

**ECONOMIC and SOCIAL
IMPACTS OF
EASTERN MICHIGAN UNIVERSITY**

December 2002

Presented to President Samuel Kirkpatrick, March 5, 2003
By the EMU Economic Impact Study Group

A Message from EMU's Economic Impact Study Group

From its founding in 1849, Eastern Michigan University has had a profound effect on the lives of residents of Washtenaw County, Southeast Michigan and the rest of the state. As the University grew during the later half of the Twentieth Century, its influence spread beyond state borders to make EMU a national and global resource for educational services. Although EMU's educational services result in immeasurable gains in the capabilities of the individuals it serves, EMU is also a major economic asset, contributing over \$2.8 billion annually to the Michigan economy.

Eastern Michigan University's influence extends well beyond the dollars it puts into the economy. Among its nearly 4,000 graduates annually are the leaders and professionals who will guide the State through the first half of the Twenty-First Century. With nearly 90 percent of the Michigan residents who attend EMU remaining in the State after graduation, the University is a critical source of highly trained personnel for business, industry, education, government, public service and health care organizations throughout Michigan.

As a community resource, Eastern Michigan University has a profound impact on the educational, social, and cultural life of Southeast Michigan. Its students, faculty, and staff make integral contributions of time and talent to the educational, human service, and cultural organizations that are responsible for the region's high quality of life.

This publication documents many of the ways in which Eastern Michigan University converts the public and private support it receives into benefits for the region and the State. While the publication captures how EMU enriches those it serves, it offers only a glimpse into its future potential.

It is with pleasure and pride that we convey this document to the Eastern Michigan University community and to the much larger community of which EMU is such an important part.

Project Coordinators:

Raouf S. Hanna
Professor and Head
Department of Economics

and

Charles Monsma
Director, Institute for Community
and Regional Development, ICARD

Project Team & Consultants:

David Crary, Economic Analysis
Associate Professor of Economics

Barry Pyle, Community Inventory
Assistant Professor of Political Science

Donald Loppnow
Senior Executive, Strategic
Planning and Continuous Improvement

J. Michael Erwin
Director, Career Services

Table of Contents

EXECUTIVE SUMMARY.....	5
Acknowledgment of Contributors	8
PART I.....	11
Methodology.....	12
EMU and the State of Michigan University System.....	13
Earnings Premium from Education.....	14
University Budget-Revenues	17
University Budget-Expenditures	18
Capital Expenditures	20
Impact of University Expenditures on the Community.....	21
Student Off-Campus Expenditures	25
Local Expenditures by Visitors to EMU	28
Overview of the Economic Impacts of Eastern Michigan University.....	29
PART II	33
A. Community Service	33
A-1. EMU Programs Offered Through Institutes, Centers and Departments	34
Community Outreach Partnership Center (COPC) Grant	34
The Institute for the Study of Children, Families, and Communities (ISCFC).....	35
The Institute for Community and Regional Development (ICARD)	36
The Institute for Geospatial Research and Education (IGRE) and the Center of Environmental Information Technology and Applications (CEITA)	37
African American Center for Applied Research and Services (AACARS).....	37
The Women’s Center.....	37
Gerontology and Alzheimer’s Education Programs, Department of Social Work	38
Clinical Learning and Community Health, Department of Nursing	38
Clinical Services and Learning Disabilities	38
University Health Services (UHS)	38
Speech and Hearing	39
Department of Public Safety	40
A-2. EMU Facilities	40
Bruce T. Halle Library	40
McKenny Union.....	41
Dining Services	41
Convocation Center and Pease Auditorium	42
A-3. EMU Student Community Service Activities	43
Volunteers Incorporating Students Into Our Neighborhoods (VISION)	43
Academic Service-Learning (AS-L).....	44
Family, Career and Community Leaders of America (FCCLA).....	45
Greek Organizations	45
DECA: An Association of Marketing Students.....	45
Student Media.....	45
B. Education.....	46
Student Teaching.....	47
Office of Collaborative Education.....	47

Collaborative School Improvement Program (C-SIP)	47
Detroit’s Comer Schools and Families Initiative	47
Consociate Schools.....	48
Systemic Change Initiative	48
Eisenhower Higher Education Development Grant	48
Eastern Michigan University Charter Schools	49
Comprehensive Education Assistance Center.....	49
Urban Teacher Certificate Program.....	49
Technology Education For Teachers	50
Writers’ Camp	50
Virtual Immersion in Science Inquiry for Teachers (VISIT)	50
Reading Clinic	50
Academic Service Learning and Education (AS-L).....	50
Counseling Clinic	51
Upward Bound.....	51
Limited English Proficient Teaching Network (LEP-TNet).....	52
Continuing Education Credit Programs	52
FIRST: For Inspiration and Recognition of Science and Technology	52
Technology Training and Tutoring	53
C. Business.....	53
College of Business (COB).....	53
The Centers for Corporate Training (CCT).....	55
National Institute for Consumer Education (NICE).....	55
Continuing Education Non-Credit Workforce Programs	56
Career Services and Experiential Learning (CSEL).....	56
The Human, Environmental, and Consumer Resources Department (HECR)	57
D. Culture and Athletics	57
WEMU	57
Campus Life	58
The Art Department.....	58
The Music Department	58
The Communications and Theater Arts Department (CTA).....	59
Athletic Events and Facilities	59
E. Overview of the Social Impact of Eastern Michigan University	61

List of Tables

- Table 1 : SUMMARY OF EASTERN MICHIGAN UNIVERSITY OPERATIONS
Table 2 : EASTERN MICHIGAN IN THE MICHIGAN PUBLIC UNIVERSITY SYSTEM
Table 3 : ANNUAL EARNINGS PREMIUM FOR EMU DEGREES AWARDED IN 2000
Table 4 : TOTAL ANNUAL EARNINGS PREMIUM FOR MICHIGAN RESIDENTS FOR EMU DEGREES AWARDED 1957-1996
Table 5 : UNIVERSITY REVENUE BY SOURCE AND FUNCTION
Table 6 : UNIVERSITY EXPENDITURES BY FUNCTION
Table 7 : OPERATING AND CAPITAL EXPENDITURES BY GENERAL CATAGORY
Table 8 : GEOGRAPHICAL DISTRIBUTION OF STUDENTS BY LEVEL, FALL 2001
Table 9 : ESTIMATED OFF-CAMPUS SPENDING BY EMU STUDENTS, 2001-02
Table 10: IMPACT OF EMU ON MICHIGAN'S ECONOMY, 2002 ACADEMIC YEAR
Table 11: SELECTED COMMUNITY SERVICE GRANTS, 2001-02
Table 12: COURTESY CARDS ISSUED, 2001-02
Table 13: CONVOCATION CENTER FACILITY USE, 2001-02
Table 14: MCKENNY UNION FACILITY USE BY NON-UNIVERSITY ORGANIZATIONS, 2001-02
Table 15: STUDENT VOLUNTEER ACTIVITIES THROUGH VISION, MCKENNY UNION, AND THE OFFICE OF CAMPUS LIFE, 2000-02
Table 16: SELECTED EDUCATION GRANTS
Table 17: EMU'S CHARTER SCHOOLS, 2001
Table 18: EMU'S CONTINUING EDUCATION SPENDING AT REGIONAL CENTERS
Table 19: SELECTED BUSINESS-RELATED GRANTS
Table 20: CONTINUING EDUCATION WORKFORCE EDUCATION SEP SKILL CENTERS FY2002
Table 21: MUSIC EVENTS AND ATTENDANCE, 2001-02
Table 22: MAIN-STAGE THEATRE PERFORMANCES, 2001-02
Table 23: ATTENDANCE AT ATHLETIC EVENTS, 2001-02
Table 24: ATHLETIC CAMPS, CLINICS, AND WORKSHOPS
Table 25: ATHLETIC FACILITIES USE

List of Figures

- Figure 1: Economic Impact of EMU-Resources Flow Diagram
Figure 2: Net Change in Capital Assets, Million \$
Figure 3: Geographic Distribution of Faculty and Staff Earnings (2001 Calendar Year)
Figure 4: Geographic Origin of Students Fall 2001 (Based on Address at Time of Application)

EXECUTIVE SUMMARY

Since its founding in 1849, Eastern Michigan University (EMU) has provided quality educational services to residents of Ypsilanti, Washtenaw County, the State of Michigan, other states, and nations throughout the world. These educational services, the resulting salaries for EMU faculty and staff, and other expenditures by the University represent key components of the economic base of Ypsilanti, Washtenaw County, and neighboring areas. EMU also contributes to economic activity at the local, state, and national levels through the placement of its graduates in high-skilled jobs that pay more than jobs requiring only a high school education. About two-thirds of the total economic impact of spending on higher education comes from these higher earnings for college graduates.

Furthermore, EMU enhances the quality of life of the local and regional communities through its provision of arts and entertainment, athletic events, WEMU radio, and University support for public service activities. EMU also improves the quality of life of the state and local communities through cultural events, services to businesses, research, and development, and extensive volunteer activities of its staff and students. This study analyzes and quantifies these impacts and describes the social impacts in the community. The list below reports some of the dimensions of basic EMU operations.

Eastern Michigan University Operations:

Total Students Enrolled Fall 2001	24,287
Total Degrees Awarded Calendar Year 2000	3,924
Total Operating Expenses Fiscal Year 2002	\$243.4 Million
Regular Employees Calendar Year 2001	2,935
Salaries, Wages, and Benefits Fiscal Year 2002	\$155.2 Million
Building Construction, Annual Average Fiscal Years 1977-2002	\$22 Million

EMU's annual operating budget and construction spending of over one-quarter billion dollars have a total impact on the regional economy of over one-half billion dollars per year. The state and regional economies also benefit from higher earnings, and thus higher expenditure levels, for workers who have earned college degrees compared to those who have not. Including this earnings premium, the total direct impact of Eastern Michigan University was over \$1.4 billion for the academic year 2002.

The alumni earnings premium accounts for more than 70% of EMU's total direct impact on Michigan's economy. University expenditures account for about 18% and student off-campus spending accounts for almost 10% of the direct impact. When the indirect effects of the direct expenditures are added, EMU's total economic impact is over \$2.8 billion. For all items except the earnings premium, the total impact of EMU on Michigan's economy is likely to be concentrated in the Ypsilanti and Washtenaw County area. The impact of the earnings premium, however, is spread throughout Michigan, since EMU alumni reside throughout the state.

While this type of regional impact analysis is not precise, the basic numbers that have been developed are based on established methodologies and accepted multipliers that have been used for economic impact analysis in many settings across the nation. EMU's total impact of over \$2.8

billion per year is equal to 1% of the total personal income in Michigan for the calendar year 2001. At the local level, the sum of EMU direct impacts, excluding the alumni earnings premium, is \$507 million. This represents 4.3% of all personal income in Washtenaw County for 2001, which grows to 8.5% when the indirect impact multiplier of two is applied.

Another way to look at the return the state receives on its investment in EMU is to compare EMU's estimated impact on Michigan's economy relative to the amount of funding EMU receives from the state. For fiscal year 2002, EMU received the following amounts from the State of Michigan:

General Appropriations	\$87,637,200
State Financial Aid	3,545,711
State Grants and Contracts	<u>1,401,760</u>
Total	\$92,584,671

This total accounts for 36.9% of EMU's operating and capital expenditures for the year. EMU's total impact on the Michigan economy of \$2.8 billion for the 2002 academic year thus reflects a return of \$30 for each dollar received from the state. Carr and Roessner, in their 2002 study of all 15 state universities, estimated an overall return of \$26 to \$1 on university spending across the state. EMU's better than average showing on this measure reflects the number of EMU graduates and their corresponding earnings premiums relative to the level of state funding per student that EMU receives compared to the average state university funding.

*EMU's impact on Michigan's economy is \$30
for each dollar received from the state.*

Another way to look at the return the state receives on its investment in EMU is to compare the state's tax revenue from EMU's impact to total funds received from the state government. EMU's total impact on the Michigan economy results in a contribution of \$115.1 million in state tax revenue. Thus, EMU's impact on state government tax revenue is \$1.25 in taxes for each dollar received from the state.

*EMU's impact on state government tax revenue is \$1.25
for each dollar received from the state.*

Summary of Economic Impact:

- EMU's operating budget and construction spending have an impact on the regional economy of over one-half billion dollars.
- The estimated earnings premium of EMU graduates for 2002 of \$1.5 billion annually is six times greater than the University's total spending in 2002. This education premium has the potential of increasing the state income tax by \$60.1 million annually.
- EMU's impact on the Michigan economy is \$30 for each appropriation dollar received from the State.
- EMU retirees living in Michigan earned an estimated \$17.6 million in 2002, generating \$705,760 in state income taxes.
- EMU students spent an estimated \$134 million for off-campus expenses during 2002.

- During 2001-02, EMU was responsible for close to \$3 million in community improvement activities.
- EMU students volunteered 25,000 hours of community service during 2001-02.
- More than 80,000 people attended non-university functions at McKenny Union in 2001-02.
- More than 64,000 people attended musical and theatrical events on the EMU campus in 2001-02.
- EMU awarded nearly 4,000 degrees during calendar year 2000, placing it 6th among Michigan universities.
- While it is difficult to quantify specific outcomes, a highly educated workforce, such as that produced by EMU, attracts new employers to a region. Higher education levels are also likely to enhance the success of area entrepreneurs who provide an important source of economic growth.

Acknowledgment of Contributors

The following EMU faculty and staff provided information contained in this report. Their efforts were invaluable in making these analyses as complete as possible.

- Anderson, Brian; Director, Office of Research Development, Graduate Studies and Research
- Basar, George; Chief of Police, City of Ypsilanti, Chair of the Students, Community Task Force
- Beagen, Dennis; Department Head, Communication and Theatre Arts
- Berry, James; Interim Associate Dean, College of Education
- Bracy, Wanda; Former Department Head, Social Work
- Buchanan, Polly; Interim Dean, College of Health and Human Services
- Canary, Stacy; Assistant Director, Office of Admissions
- Carlson, Gary; Director, Technical Assessment and Planning, Information and Communications Technology Division
- Cheng, Rachel; University Librarian, Bruce T. Halle Library
- Clark, Jenny; CATE Coordinator
- Clifford, David; Interim Associate Vice President for Extended Programs
- Costa, Carlos; Associate Director, McKenny Union/Office of Campus Life
- Crabb, Michael; Director, Dining Services
- Daisey, Peggy; Department of Teacher Education
- Devine, Kevin; Director, Student Media
- Dueweke, Michael; GIS Manager, IGRE
- Dugger, John C.; Dean, College of Technology
- England, Robert; Director, REC/IM
- Erwin, J. Michael; Director, Career Services
- Findley, Lynette; Director, The Holman Learning Center
- Figura, Rebecca; Director, Housing
- Glaser, Colleen; Manager, HR Info System and End User Training, Human Resources
- Gold, Ellen; Director, University Health Services, Snow Health Center
- Griffith, Timothy; Accounting and Treasury Manager, Financial Services
- Hanna, Raouf; Department Head, Economics
- Harless, Peggy; Coordinator, VISION
- Hassan, Jeanette; Director, Benefits Program, Human Resources
- Hill, Pamela; Director, Center for Organization Risk Reduction
- Hopkins, Barbara; Director, Center for Quality
- Jose-Kampfner, Cristina; Department of Teacher Education
- Kinney, Rhonda; Department Head, Political Science
- Klein, George; Program Director, World College
- Krajewski-Jaime, Elvia; Director, Institute for the Study of Children, Families and Communities
- Licholat, James; Senior Data Warehouse Specialist, Information and Communications Technology Division
- Liepa, George; Department Head, Human, Environmental and Consumer Resources
- Lindke, Bernice; Director, Office of Financial Aid
- Litton, Paul; Director, Ypsilanti US Export Assistance Center
- Martz, Mary Sue; Department Head, Nursing
- McAuliffe, John; Director, Department of Public Safety
- Meretta, Kristy; Music Event Coordinator, Department of Music
- Miller, Glenna Frank; Director, McKenny Union/Office of Campus Life
- Moniodis, Paul; Director, Institutional Analysis and Reporting, Institutional Research and Information Management

Monsma, Charles; Director, Institute for
 Community and Regional Development
 Moore-Hart, Margaret; Department of
 Teacher Education, College of Education
 Noda, Phyllis; Director, Bilingual Bicultural
 Teacher Education
 Olson, Judy; Department Head, Associated
 Health Professions
 Peoples, Gregory; Dean of Students
 Pollack, Joseph; Director, Charter Schools
 Potter, Earl; Dean, College of Business
 Press, Steven; Director, College of Education
 Clinical Suite
 Prevo-Johnson, Amy; Director, Upward
 Bound
 Reed, Lee; Associate Director, Department of
 Athletics
 Reichbach, Gwen; Director, National Institute
 for Consumer Education
 Rice, Dale; Director, Academic Service
 Learning
 Robbins, Jerry; Dean, College of Education
 Robinson, Anne; Team Leader, CHHS
 Alzheimer's Education Program
 Rocklage, Lynne; Department Head, Special
 Education
 Russell, Kathleen; Advisor, Lesbian, Gay,
 Bisexual and Transgendered Resource
 Center
 Saks, Kimberly; Program Director, Women's
 Center
 Schuster, Elizabeth; Director, Gerontology
 Program
 Shinn, Jeremiah; Coordinator, Greek
 Organizations
 Starko, Alane; Department Head, Teacher
 Education
 Starner, Stuart; Executive Director, EMU
 Foundation
 Staub, Donald; Program Coordinator, College
 of Education, Office of Collaborative
 Education
 Steimel, Brian; Bruce T. Halle Library
 Swanson, Cheryl; Director, Convocation
 Center
 Timko, Arthur; Director, WEMU
 Vachon, Kathy; Executive Director, Eagle
 Crest Conference Center
 Venner, Thomas; Department Head, Art
 Vick, Jim; Vice President for Student Affairs
 Wait, David; Director, DECA/FCCLA
 Webb, Paul; Director, Office of Foreign
 Student Affairs
 Xie, Yichun; Director, IGRE

Professor Crary and Professor Pyle also acknowledge the contributions of their graduate assistants,
 Shyam Patel and Rachel Wiertella.

PART I

ECONOMIC IMPACT

OF

EASTERN MICHIGAN UNIVERSITY

PART I

ECONOMIC IMPACT OF EASTERN MICHIGAN UNIVERSITY

Since its founding in 1849, Eastern Michigan University (EMU) has provided quality educational services to local residents of Ypsilanti and Washtenaw County, as well as to people throughout Michigan, the nation, and the world. These educational services, the resultant EMU faculty and staff salaries, and other University expenditures represent key components of the economic foundation of Ypsilanti, Washtenaw County, and neighboring areas. EMU graduates working in skilled professions contribute to economic activity at local, state, and national levels. EMU enhances the quality of life locally and regionally through the provision of arts, entertainment, athletic events, WEMU radio, and University-sponsored public service activities. This study analyzes and quantifies the economic and social benefits deriving from EMU. The results are important inputs into EMU's strategic planning initiative and into local and state government and business planning.

Table 1 summarizes some of EMU's impacts on the local community and the State of Michigan. About 24,000 students enroll in EMU and about 4,000 students receive bachelor's or master's degrees each year. Based on standard multiplier assumptions, EMU's annual spending of over one-quarter billion dollars has a total impact on the regional economy of over one-half billion dollars per year. The state and regional economies also benefit from higher earnings and greater expenditure levels of workers who have earned college degrees, compared with those who have not. A recent study (Carr and Roessner, 2002) estimated that about two-thirds of the total economic impact of spending on higher education comes from the higher earnings of college graduates.

**Table 1: SUMMARY OF
EASTERN MICHIGAN UNIVERSITY OPERATIONS**

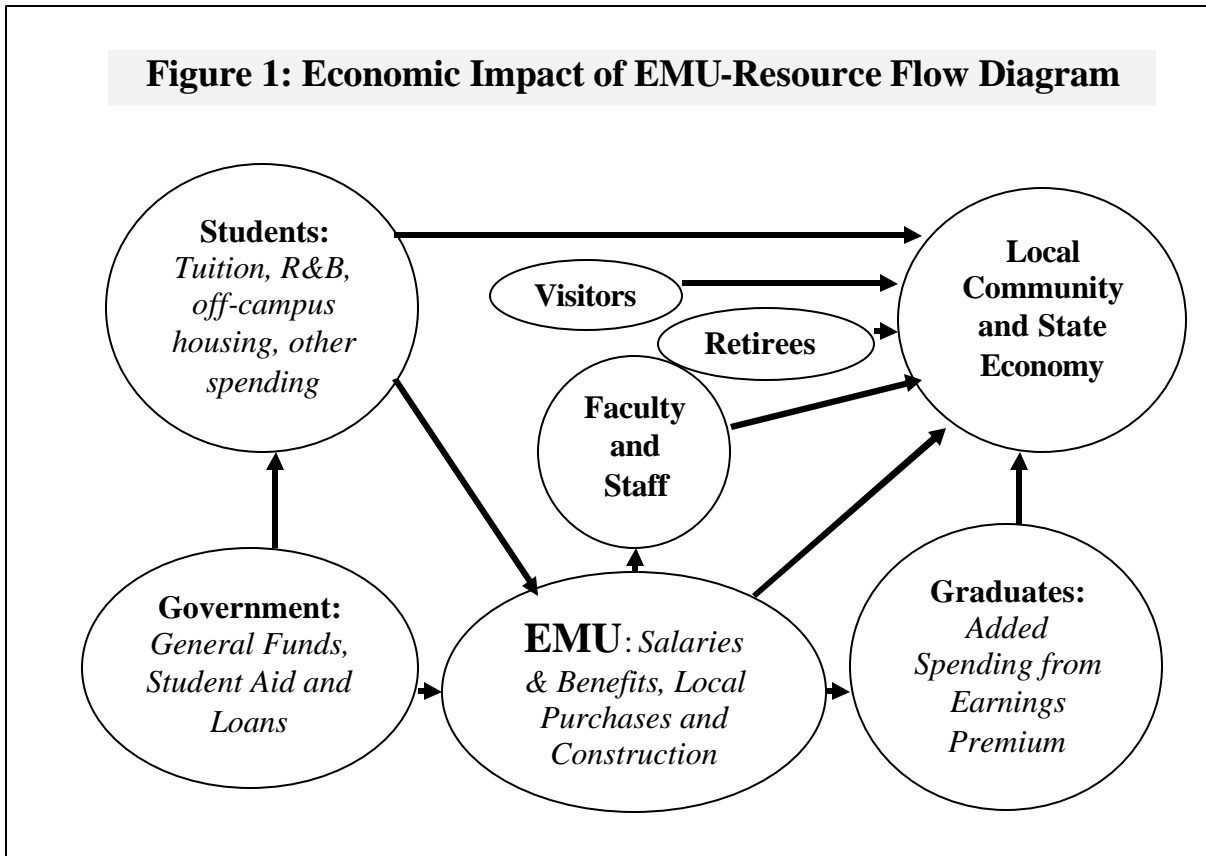
Total Students Enrolled, Fall 2001	24,287 students
Total Degrees Awarded, 2000 Calendar Year	3,924 degrees
Regular Employees, 2001 Calendar Year	2,935 workers
Total Operating Expenses, 2002 Fiscal Year	\$243.4 Million
Salaries, Wages, and Benefits, 2002 Fiscal Year	\$155.2 Million
Building Construction, Annual Average for 1997-2002 Fiscal Years	\$22 Million

Source: EMU Student Profile, Annual Financial Report, Career Services Report, and W2 tax reports.

In several ways, this study provides a more detailed analysis of the economic and social impact of EMU than has been done in most studies of other universities. First, the geographic origin of EMU students is carefully evaluated to identify the number of students who originate locally compared to the number of students who move or commute to the Ypsilanti area to pursue an education. Similarly, a detailed analysis of where EMU employees reside is provided. The second part of the study documents the social impacts of EMU's community service, education, business, and cultural activities.

Methodology

This study follows the general methodology outlined in *The Economic Impact of Michigan's Public Universities* by Carr and Roessner (2002). Figure 1 identifies the major resource flows related to EMU and illustrates components of the methodology.



These resource flows can be described as follows:

1. EMU's primary function is to provide educational services to **students**, and the bulk of the University's revenues come from student payments for tuition, fees, room, and board. Students also spend money in the local community for off-campus housing and meals, local travel, entertainment, and other items.
2. Revenues from students are supplemented by general funding from the state **government**, and the federal and state governments provide grants and loans to assist students in paying their educational expenses.
3. In providing educational services, **EMU** makes expenditures on faculty and staff salaries, local purchases, and construction. Local purchases and construction provide a direct stimulus to local business.

4. **Faculty and staff** spend a large part of their salaries in the local community, providing an indirect, or secondary, stimulus to local business. State and local taxes (income, sales, and property) paid by faculty and staff support government services. Many faculty and staff remain in the community after retirement, thus **retiree** spending contributes to local economic activity.
5. **Visitors** to campus for university functions purchase meals, lodging, and other goods and services while in the area.
6. **College graduates** typically earn higher incomes each year than those with only a high school education. This earnings premium helps support higher levels of output and economic activity in a community than would exist if residents had not completed college degrees.
7. **EMU** enhances the quality of life in the community and state through cultural events and services to business and communities; these impacts are not directly reflected in Figure 1.

EMU financial data can be used to quantify some of the resource flows in Figure 1, such as revenues from student payments and government funds, and expenditures on salaries and benefits, goods and services, and construction. Off-campus spending by students, visitors, and retirees, as well as the earnings premium of graduates, must be estimated from other sources.

EMU and the State of Michigan University System

In fall 2001, EMU was the sixth largest of the fifteen universities in the State of Michigan university system and accounted for 8.7% of the total enrollment of these institutions (see Table 2). Since a greater percentage of EMU students attend on a part-time basis than at some other Michigan universities, EMU accounts for a slightly smaller share (7.85%) of the full-time equated students in the system. EMU's greater than average proportion of part-time students stems from a larger than average share of older students who are likely to hold full-time jobs or have family responsibilities while attending school. These older returning students, along with traditional students who cannot afford to attend college on a full-time basis, supplement the strong base of traditional full-time students attending EMU. This mix of traditional and returning students adds diversity to EMU and enhances the learning experiences of EMU students.

Most students attend college to receive a degree and benefit from the better jobs and higher earnings a college degree provides. During the 2001 academic year, 2,739 bachelor's degrees were awarded by EMU, placing it fifth among Michigan universities with 7.9% of the total degrees conferred; 1,185 master's degrees were awarded, ranking EMU sixth with 7.7% of master's degrees earned. The University of Michigan-Ann Arbor, Michigan State University, and Wayne State University together accounted for 80% of the doctoral degrees granted by Michigan universities. Several years ago, EMU became one of only eight Michigan public universities offering doctoral degrees. EMU conferred ten doctoral degrees in 2001, or 0.7% of the total awarded at Michigan universities; this number and percentage are expected to grow over time.

Table 2: EASTERN MICHIGAN IN THE MICHIGAN PUBLIC UNIVERSITY SYSTEM

University	Total Students Fall 2001	FT Equated Students	Share of FTE Students	Bachelor's Awarded 2000-2001	Master's Awarded 2000-2001
Central Michigan	24,786	19,988	9.02%	2,944	2,542
Eastern Michigan	24,251	17,386	7.85%	2,739	1,185
Ferris State	10,930	9,010	4.07%	1,186	81
Grand Valley	19,762	15,279	6.90%	2,019	736
Lake Superior	3,123	2,700	1.22%	521	37
Michigan State	44,227	37,315	16.85%	6,897	1,893
Michigan Tech	6,587	5,793	2.62%	1,129	159
Northern Michigan	8,557	7,334	3.31%	954	161
Oakland	15,875	11,086	5.01%	1,715	877
Saginaw Valley	8,936	6,032	2.72%	804	423
UM-Ann Arbor	38,090	36,375	16.42%	5,603	2,783
UM-Dearborn	8,381	5,184	2.34%	983	402
UM-Flint	6,397	4,499	2.03%	873	139
Wayne State	31,040	20,767	9.38%	2,327	2,475
Western Michigan	28,931	22,739	10.27%	3,866	1,422
TOTAL	279,873	221,487	100%	34,560	15,315

Source: U.S. Department of Education, Integrated Postsecondary Education Data System.

Earnings Premium from Education

The largest economic impact of Michigan's university system is the enhanced annual earnings potential of university graduates. Table 3 presents a simplified example of the calculation of the earnings premium. Based on national census data deemed representative of Michigan data, the Carr and Roessner study (2002, p.13) used annual earning differentials for the year 1999, shown in Table 3 for the 25 to 34 age and sex cohorts for each degree. The number of degrees granted by EMU in 2000 is reported in parentheses for each sex and degree combination. A simple aggregation of each earning differential (see note in table) multiplied by the number of degrees awarded for each group yields an increase in annual earnings potential of \$54.8 million for degrees awarded by EMU in the 2000 academic year.

Table 3: ANNUAL EARNINGS PREMIUM FOR EMU DEGREES AWARDED IN 2000

Degree	Earnings Differential for 1999 by Sex And Degree for 25-34 Age Group from 2000 U.S. Population Census		Total Earnings Premium by Level of Degree
	Males	Females	
Bachelor's (#)	\$19,338 (1023)	\$14,724 (1716)	\$45.0 Million
*Master's (#)	\$30,000 (414)	\$21,454 (771)	*\$9.6 Million
*Doctorate (#)	\$41,175 (2)	\$31,289 (8)	*\$0.2 Million
Grand Total			\$54.8 Million

*Earnings differentials for each degree are shown relative to earnings for those with a high school education. Since those receiving a Master's or Doctorate degree would already have a Bachelor's degree, the earnings premium for these advanced college degrees are calculated from the increase in earnings beyond the bachelor's degree (e.g., for males with a master's degree, \$30,000 - \$19,338 = \$10,662, which is the earning increment for a master's degree beyond that for a bachelor's degree).

Source: Carr and Roessner (2002, p. 13) and Eastern Michigan University.

Degrees awarded by EMU in the past generate earnings premiums for each year, as shown in Table 4. Data provided by EMU for Carr and Roessner's study (2002) indicate that between 1957 and 1996, EMU awarded 86,443 bachelor's degrees, 41,229 master's degrees, and nine doctoral degrees. These degrees are allocated to ten-year periods in which they were awarded and matched to ten-year estimated average age ranges in 1999 for those earning degrees in each period. For example, students receiving degrees between 1987 and 1996 are assumed on average to fall into the 25-34 year age range in 1999. The year 1999 is used as the reference year since earnings differentials by age range, degree and sex are available from the 2000 population census for 1999.

To determine EMU's impact on Michigan's economy, the number of degrees awarded needs to be adjusted by the estimated percentage of degree holders for each age, sex, and degree cohort that have remained in the state. Of the 17,371 females who received bachelor's degrees between 1987 and 1996, it is estimated that 79%, or 13,723, lived in Michigan in 1999. It is estimated that 73%, or about 10,000, of this group were actively employed in the Michigan labor force, with each earning an average wage premium of \$14,724 from their bachelor's degree. This produces an education premium in Michigan of \$147 million in 1999 for females who earned bachelor's degrees from EMU between 1987 and 1996. Similar calculations were completed for each age, sex, and degree cohort shown in Table 4, yielding a total annual earnings premium for Michigan residents of \$1.3 billion for the year 1999 based on degrees awarded by EMU from 1957 to 1996.

A number of assumptions were used in calculating this earnings premium, so it is appropriate to report this as an approximate number. Some adjustments are needed to bring it up to date. First, the calculation was based on degrees awarded between 1957 and 1996. In the six years since 1996,

Table 4: Total Annual Earnings Premium for Michigan Residents for EMU Degrees Awarded 1957-1996									
Year of Degree>	1987-1996		1977-1986		1967-1976		1957-1966		Row
Average Age in 1999 >	25 to 34		35 to 44		45 to 54		55 to 64		Totals
Sex>	Female	Male	Female	Male	Female	Male	Female	Male	
Number of Degrees Conferred by Year of Degree and Sex:									
Bachelor's	17,371	11,287	12,471	8,927	12,984	12,511	5,650	5,242	86,443
Master's	7,945	3,734	6,484	4,542	7,032	7,255	1,682	2,555	41,229
Doctoral	6	3	-	-	-	-	-	-	9
EMU Estimate of Percentage of Graduates Living in Michigan in 1999 by Year of Degree and Sex									
Bachelor's	79%	77%	71%	71%	74%	71%	67%	66%	
Master's	75%	68%	69%	65%	70%	72%	72%	68%	
Doctoral	100%	100%	-	-	-	-	-	-	
Number of Graduates Living in Michigan in 1999 by Year of Degree and Sex									
Bachelor's	13,723	8,691	8,854	6,338	9,608	8,883	3,786	3,460	63,343
Master's	5,959	2,539	4,474	2,952	4,922	5,224	1,211	1,737	26,068
Doctoral	6	3	-	-	-	-	-	-	9
U.S. Labor Force Participation Rates, All College Graduates Over 25 by Sex (Age & degree differentials are not available)									
	0.73	0.88	0.73	0.88	0.73	0.88	0.73	0.88	
Earnings Differentials for 1999 by Degree, Age and Sex from 2000 U.S. Population Census									
Bachelor's	\$14,724	\$19,338	\$15,502	\$32,285	\$15,873	\$40,016	\$14,922	\$31,431	
#Master's	\$21,454	\$30,000	\$24,251	\$38,078	\$27,067	\$47,988	\$26,901	\$45,827	
#Doctoral	\$31,289	\$41,175	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	
Education Premium for Michigan Residents in Millions of \$ Using Marginal Earnings Differential by Degree, Age and Sex									
Bachelor's	\$147	\$148	\$100	\$180	\$111	\$313	\$41	\$96	\$1,137M
#Master's	\$29	\$24	\$29	\$15	\$40	\$37	\$11	\$22	\$206M
#Doctoral	(a)	(a)	-	-	-	-	-	-	(a)
								Total	\$1,343M
Total Annual Earnings Premium in 1999: \$1,343 Million or \$1.3 Billion									

Notes: # See discussion of earnings differential by degree in Table 3. (a) = Less than \$0.5 Million. n.a. = Not applicable.

EMU has awarded an additional 20,000 degrees. This is about double the number that would be removed by moving the start date of the calculation forward six years from 1957 to 1963. Also, a simple adjustment for inflation since 1999 would suggest that the earnings differentials for college degrees are higher now than they were in 1999. Conservative assumptions for these adjustments produce an earnings premium estimate for 2002 of about \$1.5 billion. In fiscal year 2001, EMU's net operating budget was \$226 million, making the estimated earnings premium for 2002 over six times as large as the University's annual operating budget.

The \$1.5 billion estimated earnings premium for 2002 is six times as large as the University's operating budget in 2002.

A highly educated workforce attracts new employers to a region. Nearly 90 percent of all Michigan residents attending the University remain in the state after completing their undergraduate degrees as do over 90 percent of those earning advanced degrees. Higher education levels can enhance the success of entrepreneurs who provide an important source of economic growth in the community and state. No attempt was made to quantify these impacts, but they reinforce and expand the impact provided by the earnings premium.

University Budget-Revenues

When evaluating the on-going operations of EMU, it is useful to analyze the source of University revenues as shown in Table 5. These numbers represent all non-debt sources of funding for the total University budget, including academics, research, community service, athletic and cultural events, auxiliary activities (housing, dining, parking, *etc.*), and capital expenditures. For the 2002

Table 5: UNIVERSITY REVENUE BY SOURCE AND FUNCTION

	2001 Academic Year		2002 Academic Year	
Net Student Tuition & Fees	\$75,695,719	30.8%	\$94,671,357	36.7%
State General Appropriations	86,280,454	35.1%	87,637,200	34.0%
Fed. & State Financial Aid	12,194,584	5.0%	15,143,204	5.9%
Auxiliary Activity Income	31,760,401	12.9%	33,905,120	13.1%
Fed. & State Grants, Contracts	5,556,820	2.3%	6,761,674	2.6%
Other Grants, Contracts	7,878,650	3.2%	7,334,694	2.8%
Departmental Activities	5,093,269	2.1%	4,140,233	1.6%
Investment Income	4,359,902	1.8%	3,253,909	1.3%
State Capital Appropriations	2,547,092	1.0%	0	0%
Gifts (general and capital)	10,867,300	4.4%	3,413,419	1.3%
Other	3,680,776	1.5%	1,696,513	0.7%
Total University Revenue	\$245,914,967	100%	\$257,957,323	100%

Source: Eastern Michigan University, Financial Statements and Supplemental Information As of June 30, 2002 and 2001, Together with Auditor's Report, p. 8.

academic year, total revenues were \$256 million, up from \$246 million in 2001. In 2001, state general fund appropriations were the largest source of revenue, at 35.1% of the total. This \$86 million expenditure by the state makes college education far more affordable to students than it otherwise would be and helps generate the earnings premium discussed above. In 2002, student tuition and fees, less financial aid in the form of scholarships, accounted for 36.7% of total revenue and surpassed state appropriations, which accounted for only 34% of the total. Scholarships are funded primarily by financial aid grants from the federal and state governments and these accounted for 5.9% of revenues in 2002. Over three-fourths of financial aid grants came from the federal government in 2002, but the state share has increased significantly in recent years with the addition of over \$2 million in state financial aid through the merit scholarship program. In 2002, student-related auxiliary activities, such as room and board, parking, and health services, accounted for three-fourths of the 13.1% of revenues that came from auxiliary activities. The remaining quarter of auxiliary service revenues derived from University conference centers, the golf course, and product sales.

Other important areas of University operations are research and public service activities. Significant research and public service occurs as a natural part of University operations. In addition, many research and public service activities are sponsored by grants or contracts from federal, state, and local governments and from business and community organizations. For 2002, the University received about \$14.1 million in revenues for sponsored research and community service activities, or about 5.4% of its total revenues for the year. Over half of these revenues came from sources other than the federal and state governments. Departments throughout the University sponsor events that generate revenues, for example, sports, music, and theatre events. These departmental activities generated \$4.1 million in revenues in 2002, or about 1.6% of total revenues. Many departmental activities also enrich the quality of life in the surrounding community and provide benefits that exceed the fees paid to attend these events. The non-revenue implications of these activities are discussed in greater detail in Section II of this report. Due to an exceptionally large gift of equipment in 2001, gifts to the University were nearly \$10.9 million, or 4.5% of total revenues, but fell to 1.3% of the total for 2002. State capital appropriations were only one percent of total revenues for 2001 and zero for 2002, but most construction projects are funded through the issuance of bonds that are not shown as revenues.

University Budget-Expenditures

Typically, greater than 90% of university revenues in any year go to operating expenses, as shown in Table 6. Other uses of income are interest expenses, which amounted to about 2% of total expenditures in 2000 and 2001, and increase in net assets, which declined from 6% of total income in 2001 to 3.7% in 2002. This decrease was due partly to a decrease in gifts received for capital purposes in 2002 from an unusually high level in 2001.

In classifying expenditures, normal accounting procedures call for separate treatment for the purchase of a capital asset, such as a building or equipment, which provides a stream of services for years after its initial purchase. Rather than expensing capital purchases as operating costs in the year of purchase, capital costs are kept in a separate capital account and only the estimated amounts of depreciation of these assets are treated as operating expenses in each year. This distinction is

important in interpreting Table 6, for each line item shown as operating expenses may include some purchases of capital assets covered by department budgets. Near the bottom of the operating expenses is an entry titled *Less Capital Additions, Net*. This line item removes all capital purchases included in individual line items from the figure shown for Total Operating Expenditures. The net capital purchases by departments rose from \$4.7 million in 2001 to \$7.4 million in 2002, or between 2.1% and 3% of operating expenditures for the two years. The percentage figure shown for each line item may include some capital expenditures, and the amount of the capital expenditures may vary significantly from year to year for each line item. *Thus, percentage shares for each line item are not strictly comparable between the two years.*

Table 6: UNIVERSITY EXPENDITURES BY FUNCTION

	<u>2001 Fiscal Year</u>		<u>2002 Fiscal Year</u>	
Instruction	\$76,516,740	33.9%	\$80,562,280	33.1%
Scholarships and Fellowships	10,152,564	4.5%	12,309,541	5.1%
Academic Support	19,880,664	8.8%	20,722,264	8.5%
Student Services	20,926,356	9.3%	22,782,604	9.4%
Institutional Support	28,268,741	12.5%	29,890,095	12.3%
Auxiliary Activities	27,733,483	12.3%	30,402,603	12.5%
Research	3,730,569	1.7%	4,737,630	1.9%
Public Service	13,414,269	5.9%	13,655,862	5.6%
Plant Operation & Maintenance	15,815,563	7.0%	21,076,765	8.7%
Depreciation of Capital	13,355,618	5.9%	14,124,818	5.8%
<i>Less Capital Additions, Net</i>	-4,742,072	-2.1%	-7,363,338	-3.0%
Other	595,977	0.3%	512,561	0.2%
Total Operating Expenditures	\$225,648,472	100%	\$243,413,685	100%
<i>Addendum</i>				
Operating Expenditures	225,648,472	91.8%	\$243,413,685	94.4%
Interest Expense	5,471,481	2.2%	4,963,516	1.9%
<u>Increase in Net Assets</u>	<u>14,795,014</u>	<u>6.0%</u>	<u>9,580,122</u>	<u>3.7%</u>
Total Uses of Income	\$245,914,967	100%	\$257,957,323	100%
<i>Source: Eastern Michigan University, Financial Statements and Supplemental Information As of June 30, 2002 and 2001, Together with Auditor's Report, p. 8.</i>				

The 2002 data from Table 6 show that about one-third of operating expenditures went directly to academic departments that provide *Instruction* and 5.1% went to fund *Scholarships and Fellowships* that assist students in paying for their education. Somewhat less than nine percent of operating expenditures were allocated to *Academic Support*, which includes Library services and operations of the offices of college deans and the provost. More than nine percent of the operations budget supported *Student Services*, including athletics, admissions, records, financial aid administration, career services, health services, and social and cultural activities. *Institutional Support* accounted for about 12.3% of the operating budget and covered general administrative expenses, including community relations, personnel administration, budgeting and accounting, public safety, and university computing services. *Auxiliary Activities* are self-supporting operations, such as university-provided housing and food services, parking, conference centers, the golf course, and sale of miscellaneous goods and services; they accounted for 12.5% of the operating budget.

The next two items in Table 6, *Research* and *Public Service*, are extensions of the University's traditional role of providing educational services. *Research* is funded both internally and from outside grants or contracts and is designed to advance the frontiers of knowledge in ways that will benefit society. Directly-funded research exceeded \$4.7 million and accounted for 1.9% of operating expenditures in 2002. In addition to directly funded research activities, faculty members pursue on-going research activities as part of their normal academic appointments. Many unfunded research activities provide important benefits to society that cannot easily be estimated in dollar terms. Similarly, *Public Service* activities apply the expertise of University personnel to meet needs of the broader community. Most of these activities are funded by outside grants and contracts, but some are funded from general university funds and represent 5.6% of operating expenditures. A number of University staff and students also volunteer for community organizations and these services are not reflected in the University budget.

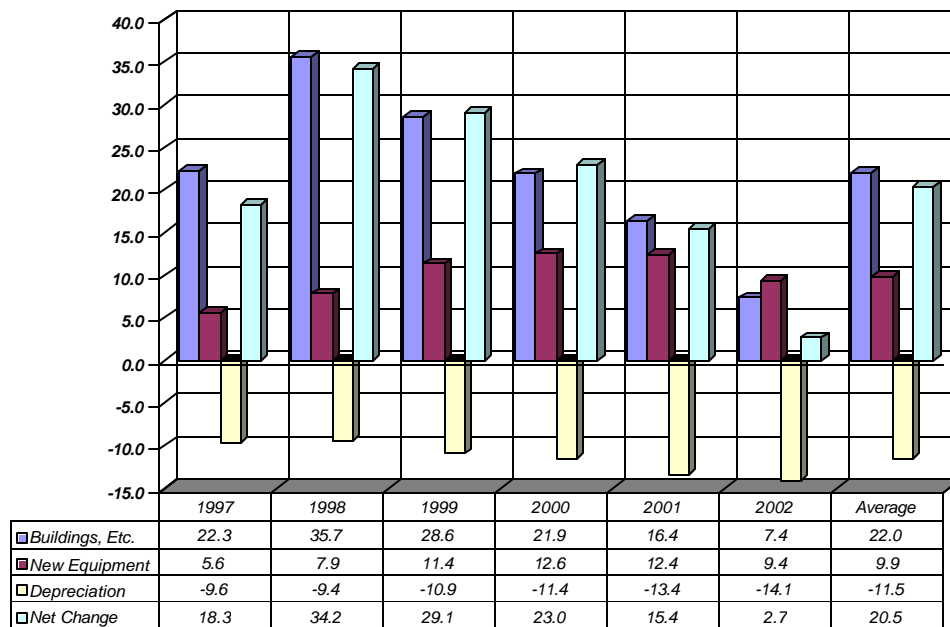
Finally, to support the services it provides, the University needs plant and equipment, which incur operating, maintenance, and replacement costs. *Plant Operation and Maintenance*, covering custodial and grounds services, cleaning supplies, utility costs, and general upkeep and repairs to facilities, accounted for 8.7% of operating expenses in 2002, up from 7% in 2001. *Depreciation of Capital* provides the accounting link between the operating and capital budgets. As described earlier, when new capital is purchased, it is shown as an expense in the operating budget for the estimated amount by which the capital declines in value or depreciates for each year of its expected life. The intent of the depreciation entry in the operating budget is to allow revenue from the operating budget to eventually replace capital as it wears out. Depreciation allowances for 2001 and 2002 were slightly less than 6% of operating expenditures.

Capital Expenditures

Capital expenditures cover purchase of land, construction of new buildings or infrastructure, and purchase of equipment. These expenditures can vary significantly from year to year, so it is best to look at an average over several years to assess the impact on the community. Figure 2 presents expenditures on capital assets for the 1997 through 2002 fiscal years. The item *Buildings, Etc.* includes expenditures on new buildings, infrastructure, and land. Expenditures for this category ranged from a high of \$35.7 million in 1998 to a low of \$7.4 million in 2002, with an average over the six years of \$22 million. *Equipment* purchases ranged from a low of \$5.6 million in 1997 to a high of \$12.6 million in 2000 and averaged \$7.2 million over this six-year period. Combining construction of buildings and purchase of new equipment, EMU's total capital expenditures averaged \$31.9 million per year over the six-year period.

Depreciation is an estimate of the value of capital that wears out during a year and is used to calculate the net change in capital assets in Figure 2. Depreciation is an expenditure on the income statement, but is really a transfer of funds to the capital account that serves as a source of funds to finance purchase of new capital. *Depreciation* averaged \$8.8 million per year and increased steadily over the years as EMU's total stock of capital increased. *Net Change* in capital assets is the sum of the other three items shown in Figure 2. Net Change in capital assets ranged from a high of \$34.2 million in 1998 to a low of \$2.7 million in 2002, averaging \$20.5 million per year over the six-year period.

Figure 2: Net Change in Capital Assets, Million \$



Source: EMU, Financial Statements and Supplemental Information, various years.

Construction of new buildings is a visible expenditure and has a strong impact on the local community as most of the expenditure goes directly to local workers and materials suppliers. Over the 1997-2002 fiscal years, EMU added a total of \$132 million in new buildings. In order of construction this includes the Halle Library (\$40 million), the Convocation Center (\$30 million), renovation of the Porter College of Education building (\$15 million), the Marshall Health and Human Services building (\$19 million), and the Village Student Housing complex (\$13 million). Construction is currently underway on the University House and the Board of Regents recently approved the expenditure of \$43 million for the construction of a new student union. Large-scale construction projects proposed for the future are a renovation of the Pray-Harrold classroom building and a new science complex.

Impact of University Expenditures on the Community

In the analysis above, University expenditures were discussed in terms of the activities they funded. In assessing the impact of University expenditures on the local community, it is more appropriate to look at what products or services the expenditures provide, as shown in Table 7. In order to get a full measure of EMU's impact on the community, operating and capital expenditures have been combined in Table 7. In 2002, EMU paid \$155 million, or about 62% of its total expenditures, for

salaries, wages, and benefits, including employer contributions for social insurance and medical and retirement benefits. As discussed in more detail below, the vast majority of employee compensation is spent again in the community, because that is where most employees live. *Supplies, services, and travel* cover expendable items, such as food for dining halls, paper for teaching and administration, office supplies, utilities, cleaning supplies, and travel to professional conferences; these accounted for 24.1% of expenditures in 2002. Spending on *new construction* was only 2.9% of total expenditures in 2002, down from 6.6% in 2001; *equipment purchases* were 3.8% in 2002, as compared with 5% in 2001. *Interest expenses* were 4.9% of total expenditures in 2002, and *other* was 0.6% in both years.

Table 7 shows that EMU spent about \$0.6 million more in 2001 than it took in as revenues, creating a decrease in its non-capital assets, or increase in accumulated debt, of this amount. This represents a very small increase in debt, however, given that EMU increased its *capital assets* of buildings and equipment by \$15.4 million after depreciation. Expenditures on new construction and equipment were much lower in 2002 than in 2001, so total expenditures were \$6.9 million less than total revenues, with this amount increasing non-capital assets. A significant amount of this increase in non-capital assets was being accumulated to fund a major technology upgrade scheduled for EMU in 2003 and beyond.

Table 7: OPERATING AND CAPITAL EXPENDITURES BY GENERAL CATAGORY

	<u>Multiplier</u>	<u>2001 Fiscal Year</u>		<u>2002 Fiscal Year</u>	
Salaries, wages, benefits	2.5	\$145,098,656	58.8%	\$155,164,713	61.8%
Supplies, services, travel	1.5	55,651,400	22.6%	60,402,071	24.1%
Scholarship expenses	0	10,152,564	4.1%	12,309,541	4.9%
Interest Expenses	1.0	5,471,481	2.2%	4,963,516	2.0%
New Construction	2.0	16,355,879	6.6%	7,392,736	2.9%
Equipment Purchases	1.5	12,438,602	5.0%	9,440,691	3.8%
Other	1.5	<u>1,390,234</u>	<u>0.6%</u>	<u>1,412,542</u>	<u>0.6%</u>
Total expenditures	(2.05)	\$246,558,816	100%	\$251,085,810	100%
Net change in non-capital assets		-643,849		6,871,513	
Total Revenues		245,914,967		257,957,323	
<i>Addendum (from Figure 2):</i>					
<i>Construction + Equipment</i>		28,794,481		16,833,427	
<i>Less Depreciation</i>		-13,355,618		-14,124,818	
<i>Net Change Capital Assets</i>		15,438,863		2,708,609	
<i>Source: Eastern Michigan University, Financial Statements and Supplemental Information As of June 30, 2001 and 2002, Together with Auditor's Report, pp. 13, 18.</i>					

EMU's total expenditures of one-quarter billion dollars for each fiscal year 2001 and 2002 made a major economic impact on the region. The standard procedure used to evaluate the impact of a business or enterprise such as a university is to apply a local employment or income multiplier to the expenditures. A share of local earnings of those selling to the University and its employees are again spent in the community, generating another smaller expansion of local economic activity. The multiplier accounts for expenditures in the community based on incomes earned by University employees and incomes earned by local businesses that sell goods and services to the University. The size of the multiplier depends upon the size of the area being analyzed and the size of the

estimated share of total expenditures that are spent locally, with a larger share of local expenditures leading to a larger multiplier. Specific details of local expenditures are not available, but prior research has established a multiplier of two (2.0), as used by Carr and Roessner (2002), for example.¹ The U.S. Department of Commerce has an extensive system for this analysis, but the resulting multipliers normally fall within a narrow range around the same value of 2.0.² Applying a multiplier of 2.0 to EMU's annual expenditures of \$250 million produces an impact on the local community of \$500 million per year.

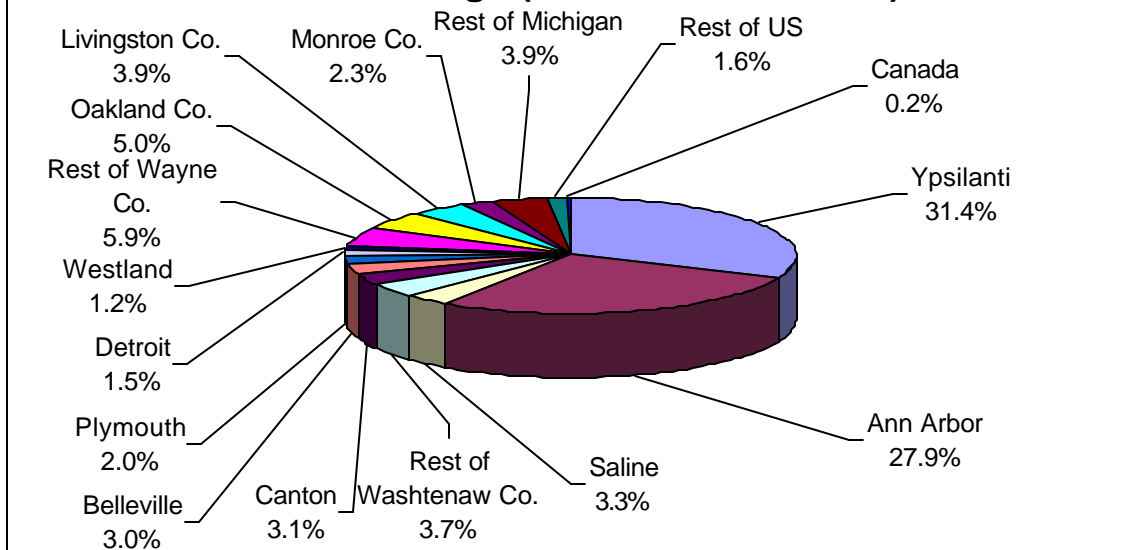
Different types of expenditures are likely to have different impact multipliers, depending on the local spending share for each expenditure category. For *illustrative purposes only*, we present some estimates of expenditure multipliers for each expenditure category in Table 7. Since employees typically live close to their place of employment and spend much of their income locally, a larger local income multiplier of 2.5 may be appropriate for employee *salaries, wages, and benefits*. These expenditures help support other employees in local retail, finance, construction, and government jobs. University expenditures on *new construction* are likely to have a smaller local spending share than employee compensation, since large construction firms are likely to draw workers and purchase materials from a broader geographical region. Thus, a multiplier of 2.0 is used for construction in Table 7. For three categories, *supplies, equipment, and other*, a multiplier of 1.5 is applied. For these categories, products or services might be purchased locally (utilities) or from a distant source, and products purchased locally might be produced in a distant place. In the *equipment* category, for example, office furniture purchased from Steelcase in Grand Rapids will have a high Michigan content, but a computer purchased from Dell will have virtually no Michigan content.

EMU's total expenditures were \$251.1 million in 2002.

Local spending of interest income paid by EMU on accumulated debt for past capital projects will be low because *interest* is paid to bondholders who are likely to be spread across the country, and a large share of bonds are held by pension funds. A small multiplier of 1.0 is therefore shown for this category. The zero multiplier for *scholarships* reflects the fact that this category is a simple budgetary pass-through item in income and expenditure accounts. Scholarship money received from federal and state governments is distributed to students who, in turn, use it to pay tuition and fees to the University; the University then uses the tuition and fees to help pay for other items listed in Table 7. In a different context, however, scholarships help EMU to attract students who otherwise might not be able to afford a college education; scholarships thereby increase enrollments.

To test the impact of using different multipliers for different spending categories, the multipliers listed in Table 7 were combined by weighting each category's multiplier by that category's share of total expenditures. This produced a multiplier of 2.05, essentially the same as that shown earlier for total expenditures using expenditure weights for either 2001 or 2002. This suggests that further refinement of multiplier effects is unlikely to significantly alter the analysis.

Figure 3: Geographic Distribution of Faculty and Staff Earnings (2001 Calendar Year)



Source: Based on EMU W-2 earnings reports and employee postal zip codes.

Since *salaries, wages, and benefits* represent over half of the University expenditures, EMU’s local impact depends significantly on where staff members reside. To a large extent, the geographic location of staff defines the local community to which multiplier analysis is most appropriately applied. EMU employees are heavily concentrated in Ypsilanti, the surrounding areas of Washtenaw County, and western Wayne County, as shown in Figure 3.

Nearly one-third (31.4%) of EMU’s payroll goes to people living in Ypsilanti zip codes, and 27.9% goes to those with Ann Arbor zip codes. Another 3.3% of staff earnings are paid to employees living in Saline and 3.7% to employees living in the rest of Washtenaw County. In total, almost two-thirds (66.4%) of EMU payroll is earned by employees who live in Washtenaw County. The remaining one-third of employee earnings is split about equally between Wayne County (16.7%) and all other areas (16.9%). A large share of earnings in Wayne County is concentrated in communities such as Canton, Belleville, and Plymouth in the western part of the county, close to Ypsilanti. Of the 16.7% of earnings paid to those living outside of Washtenaw and Wayne Counties, 5.0% goes to Oakland, 3.9% to Livingston, and 2.3% to Monroe Counties. Together these five counties account for all but 4.2% of the EMU payroll; of this small percentage, 2.4% goes to the rest of Michigan, 1.6% to the rest of the U.S. (mostly Ohio), and only 0.2% leaves the U.S. for Canada.

After retirement, many EMU employees remain in the area and continue to have an economic impact locally. The University does not track retirees closely, but based on information from the benefits office, 743 retirees are currently eligible for death benefits. For the 2002 academic year, the EMU Directory listed 331 Emeritus Faculty Members or surviving spouses (Associate Members), with 247 (75%) living in Michigan and nearly 200 (60%) living in Washtenaw County. Non-faculty retirees are not listed in the directory and comparable information on their addresses is not readily available. By applying the geographic distribution for retired faculty to the 743 retirees

eligible for death benefits, an estimated 557 EMU retirees live in Michigan and 446 live in Washtenaw County.

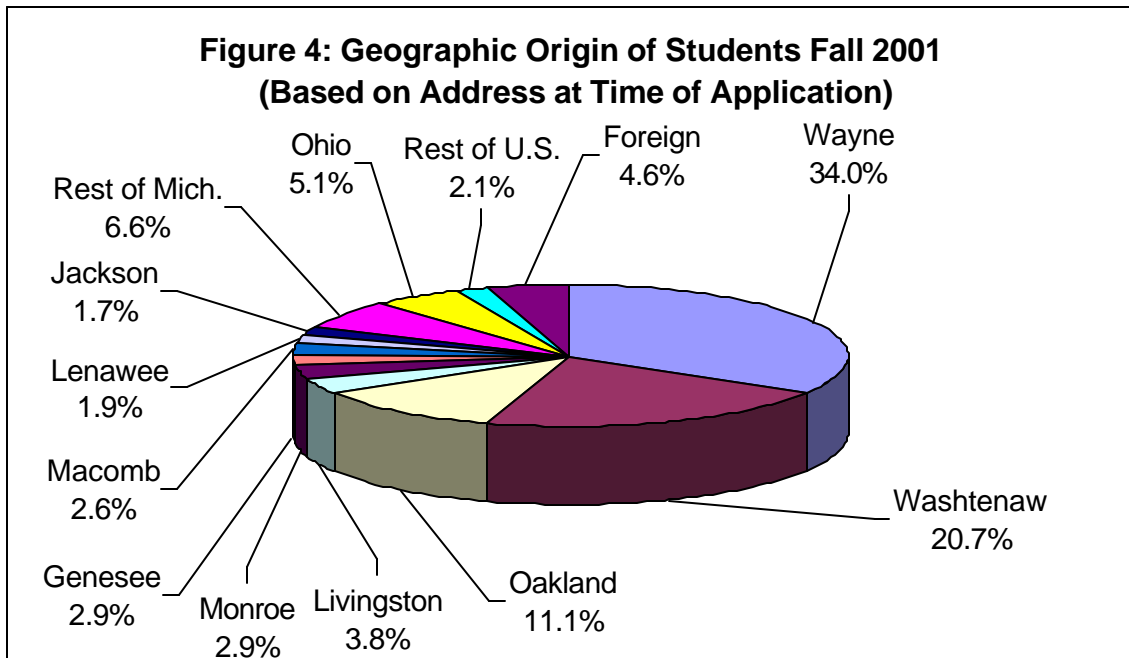
In assessing the impact of EMU retirees on the local community, it is necessary to develop estimates of average income for retirees. Faculty and administrative staff earn more while working than do other employees such as clericals, custodians, and food service workers; a similar differential is likely to apply to retirement earnings. As a rough approximation, it is estimated that each retired faculty member receives about \$50,000 per year, including about \$17,000 in Social Security, and that non-faculty each receives about \$25,000 per year. Thus, estimated total earnings of the 247 retired faculty members living in Michigan are \$12,350,000 per year; earnings for the 210 retired non-faculty members in Michigan are \$5,250,000. Taken together, this yields \$17.6 million each year earned by EMU retirees living in Michigan, with about \$14 million going to those living in Washtenaw County. These earnings contribute \$705,760 in state income tax.

EMU retirees living in Michigan earned an estimated \$17.6 million and contributed \$705,760 in state income tax revenue in 2002.

Student Off-Campus Expenditures

The primary function of the University is providing educational services to students, so the geographic origin of EMU students is an important factor in analyzing EMU's economic impact. In the extreme case, if all the students originated from the City of Ypsilanti, EMU would be simply servicing the local community, rather than bringing economic activity to the area from outside. However, since nearly four-fifths of its students come from outside of Washtenaw County, EMU attracts economic activity to the Ypsilanti area.

Figure 4 shows the geographic origin of EMU students based on their initial entry into the University.³ Nearly two-thirds of EMU students come from a three county area in southeast Michigan: 34% from Wayne, 20.7% from Washtenaw, and 11.1% from Oakland. Within Washtenaw County, 7.9% of EMU students come from Ann Arbor and 7.2% from Ypsilanti. Another 15.8% of students originate from six additional Michigan counties near Ypsilanti: Livingston, Monroe, Genesee, Macomb, Lenawee, and Jackson, each with between 1.7% and 3.8% of EMU's total students. EMU draws most of its students from Michigan (88%), but also attracts students from Ohio (5.1%), other parts of the U.S. (2.1%), and foreign countries (4.6%). These data indicate that EMU generates a significant cash flow into Washtenaw.



Source: EMU Admissions records and Student Profile Fall 2001

The geographic origin of EMU's students differs in some important ways between undergraduates, who represent 76.8% of the student body, and graduate students, who represent 23.2%, as shown in Table 8. Wayne County provides 37% of EMU's undergraduates, but only 23.9% of its graduate students, perhaps owing to a heavy emphasis by Wayne State University on graduate, rather than undergraduate, education. As was shown in Table 2, Wayne State was the only state university to award more master's than bachelor's degrees in the 2001 academic year. A smaller example in the other direction is Genesee County, which accounts for 2.4% of EMU's undergraduates, but 4.5% of its graduate students. In this case, University of Michigan-Flint awarded very few master's degrees relative to bachelor's degrees (Table 2), making EMU more competitive at the graduate than undergraduate level for students from Genesee County. Washtenaw County residents provide a smaller share of EMU's undergraduates (18.8%) compared to its share of graduate students (26.7%). This probably results from a tendency for graduate students to have extensive work and family commitments that make a nearby college more attractive. The theory that graduate students attend colleges closer to home is supported by the proportion of students from Ohio: 6.2% of EMU's undergraduates, but only 1.7% of its graduate students. Foreign students demonstrate a different pattern from that of other EMU students. Most foreign students have access to undergraduate college programs in their home countries, but have limited graduate opportunities. Thus a large number of foreign students come to the U.S. for graduate degrees, as illustrated by the fact that foreign students account for 12.9% of EMU's graduate students and only 2.1% of undergraduates.

Table 8: GEOGRAPHICAL DISTRIBUTION of STUDENTS by LEVEL, FALL 2001

Student Level ?	Total Students		Undergraduates		Graduate Students	
	Number	% Share	Number	% Share	Number	% Share
Wayne County	8,258	34.0%	6,913	37.0%	1,345	23.9%
Washtenaw County	5,017	20.7%	3,515	18.8%	1,502	26.7%
Oakland County	2,686	11.1%	2,116	11.3%	570	10.1%
Livingston County	933	3.8%	729	3.9%	204	3.6%
Monroe County	711	2.9%	569	3.0%	142	2.5%
Genesee County	704	2.9%	453	2.4%	251	4.5%
Macomb County	625	2.6%	512	2.7%	113	2.0%
Lenawee County	465	1.9%	335	1.8%	130	2.3%
Jackson County	407	1.7%	283	1.5%	124	2.2%
Rest of Michigan	1,595	6.6%	1,257	6.7%	338	6.0%
Ohio	1,248	5.1%	1,155	6.2%	93	1.7%
Rest of U.S.	517	2.1%	430	2.3%	87	1.5%
Foreign	1,121	4.6%	393	2.1%	728	12.9%
Column Totals	24,287	100%	18,660	100%	5,627	100%
Column as % of Total	100%		76.8%		23.2%	

Source: Database used for EMU Student Profile: Fall 2001.

Nearly eighty percent of EMU's students come from outside of Washtenaw County and move to the Ypsilanti area to attend EMU. About 4,700 students live in University provided dormitories or apartments; expenditures on housing and food service by these on-campus students represent the majority of the \$33.9 million in Auxiliary Activity Income for 2002. An estimated 6,800 students live in privately owned rental housing near campus and about 12,800 students commute to classes from surrounding communities.⁴ Table 9 combines the allocation of students into On-campus, Off-campus, and Commuter categories with budgets projected by EMU's Office of Financial Aid for these three groups to calculate estimates of local expenditures by students. The undergraduate student budget numbers are for the 2003 academic year, while most of our analysis has been for the 2002 academic year. These budget numbers are somewhat higher than those for 2002, but this is offset by the fact that the undergraduate budget numbers are applied to all students, even though estimated graduate budgets are somewhat higher.

Table 9 estimates that EMU students generate a total of \$133.7 million per year in off-campus spending. On-campus students spent an estimated \$12.2 million, split about equally among books, supplies, transportation, and miscellaneous expenses. Room and board expenses are excluded for

Table 9: ESTIMATED OFF-CAMPUS SPENDING BY EMU STUDENTS, 2001-02

Student Group ?	On-Campus (4,700)		Off-Campus (6,800)		Commuters (12,800)	
	Each	Total	Each	Total	Each	Total
Room & Board	N/A	N/A	\$5,073	\$34.5M	\$1,600	\$20.5M
Books & Supplies	\$900	\$4.2M	\$900	\$6.1M	\$900	\$11.5M
Transportation	\$800	\$3.8M	\$1,200	\$8.2M	\$1,800	\$23.0M
Miscellaneous	\$900	\$4.2M	\$900	\$6.1M	\$900	\$11.5M
Column Totals	\$2,600	\$12.2M	\$8,073	\$54.9M	\$5,200	\$66.6M
Combined Total \$134 Million						
N/A = Not applicable, already included in University income and expenditures.						
<i>Source: EMU Strategic Plan, October 2001, and EMU Financial Aid Office.</i>						

on-campus students, since they have already been covered as University incomes and expenditures. The 6,800 off-campus students paid out an estimated \$34.5 million for rent and meals in 2002, plus an additional \$20.4 million for books, supplies, transportation, and miscellaneous expenses. EMU's 12,800 commuter students spent an estimated \$20.5 million on meals during their on-campus or commuting time. In addition, commuters used an estimated \$23 million for transportation and \$11.5 million for books, supplies, and miscellaneous items. Taken together, these three groups of students spent an estimated \$134 million in the local community in academic year 2002.

EMU students spent an estimated \$134 million for off-campus expenses during 2002.

Local Expenditures by Visitors to EMU

EMU generates about 450,000 visits per year to art, drama, and athletic events, commencement ceremonies, sports camps, and special events sponsored by off-campus groups at campus facilities, as well as admissions visits by prospective students and family members or friends. About one-third of these visitors are students and thus would not generate added expenditures beyond admission fees to events sponsored by off-campus groups. Another one-third of these visits are probably by members of the local community and therefore generate little spending other than admission fees paid to the University or to outside groups. This leaves about 150,000 visits per year that are likely to generate expenditures for meals, gas and, in some cases, overnight lodging. If these visitors were to spend an average of \$50 per visit, this would add \$750,000 to local expenditures. Although dwarfed by University and estimated off-campus student expenditures, visitor expenditures undoubtedly provide important additions to the revenues of local restaurants and lodging places.

Overview of the Economic Impacts of Eastern Michigan University

As detailed above and summarized in Table 10, EMU has a substantial impact on the economies of Michigan and, especially, of Ypsilanti and Washtenaw County. Based on conservative estimates, about 70% of EMU's graduates since the mid 1950s have remained in Michigan, and the degrees they earned at EMU have increased their earnings by an estimated total of \$1.5 billion per year. The earnings premium represents the greatest impact by far that EMU has on Michigan's economy, but it is often overlooked. In addition, EMU spent a total of \$251 million in 2002 on operating expenses and investment in new capital. Between 1997 and 2002, construction spending by EMU averaged \$22 million per year, but was only \$7.4 million in 2002 following completion of several major projects in earlier years. Construction is currently underway on the University House and the expenditure of \$45 million has been approved for the construction of a new student union. Large-scale construction projects proposed for the future (about \$100 million) are a renovation of the Pray-Harrold classroom building and the renovation of Mark Jefferson science building. Of EMU's \$251 million in expenditures, \$155 million was paid to employees, with nearly two-thirds of this paid to residents of Washtenaw County. In addition, EMU retirees living in Michigan have income estimated at \$18 million per year, with about \$14 million of this received by those living in Washtenaw County. EMU's employees and retirees contributed about \$7.1 million to State tax revenue in 2002. Finally, EMU students spent an estimate of \$134 million, and visitors to EMU spent about \$0.8 million, for off-campus purchases in 2002.

Table 10: IMPACT of EMU ON MICHIGAN'S ECONOMY, 2002 ACADEMIC YEAR

Spending Category	Million \$	% of Total	Mil. \$ times 2
University Expenditures	\$251	17.9%	\$502.2
# (Employee Spending)	(\$103.5)#	0	(\$207.0)
Retiree Income	\$18.0	1.3%	\$36.0
Student Off-Campus Spending	\$137.7	9.5%	\$267.4
Visitor Off-Campus Spending	\$0.8	0.1%	\$1.5
# Added Spending from Earning Premium	\$1,000#	71.2%	\$2,000
Total without Employee Spending	\$1,403.6	100%	\$2,807.2
# Employee compensation and the earnings premium were multiplied by two-thirds, since one \$ of gross income produces less than one \$ of spending as a result of taxes and saving.			

Source: See tables and charts above and text.

To estimate the total economic impact of an enterprise such as EMU, the U.S. Department of Commerce recommends multiplying EMU's \$251 million total expenditures by a regional multiplier. While the U.S. Department of Commerce approach would apply the multiplier only to total University spending, some studies apply a regional multiplier to both total expenditures by the University and to earnings of the University employees.⁵

Prior studies have taken different approaches with respect to earnings of University employees. The total impact reported at the bottom of the table does not include employee earnings beyond their inclusion in University expenditures.⁷ This approach gives a total direct impact by EMU of \$1,403.6 million for the academic year 2002, with percentages of this total direct impact shown in

the second column. The alumni earnings premium accounts for greater than 70% of EMU's total direct impact on Michigan's economy. University expenditures account for 17.9%, and student off-campus spending accounts for 9.5%, of the direct impact. The final column of Table 10 applies a multiplier of two to the numbers in the first column to get a combined direct plus indirect effect. For all items except the earnings premium, the total impacts of EMU on Michigan's economy are likely concentrated in the Ypsilanti and Washtenaw County area. Impacts from the earnings premium, however, are spread throughout Michigan since EMU alumni reside throughout the state.

While this type of regional impact analysis is not precise, the basic numbers that have been developed demonstrate the substantial impact EMU has on Michigan's economy. EMU's direct impact on Michigan's economy is approximately \$1.5 billion per year which, with multiplier effects, creates a total impact of up to \$3 billion per year. This equals 1% of the total personal income in Michigan for the calendar year 2001. At the local level, the sum of EMU impacts in column 1 of Table 10, excluding the alumni earnings premium, is \$507 million. This represents 4.3% of personal income in Washtenaw County for 2001 and 8.5% after applying a multiplier of two to this amount.⁶

One way to look at the return the state receives on its investment in EMU is to compare EMU's estimated impact on Michigan's economy relative to the amount of funding EMU receives from the state government. For fiscal year 2002, EMU received the following from the State of Michigan:

General Appropriations	\$87,637,200
State Financial Aid	\$3,545,711
State Grants & Contracts	\$1,401,760
Total	\$ 92,584,671.

This total accounts for 36.9% of EMU's operating and capital expenditures for the year. As shown in Table 10, EMU had a total impact on the Michigan economy of \$2,807.2 million for the 2002 academic year. Thus, EMU's impact on the Michigan economy was \$30 for each dollar received from the state, greater than the \$26 to \$1 ratio estimated by Carr and Roessner (2002) for all 15 state universities. EMU's better than average showing on this measure reflects the number of EMU graduates and their corresponding earnings premiums relative to the level of funding per student that EMU receives from the state compared to the average state university funding.

*EMU's impact on Michigan's economy is
\$30 for each dollar received from the state.*

Another way to look at the return the state receives on its investment in EMU is to compare the state's tax revenue from EMU's impact to total funds received from the state government. EMU's total impact on the Michigan economy contributes \$115.1 million to the State tax revenue. Thus, EMU's impact on state government tax revenue was \$1.25 for each dollar received from the state.

*EMU's impact on state government tax revenue is
\$1.25 for each dollar received from the state.*

Footnotes

¹U.S. Department of Commerce, *Regional Multipliers: A User Handbook for the Regional Input-Output Modeling System (RIMS II)*, March, 1997.

²This use of a multiplier of 2.0 is also generally consistent with a more sophisticated approach provided by the U.S. Department of Commerce, *Regional Multipliers: A User Handbook for the Regional Input-Output Modeling System (RIMS II)*, March, 1997.

³ Based on address at time of admission for all students enrolled for fall 2001. Non-resident aliens are classified as foreign even if they applied to EMU from a U.S. address. Non-U.S. citizens who have achieved permanent resident status, but applied from a foreign address, are classified as foreign. Students listed with address at time of application as “unknown” were assigned based upon their reported permanent address.

⁴ EMU Strategic Planning Committee, *Strategic Plan*, October 5, 2001, p. 3. Numbers shown here have been scaled up by a total of 700 students to reconcile numbers from the *Strategic Plan* with those shown in Table 8.

⁵ Carr and Roessner (2002), for example, apply a multiplier to both total expenditures plus the employee earnings component of total expenditures.

⁶ Personal income numbers are from the U.S. Department of Commerce. The 2001 personal income for Washtenaw County was derived by increasing the 2000 figure by the % increase in Michigan personal income between 2000 and 2001.

⁷ Adding employee spending based on the earnings component already included in University expenditures to the total impact gives a total direct impact of EMU of \$1,507.1 million, with percentages of this total impact 16.7%, 6.9%, 1.2%, 8.9%, 0.1% and 66.4%, respectively.

PART II
SOCIAL IMPACT
OF
EASTERN MICHIGAN UNIVERSITY

PART II SOCIAL IMPACT OF EASTERN MICHIGAN UNIVERSITY

The impact of a public university goes beyond the dollars it brings to a region. A public university is a focal point for the development, promotion, and promulgation of community service, education, business, and culture. Public education provides an academic environment that fosters the development of individuals as citizens through the provision of service to the community as a whole. A successful public university uses its human capital and resources to benefit communities on local, regional, state, and national levels

EMU is engaged in cultural, educational, social, health, and economic aspects of communities in the Ypsilanti-Ann Arbor area, Washtenaw County, southeast Michigan, the State of Michigan, and beyond state boundaries. The University's non-monetary impact improves the lives of individual citizens and the vitality of the overall community. Outreach activities often defy quantification, but can be described by dollars spent and raised for community activities and by the number of people providing and receiving services. This report does not focus on any particular individual, department, or division of the University, rather it highlights EMU as an institution that provides community, educational, business, and cultural benefits to its communities and stakeholders.

A. Community Service

EMU's commitment to community service is illustrated in the activities of its institutes, centers, and departments, as well as through the dedicated work of faculty, staff, and students. EMU's community efforts focus on service to public institutions, non-profit organizations, and private concerns with a public component. According to Office of Research and Development (ORD) records, during the 2001-02 academic year, EMU was responsible for close to three million dollars in community improvement activities; greater than two-thirds of that cost was absorbed by EMU. EMU provides community services through externally funded projects like the Community Outreach Partnership Center; through programs offered by institutes, centers, and departments; through the provision of facilities for community use; and through student-directed activities. Table 11 lists some of EMU's community service activities which are funded by both EMU and external grant sources. Many of the projects, programs, facilities, and student activities that contribute to EMU's social impact are discussed below.

Table 11: SELECTED COMMUNITY SERVICE GRANTS, 2001-02

Project Title	Cost	EMU Cost	Project Cost
Safety Belt Use Education Campaign For Hispanic Youths And Immigrants In Southwest Detroit	\$10,880	\$0	\$10,880
Competency Based Training for CW Practitioners Working With Youth Transitioning Out of Foster Care: Developed in Partnership With Youths and Practitioners	\$200,000	\$111,087	\$311,087
EMU-Ypsilanti Community Outreach Partnership Center (COPC)	\$394,556	\$1,894,416	\$2,288,972

MSW Child and Family Specialty with Michigan Family Independence Agency	\$15,435	\$12,448	\$27,883
Christ Episcopal Church Organizational Development Project	\$1,569	\$0	\$1,569
City of Ypsilanti Budget Workshop	\$500	\$0	\$500
Michigan Family, Career and Community Leaders of America	\$45,000	\$84,000	\$129,000
Ypsilanti Downtown Development Authority Action Plan	\$500	\$0	\$500
Washtenaw County Business Improvement Process	\$3,000	\$0	\$3,000
Grosse Pointe Farms teambuilding program	\$2,000	\$0	\$2,000
Dearborn Customer Service	\$7,800	\$0	\$7,800
City of Saline Goal Setting	\$1,800	\$0	\$1,800
City of Ypsilanti Action Plan	\$1,800	\$0	\$1,800
Michigan Works Labor Market Information	\$46,250	\$0	\$46,250
Michigan Truck Safety Commission Update of Strategic Plan	\$8,500	\$0	\$8,500
City of Sylvania, Ohio for preparation of a Reconnaissance Level Survey	\$6,997	\$0	\$6,997
City of Monroe Action Plan	\$2,300	\$0	\$2,300
Project YES: Youth for Equality and Safety	\$20,000	\$5,000	\$25,000
SWAP: Source Water Assessment Program	\$67,275	\$0	\$67,275
Workforce Development Program in Washtenaw County	\$98,250	\$0	\$98,250
TOTAL	\$934,412	\$2,106,951	\$3,041,363

Data from Eastern Michigan University's Office of Research and Development and Brian Anderson.

A-1. EMU Programs Offered Through Institutes, Centers and Departments

Community Outreach Partnership Center (COPC) Grant

The Community Outreach Partnership Center (COPC) grant from the Department of Housing and Urban Development is a three-year grant awarded to EMU in September 2001 through its Institute for the Study of Children, Families, and Communities. The grant is a collaborative effort among several divisions of EMU, the City of Ypsilanti, and community partners that include Washtenaw Community College, Joint Operational Services for a Human Urban Alliance, Michigan Small Business Development Center, the Michigan Chapter of the Organization of Latino Social Workers, SOS Community Services, Washtenaw County Workforce Development and Community Action Boards, and community and civic leaders. The grant will have a three-year financial impact of \$2.3 million. According to Cheryl Farmer, Mayor of Ypsilanti:

The City of Ypsilanti is thrilled to support Eastern Michigan University. We have worked closely with a number of faculty, staff, and students over the years and consider this program to be a way of enhancing and institutionalizing these working relationships. (Source: COPC Committee Report to HUD).

The goal of the COPC grant is to develop and maintain a center that will cultivate connections between community organizations, municipal government, and the University. COPC will focus on three cooperative areas between the community and the University: community building and civic engagement; education and youth leadership; and economic development and employment. COPC will implement the following objectives:

- Maximize the capacity of existing community organizations;

- Develop new community organizations;
- Institutionalize a community council;
- Expand existing computer based information systems to share community policing information and create a dialogue between citizens and impacted groups;
- Implement an intergenerational project (Youth Mentoring);
- Generate technology and digital inclusion among area youth;
- Provide management training for small business retailers;
- Sponsor a youth entrepreneur day camp; and
- Improve workforce development for at-risk populations.

COPC's cooperative connections and objectives address the social, cultural, and economic needs of the Ypsilanti community and reflect EMU's commitment.

The Institute for the Study of Children, Families, and Communities (ISCFC)

The Institute for the Study of Children, Families, and Communities explores contemporary issues and enriches family and community life through scholarly research, practical expertise, innovative projects, and collaborative problem-solving efforts. The ISCFC is an umbrella organization for the following Centers:

- **The Center for Community Building and Management (CCBM)** develops partnerships between EMU and local government agencies, non-profit community service organizations, faith-based multi-purpose organizations, and other groups involved in community development and problem solving. These partnerships are enhanced and cultivated through the application of cross-disciplinary research and the support of University faculty and students in community-based research. CCBM focuses on culturally diverse areas of the region and is currently working with 16 community agencies such as the Arab Community Center for Economic and Social Services, the Latin Americans for Social and Economic Development, and the Ypsilanti Housing Commission.
- **The Center for Child and Family Programs (CCFP)**, formerly the National Foster Care Resource Center, is committed to improving child welfare and foster care using the breadth of expertise available at EMU. CCFP's goal is to better the lives of vulnerable children and families by working with public and private agencies to develop new models of service, conduct applied research, and provide training and technical assistance. The Center assists families and children at risk and with special needs, including those within the child welfare system or with mental health needs; women and children living in poverty; gay, lesbian, bisexual, and transgender youth and their families; and youth in the juvenile justice system.
- **The Applied Research Center** uses research techniques and methodologies to provide community assessments, planning studies, problem-solving strategies, and program evaluation for private and public agencies in order to improve information utilization and decision-making. The Center provides grant writing assistance, technical training, and consultation to enhance research capacity. During 2000-01, the Center interviewed 6,000 foster care clients, evaluated almost 2,000 foster care placements, studied the growth and

development of children receiving mental health services, and completed nearly 300 interviews with Ypsilanti citizens to assess their perceptions of crime in their community.

The Institute for Community and Regional Development (ICARD)

The Institute for Community and Regional Development (ICARD) carries out public service activities on behalf of the University through applied research and training projects. ICARD'S program activities fall into seven categories: economic and workforce development; public service planning, development and technical assistance; survey research and program evaluation; water resources and land use; geographic information systems; computer information systems; and community education and technology. Current ICARD community projects are described below.

- ICARD provides training programs and technical assistance for local governments, other public agencies, and nonprofit organizations. ICARD'S Public Service Program has served over 50 communities and agencies over the past five years, providing services in strategic planning, board development, program management, budgeting and financial management, citizen participation, and community development and planning.
- A 21st Century Computer Learning Center grant for \$525,000 supports after-school, technology-based learning in the Willow Run School District.
- An ICARD team of EMU faculty members is currently conducting a five-year, \$235,000 evaluation of the Ameritech Technology Academy, which is training teachers throughout the State of Michigan in the integration of technology into the curriculum.
- The Washtenaw United Way has supported the Ypsilanti Student Literacy Corps for over a decade. In this program, pre-student teachers from EMU provide tutoring to elementary students at a public housing site in Ypsilanti.
- For the past two years, ICARD has provided staff support to the Washtenaw County Workforce Development Board for the development and implementation of its strategic plan.
- ICARD is currently the southeast Michigan center for the Source Water Assessment Program (SWAP), a six-year project of the Michigan Department of Environmental Quality.
- ICARD has administered long-term contracts to manage and provide training in Geographic Information Systems for Wayne and Jackson Counties.
- ICARD is collaborating with the Water Resources Consortium at EMU, local governments, and other stakeholders to develop a watershed management plan for the Stony Creek Watershed under an \$180,000 contract with the Michigan Department of Environmental Quality.
- ICARD has worked with partners from the University and from the Ann Arbor and Ypsilanti communities to earn designation as a Smart Zone from the Michigan Economic

Development Corporation. This designation will provide resources to recruit high tech businesses to the local area.

Other recent ICARD clients from the local community include Goodwill Industries of Greater Detroit, the Michigan Office of Labor Market Information, and the Canton Public Library. ICARD staff members have served the community through volunteer work with Leadership Ypsilanti, Leadership Monroe, the Ypsilanti and Depot Town Downtown Development Authorities, the Cross Street Task Force, the EMU/Ypsilanti Task Force Program Committee, the Economic Policy Subcommittee of Sustainable Washtenaw, the Ypsilanti Chamber of Commerce Public Policy Committee, the Washtenaw Education-Work Consortium Board, the University of Michigan Real Estate Forum Steering Committee, and the Referent Group for the Family Literacy Project of Leadership Ann Arbor.

The Institute for Geospatial Research and Education (IGRE) and the Center of Environmental Information Technology and Applications (CEITA)

The use of Geographic Information Systems research is an important tool for community and business planning and development. CEITA projects focus on the training of students and teachers (discussed under Education), community training, and applied research. Recently, CEITA performed applied research for the U. S. Environmental Protection Agency; Livingston and Sanilac Counties; the Cities of Detroit, Flint, and Troy; Grosse Ile Township; and the Country of Haiti.

African American Center for Applied Research and Services (AACARS)

AACARS faculty and students provide technical expertise in the form of applied research and service to African-American businesses and nonprofit community institutions, as well as to other institutions that provide services to African-Americans. The Center assists with strategic planning, grant writing, diversity management, market planning, technical issues, and statistical analysis. The Center also provides internship opportunities to EMU students. Currently the AACARS is working with the Michigan Institute for Non-Violence Education/Helping Youth Pursue Excellence (Mine/Hype), the Detroit Department of Public Health Substance Abuse Program, Ann Arbor Center for Independent Living, and Senior Consortium of Genesee County.

The Women's Center

The Women's Center encourages and supports the personal growth, academic enrichment, and professional development of all women on campus. The Center is committed to:

- Recognizing and celebrating the diverse representations of women at EMU;
- Providing information and educational programming; and
- Offering advocacy and referral services.

The Women's Center offers events and resources to both EMU and community members. During the 2001-02 school year, the Women's Center held 38 programs and assisted 4,200 people around the community. The *In Our Own Words Discussion Group* was formed in response to the community need for a forum to discuss issues of interest to women in a safe and fear-free environment. *Take Back the Night*, a program that strives for the awareness, prevention, and elimination of violence against women, culminates with a March, Rally and Speak-out during which people move across campus to create an environment free of violence.

Gerontology and Alzheimer's Education Programs, Department of Social Work

Gerontology is multidisciplinary and includes the perspectives of different disciplines concerned with the physical, mental, and social aspects of the elderly. The Department of Social Work offers an 18-hour multidisciplinary Certificate in Gerontology, which emphasizes the positive aspects of aging and addresses the realities and myths of growing old. The program involves structured community outreach activities that add to students' professional educations and to the community. In the undergraduate Gerontology minor, students are involved in academic service learning through agencies that provide outreach services.

The Gerontology Program also operates the Alzheimer's Education Program which provides community-based respite care for families responsible for persons with dementia living in southeastern Michigan. The Alzheimer's Education Program offers services such as annual conferences, customized workshops, and consultation. Students in the Alzheimer's Education Program participate in family support groups and adult day care programs. Students may also make home visits that provide a client's family or caregiver free time once a week through the Respite Care Project.

Clinical Learning and Community Health, Department of Nursing

Fieldwork completed by students seeking a Bachelor's degree in Nursing Science represents a major community service provided through the Department of Nursing. These clinical learning experiences are in health-related situations, including ambulatory health care settings, acute care centers, community hospitals, public schools, nursing homes, county health agencies, and home healthcare agencies. Faculty members in the Department of Nursing volunteer for community service activities. For example, during a sabbatical leave, one faculty member spent over 800 hours of nurse practitioner time providing primary care to underinsured and uninsured clients in Ypsilanti and Dearborn.

Clinical Services and Learning Disabilities

The clinical suite in the College of Education provides quality low-cost services in speech, hearing, counseling, and reading to community residents who could not otherwise afford such services because of low income or lack of insurance. The suite provides free information and referral services and trains counselors and clinicians who often remain in the community after graduation.

University Health Services (UHS)

EMU is not only involved in healthcare education and service for its students, but the University also uses its facilities and resources to provide healthcare and information to the surrounding community. UHS offers educational workshops and presentations on wellness, childcare, and health related topics requested by community organizations. During 2001-02, UHS sponsored 12 community presentations and training seminars at the Ann Arbor Public and Lincoln Consolidated Schools, HIV/Aids Resource Center, Family Independence Agency, and Ypsilanti Chamber of Commerce. Community services include National Depression Day, National Alcohol Screening Day, National Eating Disorders Day, American Red Cross Blood Drives, and the EMU/St. Joseph Mercy Hospital Community Health Fair. Other UHS initiatives are:

- **St. Joseph Mercy Hospital Residency Education Training Program** UHS provides ambulatory medical training to upper level internal medicine residents from St. Joseph Mercy Hospital. The residents work on-site with a faculty supervisor in both the general medicine and women's clinics. Through a contractual arrangement with St. Joseph Mercy Hospital, UHS pays for and receives physician services for the campus community at Snow Health Center. During 2001-02, UHS was the training site for approximately 16 internal medicine residents.
- **Clinical Nursing Practicum Programs.** Through affiliation agreements with Madonna University, the University of Michigan, and Wayne State University, UHS provides undergraduate and graduate nursing students with supervised clinical practice experience. Nursing students work on-site with a UHS clinician serving as their supervisor for the duration of the practicum.
- **HIV Counseling and Testing.** UHS provides anonymous HIV testing and counseling as a state site through the Michigan Department of Community Health. During 2001-02, EMU was a satellite clinic with the HIV/Aids Resource Center as part of a grant received by the Center. This public service assisted 155 community clients in 2001-02.
- **Checkpoint Program.** Checkpoint is a six-hour educational program that serves individuals between the ages of 17 and 25 who have been referred as a result of an alcohol or other drug (AOD) policy violation on campus or a legal violation as determined by the court system. In addition, UHS is sanctioned by the Washtenaw County Courts to administer court-mandated AOD screenings.
- **Children's Institute.** The Children's Institute provides early childhood education for children ages 18 months to six years and a summer camp program for kindergarteners and first graders. Students, faculty, staff, and community families are eligible to use the Institute. In 2001-02, the Institute served 131 community families, which comprise 15-20% of the total number of families utilizing the Children's Institute.
- **SAM/Campus Connections.** SAM/Campus Connections is a state-funded program that supports the healthy transition of incoming EMU freshmen with an emphasis on the first four weeks of fall semester. Social events and activities use the resources of the surrounding community; items purchased as part of this grant include gift certificates to local retailers and transit passes.

Speech and Hearing

EMU provides speech and hearing services free to students and at low cost to the community. Non-affiliated clients may use the Speech and Hearing Clinic if they lack applicable insurance coverage. Services to preschool and school-aged children supplement the minimal services received in public schools. From summer 2001 to spring 2002, the Clinic saw 118 clients in 1,669 separate sessions. EMU's professional audiologist is one of the few resources for professional diagnostic testing and hearing aid services in the local area. The audiologist plans to conduct hearing screenings at preschools and senior centers in the Ypsilanti area; last year the audiologist provided services to 199 patients.

Department of Public Safety

The Department of Public Safety serves the EMU campus and surrounding areas. Through an agreement with the City of Ypsilanti, EMU police officers are sworn as City officers; in return, the City receives police support from EMU during events such as crimes in progress, parades, and the Ypsilanti Heritage Festival. The City also receives EMU's share of traffic ticket fines. In 2001, the Department of Public Safety wrote 918 traffic tickets and, assuming an average fine of \$100, the City of Ypsilanti received \$30,000 from EMU. The Department of Public Safety spends \$3,000 to \$4,000 per year in overtime to assist the City with the Ypsilanti Heritage Festival and parade.

A-2. EMU Facilities

Bruce T. Halle Library

The Bruce T. Halle Library is open to all members of the surrounding communities. Patrons can obtain general reference assistance and use any materials in-house, including books, periodicals, CDs, and videos. EMU is a Federal Depository Library with free access to government information for all who reside in Michigan's 15th U. S. Congressional District. The library is a major resource for many area high school youths. Last year, the library presented a workshop for 28 students from Belleville North Middle School and conducted tours for nine local high schools; students from the Lincoln School District visited the library over a six-week period to prepare a series of presentations for families and friends.

The library hosted a month-long film series on six U.S. presidents, a short film series on *Women in Islam*, and a series on *Life and Art in South Africa*. EMU librarians presented library-based and topical discussions to Elderwise and other community groups.

The Bruce T. Halle Library offers borrowing cards to eligible members of the community; Table 12 catalogs the courtesy cards issued during 2001-02. An Ypsilanti resident over 18 years of age is eligible to receive a library card at no cost. Alumni also are given a library card at no cost. Patrons who are not eligible for a free library-borrowing card can obtain one for \$25 per year through the Friends of the Library Program. Last year, the library issued cards to 159 alumni and almost 100 community members, accounting for about two-thirds of all library cards issued to non-EMU affiliates during the 2001-02 academic year.

Table 12: COURTESY CARDS ISSUED, 2001-02

Category	Cards Issued
EMU Alumni	159
Ypsilanti Residents	96
Friends of the Library	13
Reciprocal Library Exchange	80
MichiCard	26
Other	6
TOTAL	380

The library exchanges resources with other libraries and has reciprocal agreements with 13 area universities and colleges. In addition, through the state-wide MichiCard program organized by the State Library of Michigan, users of 302 Michigan libraries can obtain borrowing privileges at any participating library. This program accounted for 7% of all guest library cards issued during 2001-02. The library provides borrowing access to members of the Southeastern Michigan League of Libraries through INFOPASS, a program under which cards issued by the home library enable borrowers to gain one-time access to a specific book or resource at another library. Wayne State University is the most frequent user of INFOPASS at EMU.

McKenny Union

McKenny Union’s 13 meeting rooms, ranging from the elegant 4,300 square foot Ballroom to the informal Huron Room, complete with a fireplace, provide excellent locations for organizational meetings, lectures, banquets, wedding receptions, or social gatherings. Full catering services, in addition to audio, visual, and instructional equipment, are available. The Union is a barrier-free facility featuring accessibility via push-pad automatic doors, exterior and interior ramps, and elevators. Non-profit and public entities generally receive discounted or free rental of facilities. As seen in Table 14, over 80,000 people have attended events at McKenny Union facilities booked by over 100 for-profit and non-profit organizations.

Table 14: McKENNY UNION FACILITY USE BY NON-UNIVERSITY ORGANIZATIONS, 2001-02

Organization	No. of Organizations	Bookings	Counts
For Profit	71	261	24,301
Not for Profit	39	300	56,506
TOTAL	110	561	82,807

Dining Services

Dining Services is primarily responsible for all aspects of on-campus food services. It also uses its facilities and resources for community outreach initiatives including:

- **Food Gatherers.** Dining Services provides Ann Arbor Food Gatherers with packaged foods worth \$100 to \$1,000 per week for a total donation of up to \$8,000 per year.
- **Ave Maria College.** Dining services feeds 150 students at the College, serving 1,000 discounted meals per week during the school year; the annual discount value is \$2,250.
- **2% Solution.** Under this program, EMU students have the opportunity to donate 1-3 meals per semester to Food Gatherers. During the 2000-01 school year, 370 students donated 1110 meals. In fall semester 2001, 329 students provided 1,344 meals. The value of the donated food over this time was \$3,690.
- **Meals on Wheels.** Dining Services provides the Meals on Wheels program with food for homebound residents in the City and Township of Ypsilanti and parts of surrounding

townships who are unable to prepare their own meals. More than 300 meals are served per day for a total of 109,500 meals per year. The total donation is greater than \$109,500, based on the cost of food alone.

- **Bottom Line** is a food service area located in the College of Business where local food vendors are invited to offer their services and products to EMU students and faculty. This venue provides the opportunity for local businesses to increase their customer bases at their off-campus locations. Approximately \$31,000 in revenue is earned each year by these local vendors on EMU's campus.
- **Kiwanis.** For the last five years, Dining Services has provided Kiwanis with conference facilities and weekly meals at an average of 2,100 meals per year with a donated value of \$3,629. Kiwanis has nearly 50 members, including former faculty, who volunteer for service roles that include Meals-on-Wheels drivers, EMU football game ushers, and fundraisers.
- **YpsiFest** is an annual event organized by Dining Services, McKenny Union, and Campus Life that brings incoming EMU students to Downtown Ypsilanti and Depot Town businesses the day after their move into the residence halls. Dining services provides each student with a \$5.00 coupon to use at participating restaurants. Students are encouraged to visit as many local businesses as possible and familiarize themselves with Ypsilanti retailers. In 2001, 1929 students participated in YpsiFest, spending a total of \$8,680.
- **Outreach to School Districts.** University Housing (UH) solicits residence hall students to volunteer for community projects and fundraisers, including food and clothing drives and cancer research fundraisers. UH supports the KIAR reading program in which faculty, staff, and students read 250 books for tapes; these books and tapes were donated to Comer, Willow Run, Airport, and Bridgeport schools. UH initiated the Life Skills Project in which Washtenaw Intermediate School District students live in University Housing with EMU roommates and learn about apartment living.

Together, these eight programs provided \$121,190 in donations to local charities fighting hunger, and approximately \$39,680 in revenues for local restaurants and vendors. Dining Services also provides job placements for students in the Washtenaw County Intermediate School District and space on campus where trained staff members work with special education students to help them develop independent work habits. Dining services coordinates with McKenny Union to provide catering at University and external functions. During FY 2001-02, the Dining Services event planning office facilitated 342 external reservations with 58,343 setups for attendees.

Convocation Center and Pease Auditorium

The Convocation Center and Pease Auditorium provide meeting and general event facility space for public activities and major events, such as conferences and concerts. The Convocation Center accommodates 9,500 people; Pease Auditorium seats 1,500 in a refurbished space with a world-class pipe organ. Both venues bring visitors into the community to experience what EMU and the Ypsilanti area have to offer.

During FY 2001-02, the Convocation Center hosted area high school commencement ceremonies, Washtenaw Community College commencements, and the UA Plumbers and Pipe Fitters graduation. The Center has served as the setting for major music concerts, a circus, and the FIRST Robotics Competition. Attendees at Convocation Center events are enumerated in Table 13.

**Table 13: CONVOCATION CENTER
FACILITY USE, 2001-02**

Type of Non-Athletic Event	No. of Attendees
Commencements, Union Meetings and conventions	63,600
Meetings, Receptions and Parties	1,807
Concerts, Luncheons, Competitions and other Events	48,767
TOTAL	114,174

A-3. EMU Student Community Service Activities

Volunteers Incorporating Students Into Our Neighborhoods (VISION)

Over the last two years, VISION has brought 1,500-1,600 student volunteers and work-study students into local communities to provide approximately 38,000 hours of service to community and regional non-profit organizations. The following are a few of the 45 non-profit groups that VISION maintains connections with in Ypsilanti, Ann Arbor, Detroit, Ida, Fowler, and throughout Washtenaw County:

- Food Gatherers
- Hospice of Michigan
- Humane Society of Huron Valley
- Meals On Wheels
- Ozone House
- SOS Crisis Center
- St. Joseph Mercy Hospital
- The Greening of Detroit

Some of the ways EMU students have volunteered in the community are listed in Table 15 and described below.

**Table 15: STUDENT VOLUNTEER ACTIVITIES THROUGH VISION,
MCKENNY UNION, AND THE OFFICE OF CAMPUS LIFE, 2000-02**

Program	Vol. Hrs. 2001-02	Program	Vol. Hrs. 2000-01
G.R.E.E.N.	110	Alternative Spring Break-Students	2,590
Alternative Spring Break	2,890	Alternative Spring Break-Coordinator	1,750
Alternative Winter Break	917	Alternative Winter Break-Students	759
One Day Events	1,038	Alternative Winter Break-Coordinator	750
Kid Konnection	300	Alternative Weekends-Students	560
Best Buddies	226	Alternative Weekends-Coordinator	50
Students Against Hunger and	945	Reading Into Success-Students and	100

Homelessness		Coordinator	
Habitat for Humanity	50	SAHAH-Students and Coordinator	394
Time with Seniors	8	Best Buddies-Students and Coordinator	1,238
VISION Volunteer Coordinator	2,786	One Day Events-Students and Coordinator	2,426
America Reads (YTD)	350	Kid Konnection-Students and Coordinator	305
America Reads	7147	America Reads	8950
Training/Conferences	328	Habitat for Humanity-Students and Coordinator	83
Miscellaneous	800		
TOTAL 2001-2002	18,166	TOTAL 2000-2001	19,955
		TOTAL 2000-2002	38,121

- **Alternative Spring Break** sends teams of students across the country to volunteer with community groups. During the 2001-02 school year, 75 students worked in nine communities with organizations that included the Center for Social Justice in Washington, DC, the Living Center (an HIV and AIDS center in Boston), and the Bald Cypress Restoration Environmental Project in Hammond, LA. Students volunteered locally with organizations such as Habitat for Humanity, America Reads, and Students Against Hunger and Homelessness.
- **The America Reads Program** focuses on the improvement of reading and writing skills among K-5 children through a tutoring/mentoring program in Ypsilanti and other local communities. Volunteers enhance literacy skills using creative learning activities.
- **The Best Buddy Program** places students in the community to serve as friends and mentors to young adults with developmental disabilities. Buddies meet at least twice a month for social outings and other activities.
- **Environmental efforts.** VISION students learn about the local environment and volunteer with local agencies for hands-on opportunities to help preserve Michigan's habitats. For example, students plant trees with the Greening of Detroit and remove non-native plant species with the Nature Conservancy. The EMU student conservation organization is GREEN: Gathering Resources to be Educated about our Environment and Nature.
- **Intensive service projects** such as Community Plunge and Make a Difference Day engage hundreds of EMU students in service to local communities.

Academic Service-Learning (AS-L)

AS-L, a teaching methodology that fuses academic training with community service, offers students an EMU-sponsored opportunity to integrate academic learning with service to their community. As a result, students not only learn about a particular field of study, but they also use their developing skills to benefit the community and learn the importance of playing a role in the world around them. EMU is at the forefront of AS-L experience among universities and provides a model of service learning in the state and nationally. In the last six years, AS-L has trained 86 faculty fellows who have integrated service to 58 local non-profit and governmental agencies into their classes. According to estimates, AS-L sends 500 students into the community each year to aid organizations

like the Girl Scouts of America, Big Brothers and Big Sisters, the Humane Society, the City of Ann Arbor, and Ypsilanti Public Schools. Assuming ten hours of service by each student (AS-L recommends 20 hours per student), AS-L students contribute approximately 5,000 hours of community service annually.

Family, Career and Community Leaders of America (FCCLA)

EMU is home to FCCLA--Michigan Association, an organization that enriches the lives of students with diverse backgrounds and interests through a network of skilled and dedicated teachers and advisors. FCCLA promotes personal growth and leadership development through family and consumer sciences education. Members acquire skills in character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation. An emphasis on family and community service builds bridges between school, family, and community. Twenty-two schools or districts have participated in 52 activities across the state. During 2001-02, FCCLA members conducted a food drive, participated in the Adopt-a-Highway program, visited nursing homes, and provided dinners for senior citizens. Through the Teddy Bear Magic program, FCCLA members collected 2,063 stuffed bears during 2001-02 for families with children in domestic violence shelters, safe homes, and hospitals. FCCLA volunteers administer programs that convey the effects of drinking and driving, teach conflict resolution to second and fourth graders, and assist mentally impaired children.

Greek Organizations

Every year, EMU's fraternities and sororities carry out fundraising and direct service activities. EMU Greeks have participated in food drives, volunteered at community events, and raised money at the annual Greek Week Talent Show. Organizations that have benefited from Greek efforts include:

- Ronald McDonald House
- St. Joseph's Hospital
- St Jude's Children's Research Hospital
- National Kidney Foundation.

DECA: An Association of Marketing Students

The Michigan Chapter of DECA, formed in 1946, is located on the EMU campus. Students join DECA to improve their educational and career opportunities in marketing, management, and entrepreneurship. In 2001-02, Michigan DECA students raised approximately \$60,000 for charitable organizations, including the American Diabetes Association, Adopt-A-Family, Make-A-Wish Foundation, and the Muscular Dystrophy Association.

Student Media

Student Media produces three student-oriented publications provided free to readers: the campus newspaper, the *Eastern Echo*; an annual arts and literary magazine, *Cellar Roots*; and an annual day planner, the *Student Planner*. EMU students contribute articles to the *Echo* that inform the campus community about local events and inform the local community about campus events and services. Local businesses that advertise in the *Echo* attract EMU students, faculty, and staff as customers. *Cellar Roots* features the best student art and literature and is produced entirely by students. These student publications provide unique avenues of communication between the campus and the community.

B. Education

EMU was the first teacher-training institution west of the Allegheny Mountains and among the first in the country. Today, the College of Education graduates more special education personnel, mathematics teachers, science teachers, and educational administrators than any other school in the country. Other colleges at EMU, in addition to the COE, contribute to the education of children, people with special needs, and adults in the community. For example, EMU plays vital roles in education outside of the traditional academic environment through its College of Continuing Education and through institutes and centers dedicated to community and corporate training. Descriptions of EMU's educational activities appear in the following discussions. The funding for many of these projects has been provided by both EMU and external sources, as seen in Table 16.

Table 16: SELECTED EDUCATION GRANTS

Project Title	External Funds	EMU Cost	Project Cost
2000-2001 Competitive Grant for Full-Day Services of Michigan School Readiness and Head Start Programs	\$190,000	\$95,000	\$285,000
Detroit/Eastern/Yale School Development Regional Training Center	\$44,970	\$0	\$44,970
Three-year-old Preschool Program, 2001-2002 Competition	\$30,000	\$29,892	\$59,892
Michigan School Readiness Program: 2001-2002 Competition	\$99,000	\$50,268	\$149,268
LEP-Teacher Network (LEP-TNet)	\$230,604	\$85,305	\$315,909
In-Time: Preparing Tomorrow's Teachers to Use Technology	\$14,401	\$0	\$14,401
Eastern Michigan University-Wayne Center Partnership for Community Education Program	\$3,000	\$4,941	\$7,941
Detroit/Eastern/Yale School Development Regional Training Center	\$97,440	\$0	\$97,440
Comprehensive Regional Assistance Center Satellite	\$98,500	\$39,951	\$138,451
Partnership Uniting Libraries and Schools Electronically II	\$8,769	\$720	\$9,489
Eastern Michigan University Writing Project	\$28,000	\$46,811	\$74,811
America Reads	\$25,000	\$0	\$25,000
Japanese School of Detroit: Graduate and Undergraduate Assistantship Program	\$10,323	\$0	\$10,323
Career and Technical Teacher Education Program Improvement	\$5,000	\$0	\$5,000
PGE/SEP: Transactional Writing and Biographical Storytelling: Empowering Latino Girls to Win at Mathematics	\$3,000	\$0	\$3,000
Japanese School of Detroit	\$11,933	\$0	\$11,933
Campus Connections: Helping High School Seniors Transition to College without Alcohol, Tobacco, and Other Drugs	\$30,000	\$10,552	\$40,552
Expedition '02 - Computers in Business and Marketing	\$21,250	\$8,179	\$29,429
A Teacher Education Exchange Program: Creating Linkages between Washtenaw Community College and Eastern Michigan University for the Preparation of Elementary Mathematics Teachers	\$6,200	\$0	\$6,200
Upward Bound Program	\$382,931	\$4,713	\$387,644
TOTAL	\$1,334,021	\$376,332	\$1,710,353

Information from EMU's Office of Research and Development records.

Student Teaching

COE programs send a large number of student teachers and pre-student teachers into the local community. While these students are in the schools to learn their craft, they also contribute to the quality of the learning process in classrooms across the region. Each COE student must complete 100 hours of pre-student teaching and 12 credit hours of student teaching. In the 2001-02 school year, EMU placed 1,227 student teachers (422 in Washtenaw County; 338 in Wayne County) in approximately 112 school districts. It is estimated that EMU student teachers spent a total of 96,292 hours in area schools during the 2002 winter semester.

Office of Collaborative Education

EMU's Office of Collaborative Education coordinates projects between the COE and area K-12 schools. School personnel interested in receiving educational services from EMU may contact the Office of Collaborative Education to receive information on University programs for schools.

Collaborative School Improvement Program (C-SIP)

The C-SIP process is a straightforward problem-solving system of shared decision-making that provides a synergy among theory, research, and scientific data within a particular educational setting. The 2001-02 school year marked the 24th year of EMU's partnership with regional schools through the C-SIP process. Over this time, 142 schools in nearly 50 school districts benefited from EMU's efforts to improve the way local schools educate children. During FY 2000-01, C-SIP sites included nine individual schools and one district-wide project in several southeast Michigan counties. Based on demographics and test scores, all sites in this project are high needs locations.

Detroit's Comer Schools and Families Initiative

The initiative originated in June 1994 with six Detroit partner schools that served 4,150 students and 166 teachers. During the 2001-02 school year, 38 partner schools with 8,459 students and 338 teachers participated. The program is in its eighth year, with a total project cost of over \$1.4 million in goods and services being infused into Detroit Public Schools.

The program focuses on three major goals: improving student academic achievement and health; training teachers and administrators to implement the School Development Process (SDP); and mobilizing teachers, administrators, and parents to create a support network that promotes the personal, academic, and social development of students. EMU collaborates with the Yale University Child Study Center and Detroit Public Schools on the regional Comer SDP. Abt Associates noted EMU's significant role in this project in their final evaluation of the Detroit's Comer Schools Initiative (April 2000):

We cannot overestimate the importance of Eastern Michigan University to the Initiative. Through the partnership, the district acquired a valued and highly regarded partner who has provided interns, pre-student teachers, and most recently, qualified and interested new teachers. EMU has shown itself to be a valuable developmental resource for current school staff, through its Developmental Academy and other ongoing activities.

EMU students and faculty representing every department in the COE, the Departments of Mathematics and Communication and Theater Arts in the College of Arts and Sciences, and the

Departments of Nursing and Social Work in the College of Health and Human Services participate in the Comer Project. EMU faculty coordinate parent facilitators, supervise student teachers, direct internships and practicum projects, offer staff development workshops, and provide consultation to teachers and administrators.

EMU's commitment grew in 1999 when it established a Regional Training Center associated with the Comer School initiative. The Regional Training Center is directed by the EMU Comer Schools coordinator and is staffed by EMU faculty and qualified staff from Detroit Public Schools. Through the Center, the SDP has been implemented in 38 schools in Detroit, two in Pontiac, and four in Grand Rapids, as well as two schools in Ohio and two Denver. An average of four new partner schools has entered the program each year.

Consociate Schools

EMU is a member of the Renaissance Group, a consortium of 33 teacher education programs. The group developed the Consociate School model as a partnership between universities and K-12 schools that would enable institutions to share resources and increase opportunities for students. The host consociate schools serve as learning laboratories for EMU students and faculty; in return, the schools receive expert advice from the COE. In 1995, Farmington High School became the first consociate school in the country; since then, Estabrook New Horizon Elementary School in Ypsilanti has become a consociate school. In 1998, the Association of Colleges of Teacher Education nationally recognized EMU's partnership with Farmington Hills High and Estabrook as one of four "Exemplary Teacher Education Programs." This year, Ypsilanti's East Middle School will join as a consociate school.

Systemic Change Initiative

The Systemic Change Initiative, established by the Office of Collaborative Education, is similar to C-SIP in its aim of improving student outcomes. This process integrates the strengths of EMU as a teacher training institution with the needs of a network of school systems to improve the method, process, and learning outcomes. Creating a collaborative education system that crosses the boundaries of districts and communities will allow students, teachers, administrators, and parents to share solutions to common challenges. Currently, the Howell and South Lyon Community School Districts participate in this project.

Eisenhower Higher Education Development Grant

EMU, in conjunction with Lincoln, Willow Run, and Ypsilanti Public Schools, and the Livingston /Washtenaw Mathematics and Science Center, created a program to support first, second, and third year K-12 mathematics and science teachers. Participants on EMU's campus include the College of Arts and Sciences, the COE, the Office of Collaborative Education, and CEITA. The program supplements existing efforts in the development and preparation of beginning math and science teachers to ensure the preservation of national, state, and local educational standards. One of the program's mini grant projects is designed to connect math and science classes to the community by inspiring collaborative projects that use math and science skills to address social, health, or environmental challenges in the community. Another mini grant implements a unique interdisciplinary model for promoting mathematics through biographical storytelling among Latinos at the Academy of the Americas and the Cesar Chavez Academy; this project benefited eight teachers and 50 students who met in after-school math clubs. There are currently nine proposed

projects with total Eisenhower funding of \$75,754 and an EMU contribution of \$27,592. The one-year grant will culminate in an on-campus conference that presents the results to interested educators in the community.

Eastern Michigan University Charter Schools

EMU’s Charter School Office, opened in 1995, and the Board of Regents act as fiscal agents, overseers of quality, and, through the COE, advisors to eight charter schools. At the beginning of the 2001-02 school year, the eight schools had more than 3,300 students enrolled, representing more than 6% of all charter school students in Michigan (see Table 17).

Table 17: EMU’S CHARTER SCHOOLS, 2001

Schools	Grades	Enrollment
Academy for Business and Technology	6-12	324
Ann Arbor Learning Community	K-8	99
Commonwealth Community Development Academy	K-8	674
Edison Oakland Academy	K-8	848
Gaudior Academy	K-8	202
Grand Blanc Academy	K-8	414
Great Lakes Academy	K-5	387
Hope Academy	K-6	422
TOTAL		3,370

EMU’s charter schools have educational, economic, and social impacts in the communities they serve. For example, many of the buildings leased by charter schools are previously abandoned school buildings. Charter schools employ members of the community and infuse financial resources into troubled neighborhoods (e.g., \$5 million into the Detroit Commonwealth Elementary and Middle School). In some areas, EMU’s charter schools serve as community centers and the focal points of neighborhood reengagement and revitalization through after-school and summer school programs that are open to all community students.

Comprehensive Education Assistance Center – Region VI Michigan Field Office (CEAC-MFO)

EMU is home to the Michigan satellite of the Comprehensive Education Assistance Center, one of a network of 15 regional centers supported by the U. S. Department of Education in the Midwest. The field office at EMU emphasizes literacy for at-risk students, including Limited English Proficient and migrant students. The office oversees school-wide and district-wide reform based best practices that stress well prepared teachers, safe schools, use of technology, and parental involvement. Since July 1996, the CEAC-MFO has presented *The Education Connection*, a weekly radio show accessible to more than 200,000 listeners in southeast Michigan that presents dialogues with local, regional, and national educational leaders.

Urban Teacher Certificate Program

As part of EMU’s focus on education in traditionally difficult learning environments, the COE and Continuing Education offer an Urban Teacher Certificate Program that targets the teaching methods

necessary to meet the unique challenges of urban education and provides accredited and professionally-trained teachers in areas of need. Classes are offered in the evenings and on weekends, allowing non-certified teachers in urban schools to earn a certificate while continuing to work. Program sites in Detroit and Flint assist students with admission, registration, and advising.

Technology Education For Teachers

EMU' Department of Teacher Education provides continuing technology related education to teachers in the community. These efforts to integrate technology into the classroom have been funded by the following grants:

- Consortium for Application of Technology in Teaching Technology;
- Michigan Technology Improvement, Consortium for Application of Technology Learning Innovation in Schools of Education;
- Teacher LIB-Digital Community and Collections for Science and Mathematics Teacher Education; and
- Ameritech New Teacher Resource.

Writers' Camp

For the last seven years, EMU's Department of Continuing Education and the Ypsilanti Public School District have sponsored a Writers' Camp at Estabrook New Horizons Elementary School. EMU faculty and area teachers instruct school children in writing skills and educate teachers on methods for teaching writing on the elementary level. During summer 2002, 50 Ypsilanti students and 25 area teachers attended the camp and visited the Ann Arbor Press, Willow Run Airport and the Yankee Air Museum to learn how to interview people and write reports.

Virtual Immersion in Science Inquiry for Teachers (VISIT)

The Center for Environmental Information Technology and Applications created VISIT, an *Online Collaboratory* designed to encourage science teachers in secondary schools to participate in ongoing scientific investigations of problems in their communities through spatial analysis technologies. The program assists teachers in finding and applying scientific data and appropriate technologies to a local investigative topic. Currently, the National Science Foundation's Teacher Enhancement Program supports VISIT in the amount of \$1,270,000 for three years.

Reading Clinic

The Reading Clinic at EMU offers professional assessment and instructional services for children struggling with literacy. All clients are non-EMU affiliated students from the Ypsilanti-Ann Arbor area who are referred by their local schools or parents. The fee is \$10 per semester. During the fall, winter, and summer semesters of 2001-02, the clinic helped 70 clients in 749 sessions.

Academic Service Learning and Education (AS-L)

With resources from the Fund for the Improvement of Post Secondary Education, EMU's AS-L Office has assisted six universities in creating a sustainable model of academic service learning on their campuses and has been instrumental in the AS-L training of an estimated 1,500 K-12 teachers in Michigan over the last four years. If each teacher were to use AS-L only once in the classroom, over 18,000 students would engage in community service learning in southeast Michigan.

Counseling Clinic

Counseling Clinic services focus on personal, career, and academic development. EMU graduate students enrolled in the COE's master's program in counseling provide services to the public as part of their training, closely supervised by EMU faculty members who are fully licensed professional counselors. Sessions are provided for a fee of \$25 per semester and a majority of clients are not affiliated with EMU. During summer 2001 through spring 2002, the Counseling Clinic saw 207 clients in 1,181 sessions

Upward Bound

Upward Bound, sponsored by EMU since 1967, is a federally funded pre-college academic program for low-income high school youths and potential first-generation college students. It is designed to generate the skills and motivation for success in education beyond high school. The four core components of the project are academic support, college preparation, career development, and personal growth. With approximately \$370,000 in annual funding, EMU Upward Bound serves 65 students each year from Ypsilanti and Willow Run School Districts. Participants begin in the 9th grade and remain enrolled until high school graduation. There is no participation fee, but students must meet minimum academic, attendance, and citizenship criteria.

During the academic year, Upward Bound students receive supplemental academic instruction, tutoring, and counseling. The program sponsors college preparation workshops, career exploration activities, college visits, and social and cultural events. During the summer, Upward Bound participants attend the Summer Academy, a six-week residential program of intensive academic study to prepare students for a college preparatory high school curriculum. Upward Bound students receive:

- Supplemental instruction in subjects for which high school credit is earned upon successful completion;
- Individual tutoring during all four years of high school;
- Career guidance, including a paid summer internship during the senior year ;
- ACT test preparation and exam fee waivers;
- Assistance with college applications (including application fee waivers), the financial aid process, and scholarship searches;
- Free college tours;
- Free field trips and cultural events;
- Personal growth workshops;
- Monthly stipends for educational expenses;
- Free room and board during the Summer Academy; and
- Bridge Scholarships upon completion of high school (six tuition credits and fees at EMU, books and supplies, room and board during the summer semester).

EMU Upward Bound has had a direct positive effect on high school completion, college enrollment, and graduation rates among students in the Ypsilanti community. Ninety-one percent of the participants successfully completed a core college preparatory curriculum prior to completion of high school; 94% of participants enrolled in a program of post-secondary study after high school; 81% of participants have graduated from a program of post-secondary education within six years after high school graduation.

Limited English Proficient Teaching Network (LEP-TNet)

LEP-TNet is a teacher and personnel training project that provides qualitatively enhanced instruction for culturally and linguistically diverse LEP school populations in Michigan. The program seeks to identify, assess, profile, and evaluate student progress in English language arts and subject content areas. Field-based and continuing on-line technical support is provided for elementary and secondary teachers. LEP-TNet collaborates with state school districts that serve a full spectrum of language groups with educational resources that range from no language specialists and/or bilingual aides to a small cadre of bilingual-ESL teachers and aides. The districts include an urban Empowerment Zone, a disadvantaged middle city, a Metro-suburban community, and a tiny rural community. During the 2001-02 school year, LEP-TNet provided training in 30 school districts and presented programs to 171 educators.

Continuing Education Credit Programs

EMU is dedicated to bringing higher education into surrounding communities through its satellite campuses and programs in Continuing Education. Weekend courses, online learning, and off-campus classroom environments broaden access to higher education and reach a greater range of traditional and non-traditional students. From summer 2001 to spring 2002, EMU's credit and non-credit continuing education programs offered 1,516 courses at the six satellite locations in the communities listed in Table 18.

**Table 18: EMU'S CONTINUING EDUCATION SPENDING
AT REGIONAL CENTERS
(Building Rental, Room Rental and Miscellaneous)**

Location	Dollars Spent
EMU-Detroit	88,816
EMU-Flint	16,906
EMU-Livonia	305,299
EMU-Monroe	6,048
EMU- Northern Michigan (Traverse City & Otsego Club)	66,760
TOTAL	483,829

Continuing education programs provide students with opportunities to increase job skills and pursue alternative careers. The EMU centers in Detroit and Livonia offer programs that range from a Master's in Quality and Information Security to undergraduate degrees in Construction and Teacher Education. These programs draw a majority of their students from Wayne and Oakland Counties. EMU-Flint has programs in Urban Teacher Certification and Applied Technologies; EMU-Monroe and -Jackson focus on Nursing programs and College of Education graduate programs.

FIRST: For Inspiration and Recognition of Science and Technology

EMU sponsors the Great Lakes Chapter of FIRST which seeks to inspire student creativity and knowledge in science and technology. EMU hosts and organizes the Great Lakes Regional Robotics Competition. Over 2,000 high school students attended the 2002 FIRST competition at EMU.

Technology Training and Tutoring

The College of Technology has contributed to the professional development of teachers in the school districts of Detroit, Pontiac, and Grand Rapids, as well as in the intermediate school districts of eight southeast Michigan counties. Graduates in Technology Education, Business Education, Vocational Education, and Marketing Education become secondary education teachers, many in Michigan. The College of Technology also provides academic tutoring for K-12 students in Ypsilanti and Detroit.

C. Business

Through the College of Business and other units at EMU, the University promotes and improves local, regional, and state economies and business concerns. EMU's Career Services and Experiential Learning provide student employees to businesses and community organizations and help facilitate experiential learning opportunities. The local business community receives assistance through programs run out of several EMU organizational units; Table 19 lists some of EMU's efforts within the business community.

Table 19: SELECTED BUSINESS-RELATED GRANTS

Project Title	External Funds	EMU Cost	Project Cost
Michigan Works Labor Market Information	\$24,800	\$0	\$24,800
Michigan Business Professionals of America (BPA)	\$65,500	\$203,150	\$268,650
Small Business Development Center, Region 9 Host 2001	\$0	\$104,573	\$104,573
Michigan DECA	\$65,500	\$779,715	\$845,215
Small Business Development Center	\$68,672	\$0	\$68,672
Small Business Development Center, Region 9 Host 2002	\$435,000	\$410,909	\$845,909
Contract for Data Analysis with Washtenaw Development Council	\$549	\$0	\$549
TOTAL	\$660,021	\$1,498,347	\$2,158,368

College of Business (COB)

COB works in the community to develop, improve, and facilitate the economy of southeastern Michigan. COB participates in the COPC grant and has created an Office of Business Partnership Programs, which has substantial external support. The Office is a central location for access to all COB efforts that partner with and serve the business community. It is staffed and available during day and evening hours and is open to the public. The following are current COB initiatives:

- **Center for Entrepreneurship** links faculty and students to entrepreneurial activity in the region. The Center's primary goal is to educate, encourage, and support students' understanding of how to successfully start and operate new business ventures. It assists

emerging growth companies in southeast Michigan with mentoring, training seminars, business plan reviews, networks of entrepreneurs, and resources of capital. Self-sustaining internship and faculty-networking programs among other Michigan colleges and universities pair entrepreneurs with more than 500 life sciences, advanced manufacturing, and information technology firms. During the 2001-02 school year, the Center organized the First Annual Michigan Collegiate Entrepreneurs Conference, which attracted over 200 entrepreneurs from universities throughout Michigan.

- **Smart Zone.** Under Michigan law, the Michigan Economic Development Corporation designates Smart Zones throughout the state to stimulate the growth of technology-based businesses and jobs. EMU is represented on the Smart Zone Governing Board and is working to implement and facilitate the Ann Arbor-Ypsilanti Smart Zone, which is located in the downtowns of each city.
- **U. S. Export Assistance Center** provides international trade services in Calhoun, Hillsdale, Jackson, Lenawee, and Washtenaw Counties. It assists export-ready companies in the manufacturing and service sectors in exporting for the first time by assessing the firms' strengths and weaknesses, determining the best markets, and helping firms understand the technicalities of exporting. The Center also helps current exporters to expand into new markets or to increase market share in existing markets. It provides counseling and assistance in U. S. Export Administration Compliance, U. S. International Traffic in Armaments Regulations, and U.S. Foreign Asset Control Regulations. During 2001-02, the Center acquired 78 new clients, adding to the total of 746 clients operating businesses in southeast Michigan. A total of 210 clients were counseled during the year. Twenty clients reported success in entering the export market and made \$2,146,070 in export revenue.
- **Michigan Small Business Development Center (MSBDC)**, a satellite office of the statewide organization, sponsors programs in Wayne, Oakland, and Monroe Counties. It is funded by \$280,000 in federal grant money and \$168,000 in EMU matching funds. In 2001, EMU's Center served 331 clients during a total of 2,216 counseling hours. Among the services offered are:
 - One-on-one counseling to help develop business plans and strategies;
 - Training workshops to provide basic business knowledge;
 - Advocacy for small businesses and businesses owned by women or minorities; and
 - Assistance with the small business loan process.

MSBDC also houses a Biz Resource Center that offers computer, video, and text-based resources to aid in developing new business plans and business growth. MSBDC's Technology Business Initiative provides life science and technology information to companies in the early stages of growth. MSBDC Business Research Center is a federally funded program in collaboration with Washtenaw Community College.

- **EMU-Masco MBA Program** is a three-year MBA program provided by COB for the Taylor, Michigan, based Masco Corporation. Promising employees are selected from

the family of Masco companies to participate and must meet both Masco criteria and the same admissions standards as traditional MBA students. Students are assigned projects, which are identified by Masco executive officers, that use concepts and principles from course work to improve Masco's operations. COB faculty supervise the project teams of 3-5 students. The projects have resulted in cost savings, process improvements, and increased revenue that are estimated to have saved Masco over \$1 million to date. Because Masco is a major employer and economic force in southeast Michigan, these improved efficiencies and revenues benefit the region as well as Masco. Student business expertise resulting from this program has improved Masco's managerial talent base and provided long term, continuing contributions to southeast Michigan.

The Centers for Corporate Training (CCT)

CCT comprises the Center for Quality and the Center for Organizational Risk Reduction. The Centers provide business, industry, organized labor, government, and other private and public sector organizations with applied research, development, training, and consulting services. Services vary from one- and two-day training seminars to extended on-site instruction and consultation in manufacturing facilities. In conjunction with Continuing Education, the Centers provide more than 100 different programs in quality and productivity improvement, occupational health and safety, hazardous materials management, environmental protection, industrial relations, skills assessment and enhancement, organizational development, leadership, management, and supervision. Center staff include EMU faculty and business and industry experts. The Centers work with business, industry, and government throughout the United States, Canada, Mexico, Europe, and South America. Descriptions of each Center are included below.

- **Center for Organizational Risk Reduction (CORR)** was chosen by OSHA in 1995 as one of 12 OSHA Training Institute Education Centers in the U. S. Today CORR and the OSHA Training Institute Motor City Education Center provide the region with high quality health and safety training at competitive prices. During FY 2000-01, these two Centers trained 9,480 workers in many of the region's most important companies, including General Motors, Daimler Chrysler, Ford, Johnson Controls, and SC Johnson Wax. Combined, the Centers were awarded \$2,545,092 in contracts and generated 1,655,419 in revenue.
- **Center for Quality** recently celebrated its 20th anniversary of providing quality, reliability, and production improvement instruction in a traditional setting, as well as on-line. Over the years, it has grown into one of the nation's most recognized providers of quality productivity and reliability training and consulting, with more than 45 courses in statistical methods and systems planning and improvement. In 2000-01, the Center for Quality trained 4,185 automotive and non-automotive clients and brought in \$1,526,882 in revenue.

National Institute for Consumer Education (NICE) and The Center for Economic Education (CEE)

For almost 30 years, NICE has served as a professional development training and research institute, as well as a resource clearinghouse for personal finance, economic, and consumer information. NICE and CEE have been educational resources for individuals, families, and corporations in Michigan and across the country. Total grants and contracts for 2000-01 amounted to \$128,606.

Continuing Education Non-Credit Workforce Programs

EMU's College of Continuing Education provides a mixture of traditional university courses and workforce training and skill enhancement through its 13 Workforce Education Skill Centers. Hourly workers in industrial plants receive training in computer literacy, basic math, and English. During the 2001-02 school year, the Skill Centers instructed 1,472 workers at the locations cataloged in Table 20.

Continuing Education grants from organizations such as the Michigan Economic Development Corporation enable EMU to provide on-site quality and logistics training and process- and machine-specific training programs to keep employees effective and efficient. During FY 2001-02, Continuing Education received four grants worth a total of \$567,938 and trained 563 people. Continuing Education facilitates education and training conferences for local and regional businesses and provides training and certification in topics included in Professional Human Resource Management and the American Payroll Association's Payroll Professional Learning Series 2002-03.

**Table 20: CONTINUING EDUCATION WORKFORCE EDUCATION
SEP SKILL CENTERS FY2002**

Plant Location	Contract Value (\$)	No. of People Trained
Rouge Assembly Plant-Ford	153,417	157
Rouge Engine Plant-Ford	207,146	123
Rouge Frame Plant-Ford	146,694	105
Rouge Stamp Plant-Ford	156,154	114
Rouge Tool and Die Plant-Ford	118,297	119
Research and Engineering-Ford	211,199	67
Pilot Plant-Ford	133,055	182
Carlite Plant-Ford	64,750	21
Ypsilanti Plant-Ford	192,523	267
American Axle Forge Plant 1	96,308	52
Cadillac/Hamtramck Assembly -General Motors	240,142	206
Shoemaker/Delphi/Excel/Livonia Center -General Motors	210,693	59
TOTAL	1,930,378	1,472

Career Services and Experiential Learning (CSEL)

Career Services involves employers in the Cooperative Education Program, the largest comprehensive co-op program in the area. Co-op is an educational strategy that integrates classroom theory with supervised, paid work experience in an area of the student's major concentration. Participating employers can observe the performance and potential of future employees without an obligation to hire, reducing employee recruitment costs. The program can increase efficiency by allowing co-op students to perform entry-level tasks and to meet seasonal and

short-term project needs. During the 2000-01 school year, CSEL placed 571 paid and 26 unpaid students through the Cooperative Education Program. These students earned a total of \$4,395,722.

Working with on-campus divisions and departments, CSEL also develops experiential learning opportunities. Students work with local and regional businesses, communities, and non-profits in a mutually beneficial relationship in which students engage in hands-on learning while providing valuable services. In the 2001-02 academic year, 8,904 students participated in experiential learning. In addition, CSEL offers students assistance with locating part time off-campus jobs and placed 592 students in the community during FY 2000-01. These students generated \$2, 247,706 in income and provided an inexpensive source of labor for the community.

The Human, Environmental, and Consumer Resources Department (HECR)

The HECR Department of the College of Health and Human Services prepares students for professional roles in dietetics, fashion merchandising, hospitality management, and interior design. Graduates work in private and public institutions, educational systems, businesses, industry, and governmental agencies. Interior design students have played key roles in community development projects in greater Detroit and have redesigned selected campus locations. Students also have helped rehabilitate old properties in the Detroit area that are then showcased to the community.

D. Culture and Athletics

WEMU

WEMU, EMU's public radio station, was created in 1995 as a 10-watt facility. Today WEMU is an affiliate of National Public Radio and a recipient of federal financial support through the Corporation for Public Broadcasting's Community Service Grant program. Last year, WEMU spent approximately \$200,000 in the community on supplies, telephones, printing, and related activities. A significant portion of these funds went toward community events that WEMU produced, including the Ann Arbor Art Fair Live Performance Stage (\$14,000), Ypsilanti Heritage Festival (\$4,100), WEMU Mardi Gras (\$22,600), Ford Detroit International Jazz Festival (\$20,000), and Jazzistry (\$14,500). During the 2002 fiscal year, WEMU co-sponsored nine community events with a total attendance of 1,540,000. According to Ken Fischer, Executive Director, University Musical Society, University of Michigan:

Without WEMU, the University Musical Society would not be presenting jazz or world music events on our series. It is only because of WEMU's enthusiastic support and endorsement of what we do and their ability to reach the large, diverse audience they do, that UMS can afford to take the risk that the presentation of jazz and world music represents.

WEMU introduces listeners to approximately 700 new jazz and blues releases or classic reissues each year. The presence of WEMU has contributed to the opening of two jazz clubs, the creation of the Ann Arbor Blues and Jazz Festival, the founding of a record label, and other developments that feature jazz and blues. WEMU is a vital source of local and state news for the community. Not only does the station provide NPR's national news, it also produces its own local news stories and

features, along with important governmental, economic, and social news from the state capitol through a partnership with Michigan Public Radio Network.

Campus Life

Campus Life presents art and entertainment events throughout the year that are open to the public and enrich cultural life in southeast Michigan. During the last few years, professional performers representing diverse genres included Maya Angelou, Marvin Hamlisch, the Tibetan Monks, The Canadian Brass, and the National Acrobats of China. On many occasions free tickets to performances are given to community agencies, such as the SOS Crisis Center and Hope Clinic. Professional performances are often accompanied by activities in the community. For example, the River North Dance Company presented a lecture and demonstration on the history of dance to children at the Parkridge Community Center in Ypsilanti before the evening concert at Pease Auditorium.

Distinguished speakers addressing current events and topics open to the public have included Joe Clark, Mitch Albom, and Judy Shepard. Local residents are welcome to attend Martin Luther King Jr. Day Celebration events on campus, including the annual President's Luncheon and the Keynote address presented by such national figures as Myrlie Evers-Williams, Dr. Benjamin Carson, and Michael Eric Dyson. Campus Life spends approximately \$50,000 per year on technical support contracted through local businesses and marketing purchased through local advertising in the Ann Arbor News and other publications.

The Art Department

The Art Department contributes to the cultural atmosphere in the community by sponsoring exhibits and speakers, as well as by providing faculty volunteers and student internships in the community. During a recent two-year period (2000-02), the Art Department sponsored 32 exhibits that attracted 15,194 visitors to the Ford Gallery. Exhibit topics included performance and video art, comic art, photography, the Michigan Drawing Biennial, paintings, sculpture, and alternative media. Nearly 3,300 people enjoyed 19 speakers and presenters who addressed subjects ranging from Native American Art and African American Art to graphic design history and conceptual art. The Department also lends its expertise to local boards and organizations, including the Ann Arbor Area Arts Alliance, Art Train USA, the Michigan Guild of Artists and Artisans, the Ann Arbor Art Fair, Riverside Art Center, and Ann Arbor Art Center. Art Department faculty members maintain a presence in local schools by serving as speakers, presenters, and school art exhibition judges.

The Music Department

The Department of Music's mission includes service through community performances and outreach activities. Musical performances by faculty and student ensembles provide social and cultural opportunities in the community. The Department organizes concerts, recitals, and lectures that typically draw an audience of 100 when presented in the Alexander Music Building and 150-600 when performed in Pease Auditorium. The University's restoration of Pease in 1995 increased the number and variety of cultural offerings in the community and, during the 2001-02 season, 6,500 people attended the Department's Pease Showcase events (*i.e.*, large-scale concerts). A hotline phone number and web site provide the community with direct links to detailed information concerning offerings, events, and time schedules. During the 2001-02 season, 141 music events

attracted a total of 57,900 audience members (Table 21). In addition, the Department’s Community Music Academy offers groups and individuals private music lessons at reasonable rates.

Table 21: MUSIC EVENTS AND ATTENDANCE, 2001-02

Event	No. of Events	Attendance
Marching Band Shows	6	30,000 (est.)
Pease Showcase Events	9	6,500
University Ensemble Concerts	29	7,000
Faculty Recitals	14	2,950
Guest Recitals	14	2,950
Clinics, Workshops and Master Classes	14	1,750
Community Outreach Performances and Clinics	45	5,550
Student Solo Recitals and Honors Competitions	6	1,200
TOTAL	137	57,900

The Communications and Theater Arts Department (CTA)

During the 2001-02 academic year, the Department of Communications and Theater Arts produced five main-stage public performances that represented a sampling of playwrights and genres, with a total of 30 performances and an audience of 6,654 (see Table 22). CTA was responsible for additional stage shows which attracted 408 attendees, special events which drew 599 attendees, and community outreach programs which served 23,050 participants.

Table 22: MAIN-STAGE THEATRE PERFORMANCES, 2001-02

Title	Performances	Attendance
Gypsy	6	1,932
The Glass Menagerie	6	1,165
Ubu Roi	6	1,030
The Boy’s Next Door	6	859
A Midsummer Night’s Dream	6	1,668
TOTAL	30	6,654

Two of the Department’s recent main-stage performances, *A Midsummer Night’s Dream* and *The Glass Menagerie*, were also performed for 18 local schools in front of a total of 813 students and 63 teachers and chaperones. CTA sponsors Drama Day/Scholarship Day events that brought 208 students from 21 schools onto campus during the 2001-02 school year. Through its Drama Theatre for the Young Touring Program, CTA sends its students into local schools. During fall 2001 and winter 2002, the Touring Program put on 27 performances in 17 schools before an estimated audience of 5,350.

Athletic Events and Facilities

EMU is a member of the Mid-American Athletic Conference and fields men’s and women’s teams in NCAA sporting events. Campus club sports provide students with an outlet for athletic talents. EMU’s athletic programs afford Ypsilanti and the surrounding area an athletic identity that promotes the city as a host to additional athletic events. The athletic facilities and the Olds-Robb

Student Recreation/Intramural Complex are the sites of local school athletic contests and community social activities.

The Athletic Department’s mission statement reflects EMU’s commitment to rule compliance, equity, education, sportsmanship, and public service. Athletes, coaches, and support staff engage in service throughout the community; for the 2001-02 school year, this included 28 activities ranging from work with the United Way and March of Dimes to a Thanksgiving Dinner Handout and Reading Eagles (*i.e.*, basketball players who read books to local students). EMU athletic events attract visitors to the area. During the 2001-02 school year, an estimated 103,769 people attended 97 athletic contests at EMU, as shown in Table 23. Four Mid America Conference Championships were hosted by EMU with an attendance of 4,500.

Table 23: ATTENDANCE AT ATHLETIC EVENTS, 2001-02

Athletic Events	No. of Events	Attendance (*Estimated)
Women’s Basketball	13	7,837
Women’s Cross Country	3	1,500*
Women’s Gymnastics	4	2,000*
Women’s Soccer	8	2,400*
Women’s Softball	13	2,700*
Women’s Swimming and Diving	8	5,600*
Women’s Tennis	7	350*
Women’s Track In/Outdoor	4	2,000*
Men’s Baseball	20	7,000*
Men’s Cross Country	3	1,500*
Men’s Football	5	66,382
Men’s Swimming and Diving	5	3,000*
Men’s In/Outdoor Track	4	1,500*
TOTAL	97	103,769

The Athletic Department sponsors sports camps, clinics, and workshops for local students, high school athletic directors, and the public. EMU coaches, staff, and athletes present these popular community opportunities, which are attended by over 7,000 people (enumerated in Table 24).

Table 24: ATHLETIC CAMPS, CLINICS, AND WORKSHOPS

Activity	No. of Events	Attendance
Women’s Basketball Camp	6	1,000 (est.)
Women’s Soccer Day and	9	2,700
Women’s Track Clinics	1	150
Volleyball	13	730
Baseball Camps	9	545
Men’s Basketball	7	650
Men’s Football	4	835
Compliance Clinic (NCAA)	9	500
TOTAL	58	7,110

EMU's Recreation/Intramural Sports Department provides the campus and surrounding community with recreational facilities and activities that promote a healthy lifestyle through exercise, individual and team sports, educational programs, and recreational events. During the 2001-02 school year, 520, 000 people took advantage of REC/IM facilities.

The Athletic Department's facilities include the Convocation Center, Oestrike Stadium, Rynerson Stadium, Bowen Field House, and the EMU Natatorium. During the last five years, 92 agencies rented athletic facilities; 17 community agencies were accommodated without charge. Table 25 lists the attendance at athletic events, except intercollegiate sports, held at EMU facilities.

Table 25: ATHLETIC FACILITIES USE

Athletic Venue	Attendance (Estimated)
Convocation Center	2,400
Oestrike Stadium	3,450
Rynearson Stadium	14,550
Bowen Field House	5,750
Natatorium	1,500
TOTAL	27,650

E. Overview of the Social Impact of Eastern Michigan University

In addition to its support and stimulation of local and regional economies, EMU makes a positive impact on the social fabric of local and regional communities through outreach activities in many spheres, including education, health, business, government, culture, and athletics. Communities in the Ypsilanti-Ann Arbor area and throughout Michigan have benefited from the programs and activities provided by EMU's faculty, staff, and students.

Institutes, Centers, and Departments at EMU deliver community service programs that provide community management and development assistance; applied research; education and information; and professional health, safety, and family services to residents in the region. Currently, one of the largest community efforts is funded by a Community Outreach Partnership Center (COPC) grant from the U.S. Department of Housing and Urban Development awarded to EMU through its Institute for the Study of Children, Families, and Communities. COPC is a collaborative effort among several divisions of EMU and multiple community partners, including the City of Ypsilanti, and initially features seven individual community service projects.

Student community service activities include VISION (Volunteers Incorporating Students Into Our Neighborhoods), a series of programs through which EMU students provided over 38,000 volunteer hours in the community during the two academic years from 2000 to 2002. EMU's Academic Service-Learning Program, which has been selected as a national model, sends 500 students into the community each year. Eighty-six faculty members have been trained as Academic Service-

Learning Fellows over the past six years, and 58 governmental and non-profit agencies have been served.

The College of Education sponsors educational activities at local schools via school improvement initiatives, teacher education programs, and charter school oversight. Other colleges at EMU, in addition to the COE, contribute to the education of children, people with special needs, and adults in the community. EMU plays vital roles outside of the traditional academic environment through its College of Continuing Education, which makes educational opportunities available to working adults across the State of Michigan.

The College of Business offers activities that assist, promote, and improve local, regional, and state business concerns through its Office of Business Partnership Programs, highlighted by the activities of the regional Michigan Small Business Development Center hosted at EMU. Other campus units provide business, industry, organized labor, government, and other private and public sector organizations with applied research, training, and consulting services. For example, the Center for Quality and the Center for Organizational Risk Reduction provide corporate training worth millions of dollars each year, and the Institute for Community and Regional Development (ICARD) has provided applied research and training services to more than 100 communities and agencies in the past five years.

Many of the University's facilities and resources are available to community residents. These include the Bruce T. Halle Library, and campus meeting rooms and event venues such as McKenny Union, the EMU Convocation Center, and Pease Auditorium. Through EMU's public radio station WEMU, special Campus Life events, musical performances, theater productions, art exhibits, and athletic contests, the University provides both free and fee-based cultural and entertainment programs that enrich the regional quality of life.

EMU provides an academic environment that fosters the development of individuals as citizens through the provision of services to the community as a whole. The overall impact of many community interactions is difficult to measure, but the information in this report demonstrates that the programs and services available through the University have improved the lives of individual citizens and enhanced the vitality of the entire community.