership with the Cape Breton Victoria Regional School board, decided something needed to be done about those grim numbers. The Youth in Motion program has a simple aim: to get Cape Breton kids up and moving. Its long-range goals, however, are sweeping. By getting young people off the sofa, CBU and its partners hope to help kids become healthier and feel better about themselves. Ultimately they want more Cape Breton youth to become productive, happy members of their communities.

Through the program, school-age children are exposed to a wide range of physical activities by CBU athletes, sport and health faculty, and instructors from within the local community. Each of the 1,200 participants works up a real sweat at CBU facilities. Just as important is what they learn about the importance of being physically active and of healthy eating and living. The goal after all, is to make healthy citizens for life. By doing its part to end the epidemic of childhood obesity, CBU is showing that a university can have a real impact in a community.

DALHOUSIE UNIVERSITY
The Dalhousie Dentistry Clinic

Many of us make jokes about our visit to the dentist, but for many in our community it's a necessity that is challenging to access or afford.

The Dalhousie Dentistry Clinic helps improve overall health by providing dental care for seniors, students, families, refugees and others who live in areas where dental services are not easily accessible or who would find services challenging to afford.

More than 12,000 patients are treated each year at the clinic. The Dalhousie dentistry clinics have a recall list of 50,000 patients.

For nearly a century, public dental care has been provided as part of the educational programs offered by the Faculty of Dentistry at Dalhousie University.

The Faculty maintains a full service, professional dental laboratory, providing students with the opportunity to work directly with dental laboratory technicians representing specialty areas such as implants, orthodontics, prosthodontics and aesthetics.

MOUNT SAINT VINCENT UNIVERSITY
Supporting Women in Business

Make no mistake: Mount Saint Vincent University's (MSVU) student body is made up of both genders. Its roots, however, are as a women's educational institution. Which makes the Watch Me Grow! 2009 Conference a natural. The conference was sponsored by MSVU's Centre for Women in Business, which assists entrepreneurs by providing them with the support, resources and training they need to start or grow their businesses.

The intent of the conference, which brought together more than 120 participants, was clear: to impart business management skills and information to growth-oriented business owners. To give business people a chance to make important contacts with potential partners and mentors. Participants also learned about the wide variety of business service support available for anyone with an entrepreneurial bent.

Inspiration was also on the program: the conference featured an awards presentation that profiled outstanding women entrepreneurs in various stages of business. It turned out that they had plenty to brag about. Nowadays more and more women are entering the business sector, starting their own companies and stepping into executive offices. Watch Me Grow! organizers want those numbers to grow. And, with it, the Mount's social and cultural contribution to its community.

NOVA SCOTIA AGRICULTURAL COLLEGE
Food for Thought, and for the Hungry

Food is the most basic of human needs; just ask anyone who has to go hungry. Located in Truro, the Nova Scotia Agricultural College (NSAC) educates the students who will find the food supplies of tomorrow. So it stands to reason that, when it comes to feeding people today, NSAC would also have an idea or two. Enter Drive Away Hunger, a program organized by NSAC students with staff support to help a nation-wide food bank drive at the start of every academic year.

Students and staff from NSAC's various departments round up prepared and raw food from individual homes in the campus area. The unique thing about the NSAC food drive is that they grow food too—on the various fields where NSAC has built its international reputation in crop husbandry. In 2009 the program contributed nearly three thousand kilograms of food—almost twice the total from a year earlier. That means more local families helped by the local food bank. It means fewer kids going hungry and more seniors getting good nutritious meals. And it also means one more way in which NSAC is improving life within its community.

NSCAD UNIVERSITY
Reaching Out by Design

NSCAD University doesn't just teach art and design. As much as anything it teaches creative problem solving. A case in point: how can students, with their limited financial resources, make a tangible contribution to their community? NSCAD Design Lab faculty and student designers came up with a novel solution: by contributing their skills, energy and enthusiasm. To date those faculty members and students have committed more than $70,000 worth of in-kind services to worthy Nova Scotian organizations such as Chrysalis House, Bonny Lea Farms, Architecture for Humanity, Just Us Education and Development Society, HRM and Spencer House.

The NSCAD Design Lab—made up of an international, multidisciplinary design team enrolled in the Master of Design program at NSCAD—is no stranger to good works. It provides design consultation services to projects "that adhere to issues of public concern" in areas such as communication, education, health, and environment. The lab's clients come from non-profit, education, government and other sectors. As well, every design student and faculty member is engaged in some community service project throughout the academic year. Designers don't just make cool-looking objects. They also make a difference.

ST. FRANCIS XAVIER UNIVERSITY
Cultivating Global Leadership

St. Francis Xavier University (StFX) is known for its outstanding social commitment to its students, its region, and societies around the world. StFX students have exposure to the world, encouraging community change in developing countries.

St. Francis Xavier University's roots are ingrained in a region where human talent has always been more plentiful than our forefathers' financial circumstances.

For more than 40 years, StFX's Coady International Institute has fostered positive change in global communities, touching the lives of thousands of people providing community leaders with the knowledge to grow healthy and prosperous societies.

StFX also cultivates its local communities. Since 1965, three times a week, StFX students donate their time and effort to support regional Aboriginal and Black communities. Through the X-Project, student volunteers in cooperation with parents and community leaders, provide tutoring, mentoring and workshops designed to help young people in these communities improve their academic standing. StFX's highly regarded men's basketball team, in particular, has forged great relationships with youth in the Aboriginal and Black communities. In additional to running recreational programs, the X-Men routinely give away free tickets to students for big event games.

StFX is a catapult for our students to experience and be exposed to new educational, recreational and social experiences.

SAINT MARY'S UNIVERSITY
Fostering Excellence in Science

OK, let's be honest: winning the high school science fair doesn't have the same cache as starring in the school musical or serving as Student Council President. Maybe it should. At Saint Mary's University, faculty and staff believe the researchers and innovators of tomorrow should get the chance to receive the applause they richly deserve. That's why it hosted the 2009 Team Nova Scotia Showcase for the winners of the year's regional high school science fairs. The public showcase featured the handiwork of approximately 40 science fair winners from throughout Nova Scotia. It gave the public a chance to see the science projects and meet the students before they headed to the Canada-wide Science Fair in Winnipeg.

Those regional science fairs give students the chance to display their research and design achievements in a range of disciplines: biotechnology, computing and mathematical sciences, earth and environmental sciences, physical and life sciences, and engineering. The projects are judged on their creative ability and scientific thought, as well as their thoroughness, skill and clarity. Several members of SMU's Science Faculty judge the regional science fairs. Scientific innovation, after all, is something to be celebrated. So is giving back.

UNIVERSITÉ SAINTE-ANNE
A Shining Example

Université Sainte-Anne is a small school with a big heart. Nestled in the tiny community of Pointe-de-l'Église, this school of 500 students take its community responsibilities seriously. Part of that responsibility includes giving back through fundraising initiatives. To meet this mandate, Université Sainte-Anne counts itself among a group of Universities that fundraises for the Cystic Fibrosis Foundation. The Shinerama program was born almost 40 years ago when a student decided to shine shoes during orientation week. In his first outing he raised $1,300 for the Foundation. Today more than 50 Universities across Canada participate in the Shinerama program each year. Université Sainte-Anne is proud to be part of this group.

Every year, the school's "Association générale des étudiants" incorporates Shinerama as part of its Frosh Week activities. A one-day event, first year students gather early in the morning to claim their tools and then scatter across campus and throughout the community in search of shoes to shine. Université Sainte-Anne students consistently raise more money per student than other groups and this was recognized in 2002 by the Best Overall Campaign Award being presented to Université Sainte-Anne. This initiative not only raises money for the organization but also educates the public about the Cystic Fibrosis Foundation. As well, it establishes Université Sainte-Anne, and its student population, as contributing members of the larger community.

UNIVERSITY OF KING'S COLLEGE
Writing Memoirs, Restoring Dignity

Elders are used to being ignored in today's youth-oriented culture. No wonder the residents at the Halifax retirement homes were surprised when the student volunteers from the University of King's College showed up with their tape recorders in the winter of 2009. The Memoir Project was a writing initiative started by two fourth-year King's students, Emma Hanes and Christina Turner. Its aim: connecting King's students with senior citizens in the Halifax community.

Student volunteers were paired with 16 residents from the Berkeley Halifax and Berkeley Gladstone retirement homes. From September through December they met and interviewed the seniors who recounted their life stories. Over time, the students put those stories into a personal memoir. Both the memoirists and the student writers received copies of the autobiographies when they were published.

The impact on both groups was profound: the residents, initially concerned that their lives weren't interesting enough to merit attention, found their stories had meaning. The students discovered that failing eyesight doesn't mean diminished insight. In the end, the Memoir Project helped forge a meaningful connection between two generations. And King's College was again able to make a lasting impact on its community.

MOUNT ALLISON UNIVERSITY
Where Compassion Goes Global

Mount Allison aims to produce students who can see the big picture. Students who understand that, as citizens of the world, they also have a responsibility to help their fellow men and women, no matter where they happen to live. The members of the Global Medical Brigades at Mount Allison exemplify that selfless spirit. Recently a group of about 35 Mount Allison students travelled to Honduras as part of Global Medical Brigades, an international network of university clubs and volunteer organizations that provide communities in developing nations with sustainable health care solutions.

In Honduras an estimated 80 per cent of the population lives in poverty. During Spring Break the Mount A. students joined 10 medical professionals, nurses, doctors, and dentists to set up temporary clinics and provide basic medical care. The team treated 450 patients in the medical clinic and 50 in the dental clinic in their last day alone.

Global Medical Brigades at Mount Allison University seeks to empower students to provide communities in developing nations with sustainable solutions that improve the quality of life while still respecting local culture. Just one more way, in other words, that Mount A. is being a good global citizen.

ST. THOMAS UNIVERSITY
A Silent, and Moving, Defence of Free Speech

Speaking out, any activist will tell you, can combat injustice. Sometimes it can even change the world. But so can silence. In 2010, for the second straight year, St. Thomas University (STU) students zipped it for the entire day. It isn't easy for people in their late teens and early 20s to stay quiet for 24-hours. But their silence was symbolic. It highlighted the importance of free speech as a human right. By staying mum the bandana-wearing students were speaking out on behalf of the victims of human rights violations around the world. The group, at the same time, hosted letter writing sessions, silent games and the screening of film documentaries.

Participants also collected pledges for Amnesty International, the global human rights advocacy group. The organization puts it to good use: its letter-writing campaigns, along with bargaining and hostage negotiating have led to the release of dozens of political prisoners around the world. Amnesty International is inspired by the hope of a better world. So, it turns out, are the students of STU—who along the way learned that sometimes actions truly do speak larger than words.

UNIVERSITÉ DE MONCTON
Celebrating a Culture

Talk about taking culture to the community! At l'Université de Moncton, students and faculty deepen their commitment to this concept by staging numerous theatrical and musical productions. A strong centre of French culture and language, the University is involved in producing more than 40 shows each year. Many productions are held on campus. Off campus productions reach out to as broad a community as possible in New Brunswick.

Not surprisingly, the University is often credited with helping to build the strong cultural network that promotes the heritage of L'Acadie in the greater Moncton area. Through its various programs, the University produces and stages shows that appeal to all ages and demographics. From student productions, to traveling shows to musical programming, the University is at the centre of an impressive cultural outreach effort. By making public engagement a priority, the University fosters a community spirit that celebrates French history, heritage and culture.

UNIVERSITY OF NEW BRUNSWICK
Where Charity Starts at Home

Crescent Valley is a neighborhood just three kilometers from the University of New Brunswick at Saint John (UNBSJ) campus. With an 87% poverty rate, it also happens to be the largest public housing project in New Brunswick. UNBSJ has been trying to help its neighbors. Since February 2009 members of the UNBSJ chapter of the Golden Key International Honors Society have been developing programs and initiatives to increase literacy rates, support families and further the educational attainment of the 600 children who live in the Crescent Valley neighborhood.

In time, more than 50 UNB students, along with faculty and staff have become involved in the initiative. 2009's activities included a summer reading program and healthy eating workshop, mentoring programs, campus visits and various holiday parties. Since then a joint university-community planning group has been formed to develop further programs and seek outside funding. Much of the work is being done in conjunction with the area's elementary school. The initiative also fulfills the provincial government's Poverty Reduction Strategy. And, of course, it meets UNB's goal of giving back to the greater community.

MEMORIAL UNIVERSTY OF NEWFOUNDLAND
Striking a Musical Note, Far and Wide

Memorial University of Newfoundland (MUN) has always played a special role in bringing programs and services to its far-flung communities. Since 2003, student performers from the School of Music have traveled to public schools throughout Newfoundland and Labrador and the Maritime provinces, introducing tens of thousands of children to the engaging art of live opera theatre. The Opera RoadShow brings fully-staged operas out of the concert hall and into local schools. Young people experience opera through interactive performance and young singers mature as performing artists. Wayne, a grade 3 student, summed up the impact: "They did a good performance because happy tears came out of my eyes."

The Opera RoadShow has commissioned the award-winning composer Dean Burry and playwright Mélanie Léger to create La Sorcière de la Glace or The Ice Witch. It is a distinctly Atlantic Canadian fairy tale that will tour schools in Newfoundland and New Brunswick in the spring of 2011. By reaching out far from its St. John's campus, Memorial University enhances the lives of its students and the residents of its surrounding communities.

UNIVERSITY OF PRINCE EDWARD ISLAND
Going to the dogs, in the Arctic

It's a long way from the red beaches of Prince Edward Island to the frozen ice and snow of the Canadian Arctic. The University of Prince Edward Island (UPEI) has found an intriguing way to close that gap. The Chinook Project, which provides free essential veterinary care to isolated communities in the Canadian Arctic, was created in 2006 by two UPEI academics: Jane Magrath, an Associate Professor of English, and Lisa Miller, Professor of Pathology and Associate Dean of Academic Affairs at the UPEI-affiliated Atlantic Veterinary College (AVC). Each summer, the project takes two volunteer veterinarians, four veterinary students in their final year of study and two AVC clinicians, along with essential equipment, to a community in Nunavut. The project also educates adults in basic veterinary care; first aid, parasite control vaccination, for example—and gives children insights into animal welfare and dog care.

So far the project has visited Kimmirut (Southern Baffin), Cambridge Bay (Western Arctic) and Kugluktuk (Western Arctic). On their first visit to Kimmirut, they vaccinated 59 dogs, spayed 16, neutered 7, and performed 2 other procedures. On their second visit they vaccinated 86 dogs, spayed 17, neutered 16, and performed one other procedure. The upshot: project members got to use their veterinary skills and to embrace a new culture. Having the opportunity to lend a hand to some fellow Canadians is simply another bonus.

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vi. Appendices

On-line Questionnaire

ASSOCIATION OF ATLANTIC UNIVERSITIES (AAU)
Social and Cultural Community Contributions Survey
Final Questionnaire
MRIA Registration Number: 7460-0003

Screen 1 – Introduction Page
Welcome to the Association of Atlantic Universities Social and Cultural Community Contributions Survey. We appreciate your involvement in this initiative.

We understand that in order to respond to the questions contained in this survey accurately, you may be required to consult with other faculty and/or staff members. As such, you are free to review the content of the survey before answering any questions. You may click on this link as many times as you would like before submitting your responses. Your responses will not be considered "final" until you click the submit button at the end of the survey. To exit the survey without submitting your responses, simply close your web browser. When you are ready to resume, simply click on the link again.

Please use the navigation buttons at the bottom of the screen to navigate throughout the survey. Your information may be lost if you use either the enter key or the back button of your web browser. We encourage you to read through the survey in its entirety before you begin entering your responses.

In order to fulfill this initiative, your cooperation is very important. Please note that the deadline for completing this survey is June 1, 2010.

If you have any questions about the survey or would like to confirm its validity, you may contact Corina Kent, Director of Operations, Association of Atlantic Universities at ckent@atlanticuniversities.ca.

Screen 2 - Objectives

There are two specific objectives to collecting the information requested within this survey:

Objective one: Gather information as to the range and scope of the social and cultural contributions of Atlantic universities in the form of programs, events, facilities, volunteerism/charitable community service, and centers/special programs/outreach programs.

Objective two: Provide up to three examples of contributions in the form of programs, events, and volunteerism/charitable community service to showcase the institution's contributions using particularly salient examples.

I. Programs

The purpose of this section is to gather information about the social and cultural <u>programs</u>, available to the public through the 2009 calendar year, offered, facilitated, or sponsored by
< UNIVERSITY NAME>.

A program is defined as an intentional learning experience designed to achieve specified objectives in a fixed period of time. *For example: public lecture series, continuing educational workshops, professional development programs, conferences, etc., in areas such as community relations, health and wellness, arts and culture, and fitness and recreation.*

1. Please indicate the <u>number</u> of social/cultural programs that were offered by <UNIVERSITY NAME> through the 2009 calendar year. <CHECK ONE ONLY>

    If you are unsure of the exact number, please provide your best estimate.

< 50
51 – 100
101 – 150
151 – 200
201 – 250
251 – 300
301 – 350
350 – 400
400 – 450
451 – 500
>500

2. Of this number of programs, please indicate the proportion that was…

    If you are unsure of the exact proportions, please provide your best estimate. Please note that the total sum of your responses should equal 100%.

_____ Recreational (i.e. athletics or fitness programs)
_____ Informal educational (i.e. general or specialized courses)
_____ Social (i.e. group meeting series)
_____ Cultural (i.e. concert or theatre series)
_____ Social-cultural mix (i.e. cultural program with a social component)
_____ Support services (i.e. support to business or non-profit sectors)
_____ Community services (i.e. health, legal or academic services)
_____ Other (please specify)

3. Of this number of programs, please indicate the proportion that was…

    If you are unsure of the exact proportions, please provide your best estimate. Please note that the total sum of your responses should equal 100%.

_____ Organized by the university
_____ Organized by others
_____ Organized by both the university and others

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research | recherche

4. Please indicate the number of people (in total) who attended these programs combined during the 2009 calendar year. <CHECK ONE ONLY>

    If you are unsure of the exact number, please provide your best estimate.

< 2,500
2,501 – 5,000
5,001 – 7,500
7,501 – 10,000
10,001 – 15,000
15,001 – 20,000
20,001 – 25,000
25,001 – 30,000
30,001 – 35,000
35,001 – 40,000
40,001 – 45,000
45,000 – 50,000
>50,000

5. Please take this opportunity to showcase the university's contributions by elaborating on up to three examples of programs offered through the 2009 calendar year. Please include a brief description of the program, the time of year the program was offered, the number of people who attended, and the impact it had on the community/attendees.

    i.   Example 1
    ii. Example 2
    iii. Example 3

II. Events

The purpose of this section is to gather information about the social and cultural events, available to the public through the 2009 calendar year, offered, facilitated, or sponsored by <UNIVERSITY NAME>.

Events are similar in purpose to programs but an event is characterized by its one-time occurrence. *For example: arts and culture activities, fitness and recreational activities, health and wellness activities, community relations/town and gown activities, distinguished guest speakers, etc.*

6.   Please indicate the <u>number</u> of social/cultural events that were offered by <UNIVERSITY NAME> through the 2009 calendar year. <CHECK ONE ONLY>

If you are unsure of the exact number, please provide your best estimate.

< 50
51 – 100
101 – 150
151 – 200
201 – 250
251 – 300
301 – 350
350 – 400
400 – 450
451 – 500
>500

7.   Of this number of events, please indicate the proportion that was…

If you are unsure of the exact proportions, please provide your best estimate. Please note that the total sum of your responses should equal 100%.

_____ Recreational (i.e. athletics or fitness activity)
_____ Informal educational (i.e. general or specialized one-time course/seminar)
_____ Social (i.e. hosting community reception)
_____ Cultural (i.e. concert or theatre production/festival)
_____ Social-cultural mix (i.e. cultural event with a social component)
_____ Support services (i.e. support to business or non-profit sectors)
_____ Community services (i.e. health, legal or academic services)
_____ Other (please specify)

8.   Of this number of events, please indicate the proportion that was…

If you are unsure of the exact proportions, please provide your best estimate. Please note that the total sum of your responses should equal 100%.

_____ Organized by the university
_____ Organized by others
_____ Organized by both the university and others

9.   Please indicate the number of people (in total) who attended these events combined during the 2009 calendar year. <CHECK ONE ONLY>

If you are unsure of the exact number, please provide your best estimate.

< 5,000
5,001 – 7,500
7,501 – 10,000
10,001 – 15,000
15,001 – 20,000
20,001 – 30,000
30,001 – 40,000
40,001 – 50,000
50,001 – 60,000
60,001 – 70,000
70,001 – 80,000
80,001 – 90,000
>90,000

10.   Please take this opportunity to showcase the university's contributions by elaborating on up to three examples of events offered through the 2009 calendar year. Please include a brief description of the event, the time of year the event was offered, the number of people who attended, and the impact it had on the community/attendees.

    iv.   Example 1
    v.   Example 2
    vi.   Example 3

III. Volunteerism/Charitable Community Service

The purpose of this section is to gather information about the involvement of <INSERT UNIVERSITY NAME> in volunteerism/charitable community service (recognized at the institutional level) during the 2009 calendar year.

This would include donating goods, services, facilities or human resources to not-for-profit organizations, charitable organizations or community service organizations, such as Habitat for Humanity, the United Way, local churches, or soup kitchens, among others.

11.   Please indicate the <u>number</u> of volunteer and charitable community service initiatives that the <UNIVERSITY NAME> was involved in through the 2009 calendar year. <CHECK ONE ONLY>

If you are unsure of the exact number, please provide your best estimate.

< 10
11 – 25
26 – 50
51 – 75
76 – 100
101 – 125
126 – 150
151 – 200
>200

12.   Of this number of initiatives, please indicate the proportion that could be described as…

If you are unsure of the exact proportions, please provide your best estimate. Please note that the total sum of your responses should equal 100%.

_____ Fundraising activities (i.e. charitable/community service, etc.)
_____ Long-term/ongoing association with a charity
_____ Provision of human resources (i.e. blood donor clinic, community/environmental clean-up, etc.)
_____ Provision of materials/material goods (i.e. used textbooks, food bank, etc.)
_____ Use of university facilities
_____ Other (specify)

13.   Of this number of initiatives, please indicate the proportion that was initiated at each of the following levels…

If you are unsure of the exact proportions, please provide your best estimate. Please note that the total sum of your responses should equal 100%.

_____ Institutional
_____ Department
_____ Faculty/staff
_____ Student
_____ Other (specify)

14.   Please indicate the number of university members (in total) who were involved in these initiatives combined during the 2009 calendar year. <CHECK ONE ONLY>

If you are unsure of the exact number, please provide your best estimate.

< 100
101 – 300
301 – 500
501 – 1,000
1,001 – 2,500
2,501 – 5,000
5,001 – 10,000
10,001 – 15,000
15,001 – 20,000
> 20,000

14a.   Does <UNIVERSITY NAME> have a formal volunteer board or committee, whereby a pool of university members can be drawn from to volunteer in the community?

Yes
No

15.   Please take this opportunity to showcase the university's involvement by elaborating on up to three examples of initiatives that occurred through the 2009 calendar year. Please include a brief description of the initiative, how the university was involved, how many university members were involved, the time of year the initiative took place, and the impact it had on the community/attendees.

vii.   Example 1
viii.   Example 2
ix.   Example 3

IV. Facilities

The purpose of this section is to gather information about the <UNIVERSITY NAME> facilities available to the public for social and cultural purposes through the 2009 calendar year.

A facility is defined as on- or off-campus university infrastructure used by the community. *For example: library, recreation and fitness facilities, meeting and lecture space, art gallery, student residences, theatre, chapel, botanical gardens, training facilities, etc.*

Please note that facility usage may include space for programs, events, or volunteerism/charitable community service previously identified through preceding sections. Overlap is expected between this section and preceding sections.

16.   Please indicate the <u>number</u> of individual <UNIVERSITY NAME> facilities (i.e. classrooms, faculty clubs, libraries, etc.) that were available to the public for social and cultural purposes through the 2009 calendar year. <CHECK ONE ONLY>

If you are unsure of the exact number, please provide your best estimate.

< 10
11 – 20
21 – 30
31 – 40
41 – 50
51 – 60
61 – 70
71 – 80
81 – 90
91 – 100
>100

17.   Thinking about a typical week during the 2009 calendar year, please indicate the average number of people (in total) who used these facilities combined for social and cultural purposes. <CHECK ONE ONLY>

If you are unsure of the exact number, please provide your best estimate.

< 2,000
2,001 – 4,000
4,001 – 6,000
6,001 – 8,000
8,001 – 10,000
10,001 – 12,000
12,001 – 14,000
14,001 – 16,000
16,001 – 18,000
18,000 – 20,000
>20,000

18.   Please indicate which of the following types of facilities were available to the public for social and cultural purposes at any time through the 2009 calendar year.

                                         Yes   No

Archives
Art gallery
Boardroom/meeting room
Cafeteria
Chapel
Classroom
Conference facilities
Faculty club
Housing accommodation
Library
Multipurpose rooms
Museum
Pub
Sports facility, indoor
Sports facility, outdoor
Theatre
VIP room
Other (specify)

18A. Specify other facilities.

19.   Thinking about all of the occasions on which these facilities were used for social and cultural purposes, please indicate the proportion of usage that was…

        If you are unsure of the exact proportions, please provide your best estimate. Please note that the total sum of your responses should equal 100%.

_____ Organized by the university
_____ Organized by others
_____ Organized by both the university and others

V. Profiles of Centers/Special Programs/Outreach Programs

The purpose of this section is to provide a description of all of the centers and/or special programs/outreach programs offered by <UNIVERSITY NAME> available to, or focused on, providing services to the community.

Centers and/or special programs/outreach programs are defined as those available to/focused on the community or special publics such as government, women, elderly, youth, business, international students, etc.

Please describe the centers one-by-one. When you are finished describing one center, you will be prompted to describe another, if applicable.

20.   a)   What is the title of the center/special program/outreach program

        b)   What is the purpose of this center/special program/outreach program?

        c)   What segment of the community does it serve?

        d)   When was it established?

        e)   Please provide any other details relevant to accurately describing this center/special program/outreach program.

21.   Do you have an additional center/special program/outreach program to describe?

        Yes
        No

Submit Screen

If you are satisfied with your responses, please click on the "Submit" button below. Please note that once you click "Submit", you will no longer be able to alter any of your responses.

Closing Screen

This brings us to the end of the survey. Thank-you very much for your time and participation.