Economic & Social Impact of Eastern Michigan University 2008-09

July, 2009
ECONOMIC & SOCIAL IMPACT
OF EASTERN MICHIGAN UNIVERSITY
2008-09

Presented to President Susan Martin
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Ellen Gold University Health Services
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Alethea Helbig ORD
Sandra Gonzales Upward Bound
Peggy Harless       VISION
Shamar Herron       Spark East
David Horstman      Eagle Crest Golf Club
Jodi Johnson        Athletic Training
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Don Keller          College of Technology
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David Mielke        College of Business
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Molly Motherwell    WEMU
Ross Nord           Department of Chemistry
Alexandria Oakes    Department of Physics and Astronomy
Joseph Ohren        Department of Political Science
Victor Okafor       Department of African American Studies
Sarah Kersey Otto   Career Services Center
Charnessa Page      Center for Multicultural Affairs
Claudia Petrescu    American Humanics, Department of Political Science
Whitney Prince      Department of Music and Dance
Linda Pritchard     Women’s and Gender Studies
Shawn Quilter       College of Education
Vicki Reaume        Alumni Relations
Sylvonna Reed       Department of Political Science
Ronald Reid         Convocation Center
Ann Rentfrew        Continuous Improvement and Planning
Robert Rhodes       Orthotics and Prosthetics
Karen Saules        Psychology Clinic
Rebecca Sipe        Department of English
Alane Starko        Department of Teacher Education
Caitlin Stolz       Women’s Resource Center
Roberta Towne       School of Nursing
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Kay Woodiel  Women's Resource Center
Marjorie Ziefert  School of Social Work
EXECUTIVE SUMMARY

Since its founding in 1849, Eastern Michigan University (EMU) has provided high-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 the higher earnings of these college graduates.

Furthermore, EMU enhances the quality of life of the local and regional communities through providing 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 the extensive volunteer activities of its staff and students. This study analyzes and quantifies these impacts and describes the University’s influences on the community. The list below reports some of these dimensions of basic EMU operations.

The study is divided into two parts: economic and social impact. The first deals with direct and indirect spending of EMU and its constituencies in the economy. The second deals with EMU’s contributions through community engagement and workforce development.

1. Economic Impact

Eastern Michigan University Operations:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students Enrolled Fall 2008</td>
<td>21,926</td>
</tr>
<tr>
<td>Total Degrees Awarded Calendar Year 2008</td>
<td>4,235</td>
</tr>
<tr>
<td>Total employees in 2008</td>
<td>2,417</td>
</tr>
<tr>
<td>Total Operating Expenses FY08 (millions)</td>
<td>$298.3</td>
</tr>
<tr>
<td>Salaries, Wages, and Benefits FY 2008 (millions)</td>
<td>$179.5</td>
</tr>
<tr>
<td>Building Construction, 2004-2008 (millions)</td>
<td>$71.1</td>
</tr>
<tr>
<td>Building Construction, expected 2009-11 (millions)</td>
<td>$179.2</td>
</tr>
</tbody>
</table>

EMU’s annual operating budget and construction spending of about one-half billion dollars have a total impact on the regional economy of more than one 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 more than $1.8 billion for the academic year 2008.

The alumni earnings premium accounts for more than 75% of EMU's total direct impact on Michigan’s economy. University expenditures account for about 18%, and student off-campus spending accounts for almost 7% of the direct impact. When the indirect effects of the direct expenditures are added, EMU's total economic impact amounts to more than $3.7 billion. The impact of the earnings premium is spread throughout Michigan, since EMU alumni reside throughout the state. For all items except the earnings premium, the impact of EMU on the economy is mostly concentrated in the Ypsilanti and Washtenaw County area.
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 more than $3.7 billion per year is equal to 1.06% of the total personal income in Michigan for the calendar year 2007. At the local level, the sum of EMU impacts, excluding the alumni earnings premium, is $567.1 million. Personal income in Washtenaw County was $14,234 million in 2007. Thus, the sum of EMU impacts on the local economy of $567.1 million represents 4% of local personal income and 8% after applying a multiplier of two to this amount.

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 2008, EMU received the following from the State of Michigan:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Appropriations</td>
<td>$84,880,347</td>
</tr>
<tr>
<td>State Financial Aid</td>
<td>$3,507,706</td>
</tr>
<tr>
<td>State Grants &amp; Contracts</td>
<td>$462,265</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$88,850,318</strong></td>
</tr>
</tbody>
</table>

This total accounts for 29.05% of EMU’s operating and non-operating expenditures for the year. As shown in Table 10, EMU had a total impact on the Michigan economy of $3,694.8 million for the 2008 academic year. Thus, EMU’s impact on the Michigan economy was $41.6 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 estimated impact on the Michigan economy was $41.6 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 $1.87 in taxes for each dollar received from the state.

EMU’s estimated impact on state government tax revenue is $1.87 for each dollar received from the State.

2. Social Impact

**Community Engagement.** Studies of the impact of universities on their surrounding community generally focus on an evaluation of their economic impact. The impact of the universities, however, including Eastern Michigan University, extends well beyond economic measures into the social fabric of the entire community.
The importance of community and civic engagement to the mission and activities of Eastern Michigan University was recognized in 2008 by its receipt of a Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching. This study attempts to quantify many of the activities across the University that led to this classification.

Community engagement activities are an integral program component for a large majority of organizational units at the university. Academic units use community venues as a professional outlet for faculty and students in a mutually beneficial learning relationship. Many non-academic and support units at the university are also intensively involved in community activities, often because such engagement is central to their organizational mission.

Community settings also serve as an extension of the campus as venues for such field-experience educational activities as internships and student teaching. While these career-preparation activities are sometimes recognized in terms of their social integration with the community, they are less often analyzed as a vital component of a university’s long-term contribution to the economic well-being of the community. This study quantifies these job-related workforce development activities for the first time at EMU, in order to distinctly recognize and quantify their impact in both social and economic terms.

Community engagement and outreach activities of EMU units defy extensive quantification because of the wide variety of activities included. Their value can be partially expressed, however, through the aggregation of common data about community-based programs, events, and partnerships. Counting only those activities reported in completed surveys of organizational units across the University, during the 2007-2008 academic year the community-engagement programs of EMU:

- Sponsored or hosted more than 2,200 events, programs, and activities that included almost 900,000 attendees.
- Received more than $4.3 million of outside funding for community-based programming from more than 20 different organizations, including individuals, businesses, foundations, and government agencies.
- Collaborated with more than 800 different organizations to engage in community-service activities. Partners included non-profit agencies, governmental units, professional and fraternal organizations, private corporations, school districts, and other colleges and universities.

These totals include only the specific numbers supplied by individual University units. Some programs do not collect or did not supply specific data on program participation. The numbers in the summaries above, therefore, are only partial data and do not reflect the total impact of the community-engagement activities of the University.

The complete EMU economic-impact report contains detailed enumeration of community-engagement activities conducted by various academic and support units across the University.

**Workforce Development.** One of the pressing economic development needs of the 21st century, made even more urgent by severe recession, is for a skilled workforce—one that is responsive to contemporary changes rather than being based on the requirements of an era that has passed. Historically, workforce development has been thought of as a mandate for vocational schools and community colleges; educators, politicians, and policy makers have not often applied its mandates to four-year colleges and universities. This remains true in spite of the widespread recognition that a college education is now a prerequisite for a larger and larger percentage of available job
opportunities, especially those that pay high enough wages to provide adequate support for individuals and families.

Based on this need, a survey was done of EMU’s academic departments to identify and quantify career-related activities for their students as a vital component of the current study of the economic impact of Eastern Michigan University. Program information and data were collected to stimulate identification and emulation of best practices and to establish baseline measurement data. The following activities were reported for the 2007-08 academic year:

- 4,455 EMU students were reported to have received credit for field-experience courses, including internships, co-operative education, and student teaching.
- 22,277 hours of academic credit were earned for student field placements reported, based on 757,142 placement hours served.
- An estimated 1,500 agencies received the services of EMU students in field-placement assignments.

One of the most promising avenues to develop career opportunities for students is through interactions with alumni. Academic units reported the following formal alumni activities:

- One-half of the units reporting actively track their program graduates; only 20% aggregate job-placement and career-employment data about their graduates.
- Three-fourths of the academic units responding correspond systematically with their graduates; a majority of those use e-mail to do so.
- One-half of the reporting units held alumni events in the past year, and forty percent have active alumni organizations.
- Twenty percent reported interactions between alumni and current students that could be described as “mentoring” activities.

While the data from this initial survey provide an incomplete picture of workforce development activities at Eastern Michigan University, they document a strong orientation toward effective career applications in academic programs across the university. Exemplary programming is illustrated, but some gaps are also evident. The information gathered is instructive for further planning and programming at both the departmental and institutional level.

In addition to the aggregate data collected, information submitted about the practices of individual units is useful as models or “best practices,” for other units to consider. Mechanisms can be set up for the transfer and adaptation of this program information, perhaps using existing units such as the Faculty Development Center and the Office of Career Services as facilitators for this process.

Based on the implications of this study, more direct interaction between the student-support services of the Division of Student Affairs and the academic programs of the Academic Affairs Division should be encouraged and supported. An employment and career-based emphasis seems the proper focus of activities that promote both student participation and enhanced academic outcomes.

While much attention and many university resources are rightfully devoted to the first college experiences of traditional students in on-campus settings, career-related programs should prove especially useful to upper level, transfer and graduate students. At an institutional level, the data from this study, along with subsequent follow-up activities, can contribute significantly to the work
of The Retention Council, The Enrollment Management Council and the Strategic Planning Council. Furthermore, it will identify additional means of programs and unit assessments.

Summary of EMU Economic and Social Impact:

- **Economic Return**
  EMU's total impact on the Michigan economy of $3.7 billion for 2008 reflects a return of $42 for each dollar received from the state.

- **Taxes Paid**
  EMU's total impact on the Michigan economy results in a contribution of $166 million in state tax revenue. Thus, EMU’s impact on state government tax revenue is $1.87 in taxes for each dollar received from the state.

- **Regional Economy**
  EMU's operating budget and construction spending have an impact on the regional economy of more than 1.5 billion dollars per year.

- **Local Economy**
  EMU's annual expenditure of $298 million produces an impact on the local community of $567 million per year.

- **Earnings Premium**
  Estimated earnings premium of EMU graduates for 2008 of $2.1 billion annually is seven times greater than the University’s total spending in 2008. This education premium has the potential of increasing the state income tax by $94.5 million annually.

- **Student Spending**
  EMU students spent an estimated $112 million for off-campus expenses in 2008.

- **Staff Spending**
  Nearly two-third of EMU's annual payroll of $179 million is earned by employees who live in Washtenaw County.

- **Retiree Contributions**
  EMU retirees living in the state earned an estimated $24.8 million in 2008 generating $1.5 million in state taxes.

- **Community Engagement**
  - In 2007-08, organizational units across EMU sponsored or hosted more than 2,200 events, programs, and activities that included almost 900,000 attendees.
  - In 2007-08, organizational units across EMU received more than $4.3 million of outside funding for service projects and community-based programming from more than 20 different organizations.
  - In 2007-08, organizational units across EMU collaborated with more than 800 different organizations to engage in community-service activities.

- **Workforce Development**
  - 4,455 EMU students received credit for field-experience courses, including internships, co-operative education, and student teaching.
  - 22,277 hours of academic credit were earned for student field-placements, based on 757,142 placement hours served.
  - An estimated 1,500 agencies received the services of EMU students in field placement assignments.
This study has empirically illustrated the significant economic and social impact that Eastern Michigan University has on the various communities of which it is a part. The information presented provides an understanding of the university that can be presented to current and potential supporters. It also can provide guidance to all the members of the university community in developing and implementing programs that continue and increase the value of the university to its students, its faculty and staff members, and to the region and state which it serves.

Respectively Submitted to President Susan Martin

Raouf S. Hanna, Andrea Jaechel Charles Monsma
Chair, ISPC and Head, Economics AVP Business & Finance Professor, Political Science

July 1, 2009
Since its founding in 1849, Eastern Michigan University (EMU) has provided high-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 providing 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 should be important for EMU’s strategic planning initiative and for local and state government and business planning.

Table 1 summarizes some of EMU’s impacts on the local community and the State of Michigan for the past six years. Every year about 22,000 students enroll in EMU and about 4,000 students receive bachelor’s or master’s degrees. Based on standard multiplier assumptions, EMU’s annual spending of about one-third of a billion dollars has a total impact on the regional economy of more than two-thirds of a 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

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Enrolled Fall</td>
<td>23,862</td>
<td>23,487</td>
<td>22,974</td>
<td>22,848</td>
<td>21,926</td>
</tr>
<tr>
<td>Total Degrees Awarded</td>
<td>4,118</td>
<td>4,058</td>
<td>4,056</td>
<td>4,095</td>
<td>4,235</td>
</tr>
<tr>
<td>Employees</td>
<td>2,393</td>
<td>2,395</td>
<td>2,421</td>
<td>2,335</td>
<td>2,417</td>
</tr>
<tr>
<td>Total Operating Expenses ($ million)</td>
<td>261.4</td>
<td>269.2</td>
<td>278.3</td>
<td>291.0</td>
<td>298.3</td>
</tr>
<tr>
<td>Salaries, Wages &amp; Benefits ($ million)</td>
<td>161.6</td>
<td>164.9</td>
<td>169.0</td>
<td>179.5</td>
<td>179.5</td>
</tr>
<tr>
<td>Construction Expense ($ million)</td>
<td>3.9</td>
<td>11.5</td>
<td>27.4</td>
<td>16.4</td>
<td>11.9</td>
</tr>
</tbody>
</table>

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.

**Figure 1: Economic Impact of EMU – Resource Flow Diagram**

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 2008, EMU was the sixth largest of the fifteen universities in the State of Michigan university system and accounted for 8.95% of the total enrollment of these institutions (see Table 2). Since a greater percentage of EMU’s students attend on a part-time basis than at some other Michigan universities, EMU accounts for a slightly larger percentage (9.23%) of the total number of students in the system. EMUs 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 2008 academic year, 2,963 bachelor’s degrees were awarded by EMU, placing it sixth among Michigan universities with 7.18% of the total degrees conferred; 1,268 master’s degrees were awarded, ranking EMU sixth with 8.07% of master’s degrees earned.

The University of Michigan-Ann Arbor, Michigan State University, and Wayne State University together accounted for 93% 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 15 doctoral degrees in 2008, or 2.1% of the total awarded at Michigan universities.
### Table 2: EASTERN MICHIGAN IN THE MICHIGAN PUBLIC UNIVERSITY SYSTEM

<table>
<thead>
<tr>
<th>University</th>
<th>Total Students Fall 2008</th>
<th>FY Equated Students</th>
<th>Share of FYE Students</th>
<th>Bachelor’s Awarded 2007-2008</th>
<th>Master’s Awarded 2007-2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Michigan</td>
<td>21,926</td>
<td>18,149</td>
<td>8.95%</td>
<td>2,964</td>
<td>1,271</td>
</tr>
<tr>
<td>Central Michigan</td>
<td>27,354</td>
<td>23,060</td>
<td>7.05%</td>
<td>3,493</td>
<td>2,022</td>
</tr>
<tr>
<td>Ferris State</td>
<td>13,532</td>
<td>11,392</td>
<td>4.43%</td>
<td>1,883</td>
<td>144</td>
</tr>
<tr>
<td>Grand Valley</td>
<td>23,892</td>
<td>20,954</td>
<td>8.14%</td>
<td>3,623</td>
<td>975</td>
</tr>
<tr>
<td>Lake Superior</td>
<td>2,583</td>
<td>2,409</td>
<td>.94%</td>
<td>456</td>
<td>4</td>
</tr>
<tr>
<td>Michigan State</td>
<td>46,648</td>
<td>43,520</td>
<td>16.89%</td>
<td>6,258</td>
<td>1,817</td>
</tr>
<tr>
<td>Michigan Tech</td>
<td>7,018</td>
<td>6,083</td>
<td>2.36%</td>
<td>1,146</td>
<td>196</td>
</tr>
<tr>
<td>Northern Michigan</td>
<td>9,347</td>
<td>8,427</td>
<td>3.27%</td>
<td>1,208</td>
<td>150</td>
</tr>
<tr>
<td>Oakland</td>
<td>18,169</td>
<td>14,870</td>
<td>5.78%</td>
<td>2,241</td>
<td>915</td>
</tr>
<tr>
<td>Saginaw Valley</td>
<td>9,837</td>
<td>8,004</td>
<td>3.11%</td>
<td>1,159</td>
<td>461</td>
</tr>
<tr>
<td>UM-Ann Arbor</td>
<td>41,028</td>
<td>41,766</td>
<td>16.21%</td>
<td>6,258</td>
<td>3,336</td>
</tr>
<tr>
<td>UM-Dearborn</td>
<td>8,569</td>
<td>6,111</td>
<td>2.38%</td>
<td>1,147</td>
<td>581</td>
</tr>
<tr>
<td>UM-Flint</td>
<td>7,260</td>
<td>5,544</td>
<td>2.16%</td>
<td>915</td>
<td>291</td>
</tr>
<tr>
<td>Wayne State</td>
<td>31,668</td>
<td>25,547</td>
<td>9.92%</td>
<td>2,781</td>
<td>2,271</td>
</tr>
<tr>
<td>Western Michigan</td>
<td>24,818</td>
<td>21,824</td>
<td>8.47%</td>
<td>4,406</td>
<td>1,278</td>
</tr>
<tr>
<td>TOTAL</td>
<td>293,649</td>
<td>257,660</td>
<td>100%</td>
<td>41,260</td>
<td>15,709</td>
</tr>
</tbody>
</table>

**Integrated Postsecondary Education Data System (IPEDS)**

### Earnings Premium from Education

The largest economic impact of Michigan’s university system is the enhanced annual earnings potential of university graduates. Table 3 displays the median annual earnings in 2007 by educational attainment for workers aged 25 and over, using those with a high school education as a base comparison ($21,219 - $32,435). According to a 2007 U.S. Census Bureau Report; higher educational attainment was associated with higher earnings on average. The median earnings ranged from about $19,000 for those with less than high school diplomas to over $60,000 for those with an advanced degree. High school graduates earned about $27,000, while those with a bachelor’s degree earned about $47,000.

### Table 3: ANNUAL EARNINGS PREMIUM FOR EMU DEGREES AWARDED IN 2007

<table>
<thead>
<tr>
<th>Degree</th>
<th>Earnings Differential for 2007 by Sex and Degree for 25-34 Age Group from 2007 U.S. Census Bureau</th>
<th>Total Earnings Premium by Level of Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males  Granted 07-8</td>
<td>Females Granted 07-8</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>$ 24,962</td>
<td>1,176</td>
</tr>
<tr>
<td>Advanced Degree</td>
<td>$ 44,784</td>
<td>451</td>
</tr>
<tr>
<td>Total</td>
<td>$79.7 Million</td>
<td></td>
</tr>
</tbody>
</table>

Earnings differentials for each degree are shown relative to earnings for those with a high school education. Since those receiving an advanced degree (master’s/doctorate) would already have a bachelor’s degree, the earnings premium is calculated from the increase in earnings beyond the bachelor’s degree (e.g., for males with an advanced degree, $44,784-$24,962=$19,822, which is the earning increment for an advanced degree beyond that for a bachelor’s degree). **Source U.S. Census Bureau**

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.

Similar analysis produces an average wage premium of $19,822 from their bachelor’s degree in 2008. This produces an education premium in Michigan of $197 million for females who earned bachelor’s degrees from EMU between 1997 and 2007. Similar calculations were computed for each age, sex, and degree cohort, yielding a total annual earnings premium for Michigan residents of $1.78 billion for 2008 based on degrees awarded by EMU from 1997-2007.

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, 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, and about $2.1 billion in 2008. In fiscal year 2001 (2008) EMU’s net operating budget was $226 ($308) million, making the estimated earnings premium for 2002 more than six times as large as the University’s annual operating budget, and seven times as large as the University’s annual operating budget in 2008.

| EMU’s estimated earnings premium increased from $1.5 billion to $2.1 billion. It is seven times as large as the University’s operating budget in 2008 as compared to six times as large in 2002. |
Table 4: Total Annual Earnings Premium for Michigan Residents for EMU Degrees Awarded 1957-1996

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Age in 1999</td>
<td>25 to 34</td>
<td>35 to 44</td>
<td>45 to 54</td>
<td>55 to 64</td>
<td>Totals</td>
</tr>
<tr>
<td>Sex</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Number of Degrees Conferred by Year of Degree and Sex:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor's</td>
<td>17,371</td>
<td>11,287</td>
<td>12,471</td>
<td>8,927</td>
<td>12,984</td>
</tr>
<tr>
<td>Master's</td>
<td>7,945</td>
<td>3,734</td>
<td>6,484</td>
<td>4,542</td>
<td>7,032</td>
</tr>
<tr>
<td>Doctoral</td>
<td>6</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>EMU Estimate of Percentage of Graduates Living in Michigan in 1999 by Year of Degree and Sex</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor's</td>
<td>79%</td>
<td>77%</td>
<td>71%</td>
<td>71%</td>
<td>74%</td>
</tr>
<tr>
<td>Master's</td>
<td>75%</td>
<td>68%</td>
<td>69%</td>
<td>65%</td>
<td>70%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>100%</td>
<td>100%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Number of Graduates Living in Michigan in 1999 by Year of Degree and Sex</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor's</td>
<td>13,723</td>
<td>8,691</td>
<td>8,854</td>
<td>6,338</td>
<td>9,608</td>
</tr>
<tr>
<td>Master's</td>
<td>5,959</td>
<td>2,539</td>
<td>4,474</td>
<td>2,952</td>
<td>4,922</td>
</tr>
<tr>
<td>Doctoral</td>
<td>6</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>U.S. Labor Force Participation Rates, All College Graduates Over 25 by Sex (Age &amp; degree differentials are not available)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor's</td>
<td>0.73</td>
<td>0.88</td>
<td>0.73</td>
<td>0.88</td>
<td>0.73</td>
</tr>
<tr>
<td>Master's</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earnings Differentials for 1999 by Degree, Age and Sex from 2000 U.S. Population Census</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor's</td>
<td>$14,724</td>
<td>$19,338</td>
<td>$15,502</td>
<td>$32,285</td>
<td>$15,873</td>
</tr>
<tr>
<td>#Master's</td>
<td>$21,454</td>
<td>$30,000</td>
<td>$24,251</td>
<td>$38,078</td>
<td>$27,067</td>
</tr>
<tr>
<td>#Doctoral</td>
<td>$31,289</td>
<td>$41,175</td>
<td>n.a.</td>
<td>n.a.</td>
<td>n.a.</td>
</tr>
<tr>
<td>Education Premium for Michigan Residents in Millions of $ Using Marginal Earnings Differential by Degree, Age and Sex</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor's</td>
<td>$147</td>
<td>$148</td>
<td>$100</td>
<td>$180</td>
<td>$111</td>
</tr>
<tr>
<td>#Master's</td>
<td>$29</td>
<td>$24</td>
<td>$29</td>
<td>$15</td>
<td>$40</td>
</tr>
<tr>
<td>#Doctoral</td>
<td>(a)</td>
<td>(a)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes: # See discussion of earnings differential by degree in Table 3. (a) = Less than $0.5 Million. n.a. = Not applicable.
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 more than 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 and Figure 2. 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 2008 academic year, total revenues were $309 million, an increase of $39.4 million from 2004. In 2008, tuition and fees, less financial aid, were the largest source of revenue at 48%, while State general fund appropriations were the second largest source of revenue, at 28% of the total. This $84.8 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. Financial aid or scholarships are funded primarily by financial aid grants from the Federal and State governments, and these accounted for 6.7% of revenues in 2008. More than eighty percent of financial aid grants came from the Federal government in 2008. In 2008, student-related auxiliary activities, such as room and board, parking, and health services, accounted for more than three-fourths of the 9.58% of revenues that came from auxiliary activities. The remaining quarter of auxiliary service revenues were derived from University conference centers, the golf course, and product sales.

Table 5: UNIVERSITY REVENUE BY SOURCE AND FUNCTION

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Tuition &amp; Fees</td>
<td>$117,848,221</td>
<td>$122,712,555</td>
<td>$138,191,166</td>
<td>$142,490,217</td>
<td>$147,192,018</td>
</tr>
<tr>
<td>Auxiliary Activity</td>
<td>35,096,710</td>
<td>34,097,059</td>
<td>30,238,165</td>
<td>28,893,774</td>
<td>29,591,309</td>
</tr>
<tr>
<td>Fed. &amp; State Grants&amp; Contracts</td>
<td>7,684,247</td>
<td>7,855,417</td>
<td>6,707,941</td>
<td>7,449,678</td>
<td>7,618,539</td>
</tr>
<tr>
<td>Other Grants &amp; Contracts</td>
<td>5,215,990</td>
<td>4,140,111</td>
<td>5,187,691</td>
<td>3,308,899</td>
<td>2,744,732</td>
</tr>
<tr>
<td>Departmental Activities</td>
<td>5,789,737</td>
<td>5,552,404</td>
<td>6,020,043</td>
<td>6,033,759</td>
<td>6,068,172</td>
</tr>
<tr>
<td>Other</td>
<td>1,330,660</td>
<td>1,178,359</td>
<td>1,790,122</td>
<td>1,775,924</td>
<td>2,277,620</td>
</tr>
<tr>
<td>State Appropriations</td>
<td>74,929,604</td>
<td>79,051,199</td>
<td>76,764,820</td>
<td>69,169,835</td>
<td>84,880,347</td>
</tr>
<tr>
<td>Gifts</td>
<td>2,988,334</td>
<td>2,855,057</td>
<td>3,447,515</td>
<td>3,152,930</td>
<td>3,286,049</td>
</tr>
<tr>
<td>Investment Income</td>
<td>1,429,044</td>
<td>2,538,133</td>
<td>3,403,355</td>
<td>5,060,751</td>
<td>4,303,788</td>
</tr>
<tr>
<td>Other</td>
<td>439,356</td>
<td>403,357</td>
<td>658,089</td>
<td>201,439</td>
<td>232,657</td>
</tr>
<tr>
<td>Capital Gifts</td>
<td>809,703</td>
<td>57,000</td>
<td>229,080</td>
<td>114,276</td>
<td>95,324</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>$269,566,569</td>
<td>$276,828,190</td>
<td>$289,519,396</td>
<td>$284,856,107</td>
<td>$308,951,096</td>
</tr>
</tbody>
</table>
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 2008, the University received about $10.3 million in revenues for sponsored research and community-service activities, or about 3.36% of its total revenues for the year. More than one-fourth 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 $6.1 million in revenues in 2008, or about 2% 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. Gifts to the University were nearly $3.3 million, or 1% of total revenues. The University has not received substantial capital appropriations since 1996; therefore, most construction projects are funded through the issuance of tax-exempt bonds that are considered a financing activity and not shown as revenue.

University Budget—Expenditures

During the past five years nearly 97% of total University revenues supported operating expenditures, as shown in Table 6 and illustrated in Figure 3. Other uses of income are interest expenses, which amounted to about 2.5% of total expenditures from 2004 to 2008. Net assets declined from 6% from 2004 to 2008, $258.8 million and $242.5 million, respectively. Among
other factors, a downward trend in credit-hour production from 2004 to 2008 contributed to the decline in net assets.

Table 6: UNIVERSITY EXPENDITURES BY FUNCTION FY04 – FY08

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$91,135,826</td>
<td>$93,035,487</td>
<td>$98,737,298</td>
<td>$105,071,177</td>
<td>$104,607,585</td>
</tr>
<tr>
<td>Research</td>
<td>4,753,199</td>
<td>4,946,302</td>
<td>5,208,231</td>
<td>5,529,533</td>
<td>5,067,404</td>
</tr>
<tr>
<td>Public Service</td>
<td>11,576,486</td>
<td>10,821,765</td>
<td>10,884,509</td>
<td>10,831,212</td>
<td>10,748,842</td>
</tr>
<tr>
<td>Academic Support</td>
<td>19,659,422</td>
<td>19,602,093</td>
<td>20,769,445</td>
<td>20,547,450</td>
<td>20,991,379</td>
</tr>
<tr>
<td>Student Services</td>
<td>24,753,932</td>
<td>24,718,886</td>
<td>23,598,925</td>
<td>26,764,373</td>
<td>26,868,896</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>30,709,139</td>
<td>32,430,309</td>
<td>33,823,537</td>
<td>34,944,059</td>
<td>36,058,584</td>
</tr>
<tr>
<td>Scholarship &amp; Fellowship</td>
<td>16,995,597</td>
<td>17,717,324</td>
<td>18,777,665</td>
<td>17,488,042</td>
<td>19,540,452</td>
</tr>
<tr>
<td>Operation &amp; Mainten. of Plant</td>
<td>16,910,850</td>
<td>18,766,150</td>
<td>22,741,294</td>
<td>24,279,546</td>
<td>26,827,082</td>
</tr>
<tr>
<td>Auxiliary Activities</td>
<td>29,172,364</td>
<td>30,877,306</td>
<td>27,862,849</td>
<td>28,123,934</td>
<td>25,221,442</td>
</tr>
<tr>
<td>Depreciation</td>
<td>15,502,637</td>
<td>16,062,418</td>
<td>15,528,664</td>
<td>17,040,470</td>
<td>15,755,856</td>
</tr>
<tr>
<td>Other</td>
<td>271,943</td>
<td>269,259</td>
<td>357,411</td>
<td>374,459</td>
<td>6,608,175</td>
</tr>
<tr>
<td>Interest Expense</td>
<td>7,619,601</td>
<td>6,840,022</td>
<td>6,245,093</td>
<td>6,113,602</td>
<td>7,628,521</td>
</tr>
<tr>
<td>Total Expenditures</td>
<td>$269,060,996</td>
<td>$276,087,321</td>
<td>$284,534,921</td>
<td>$297,107,857</td>
<td>$305,924,218</td>
</tr>
</tbody>
</table>


Figure 3: EMU Expenditures by Function; 2004-2008

The data from Table 6 show that about one-third of operating expenditures went directly to academic departments that provide instruction, and funding for Scholarships and Fellowships that assist students in paying for their education have steadily increased from 6.3% in 2004 to 8.8% in 2008. Funding for Academic Support, which includes Library services and operations of the offices of college deans and the provost, has decreased from 7.3% in 2004 to 6.9% in 2008. Approximately 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 more than eleven percent 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 an average of 10% of the annual 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 an annual average of 5 million and accounted for 1.8% of operating expenditures from 2004 to 2008. 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 the 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 have decreased from 4.3% in 2004 to 3.5% of operating expenditures in 2008. 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 operations 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, has increased from 6.3% in 2004 to 8.8% in 2008; rising fuel costs and the addition of a 176,000 square foot student center account for some of these increases. Depreciation of Capital, the reduction in the value of an asset due to usage, passage of time, wear and tear, technological outdating or obsolescence, inadequacy, and other such factors account for approximately 5.6% of expenditures annually.

**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. Figure 4 presents expenditures on capital assets for the 2004 through 2008 fiscal years, and planned expenditures for FY 2009-10 through 2011-12. The items included expenditures on new buildings, infrastructure, equipment, and land. Expenditures for this category ranged from a high of $55.1 million in 2007 to a low of $8.8 million in 2002, with an average during the five years of $21.9 million. During the next three years EMU planned capital expenditures is $179.5 million ($81.6 million in 2009-10, $63.4 million in 2010-11, and $34.5 million in 2011-12).
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 2004-2008 fiscal years, EMU added a total of $109.4 million in new capital, including the new student center. Since 2004 EMU has renewed the architectural assets of the campus ($5.9 million), preserved the mechanical assets of the campus ($3.4 million), preserved electrical systems ($1.1 million), and preserved other critical campus facilities ($3.4 million). Construction underway includes the renovation of the largest classroom building on campus, Pray-Harrold in the amount of $42 million, and the $90 million renovation and 72,000 square-foot expansion to the Mark Jefferson 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. Between 2004 and 2008, EMU paid between $161.6 and $179.5 million, or about 59% of its total expenditures, for *salaries, wages, and benefits*, including employer contributions for social insurance and medical and retirement benefits. As discussed 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 about 2.0% of expenditures in the period. Spending on *new construction* accounts for EMU’s total expenditures of one-third billion dollars for each fiscal year 2007 and 2008 and made
Table 7: OPERATING AND CAPITAL EXPENDITURES BY GENERAL CATEGORIZATION

<table>
<thead>
<tr>
<th>Categories</th>
<th>Multiplier</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Wages</td>
<td>2.5</td>
<td>$161,574,930</td>
<td>$164,943,496</td>
<td>$169,015,978</td>
<td>$179,503,240</td>
<td>$179,532,210</td>
</tr>
<tr>
<td>Supplies &amp; Travel</td>
<td>1.5</td>
<td>$15,947,487</td>
<td>$15,327,194</td>
<td>$15,734,914</td>
<td>$16,380,924</td>
<td>$16,784,912</td>
</tr>
<tr>
<td>Scholarship Expense</td>
<td>0</td>
<td>$16,995,597</td>
<td>$17,717,324</td>
<td>$18,777,665</td>
<td>$17,488,042</td>
<td>$19,540,452</td>
</tr>
<tr>
<td>Interest Expenses</td>
<td>1.0</td>
<td>$7,619,601</td>
<td>$6,840,022</td>
<td>$6,245,093</td>
<td>$6,113,602</td>
<td>$7,628,521</td>
</tr>
<tr>
<td>New Construction</td>
<td>2.0</td>
<td></td>
<td></td>
<td></td>
<td>$13,401,700</td>
<td>$11,996,639</td>
</tr>
<tr>
<td>Equipment</td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
<td>$7,527,068</td>
<td>$5,463,429</td>
</tr>
<tr>
<td>All Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$6,264,4281</td>
<td>$9,580,122</td>
</tr>
<tr>
<td>Total Expenditures</td>
<td></td>
<td>$269,060,996</td>
<td>$276,087,321</td>
<td>$284,534,921</td>
<td>$297,107,857</td>
<td>$305,924,218</td>
</tr>
<tr>
<td>Total Revenues</td>
<td></td>
<td>$269,566,569</td>
<td>$276,828,190</td>
<td>$289,519,396</td>
<td>$284,856,107</td>
<td>$308,951,096</td>
</tr>
</tbody>
</table>

Source: Eastern Michigan University, Financial Statements and Supplemental Information.

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 $306 million produces an impact on the local community of $612 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, some estimates of expenditure multipliers for each expenditure category appear in Table 7. Since employees typically live close to their places 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, health care, and housing.

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\(^2\) This 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.
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. 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.

EMU’s total expenditures were $309 million in 2008.

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 2004 through 2008. This suggests that further refinement of multiplier effects is unlikely to significantly alter the analysis.

Figure 5: Geographic Distribution of Faculty and Staff Earnings (As of March 19 2009)

Source: Based on Banner extract provided by Human Resources
Since *salaries, wages, and benefits* represent more than 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 Wayne County, as shown in Figure 5.

One-third (33%) of EMU’s payroll goes to people living in Ypsilanti, and 20% goes to those with Ann Arbor zip codes. Another 4% of staff earnings are paid to employees living in Saline. In total, almost two-thirds (62.2%) 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 (19%) and all other areas (18.8%). A large share of earnings in Wayne County is concentrated in Canton, Belleville, and Plymouth in the western part of the county, close to Ypsilanti. Of the 18.8% of earnings paid to those living outside of Washtenaw and Wayne counties, 3.9% goes to Oakland, 3.6% goes to Livingston, and 1.9% to Monroe Counties. Together these five counties account for all but 90.6% of the EMU payroll; of this small percentage, 7.8% goes to the rest of Michigan, and 1.6% to the rest of the U.S. (mostly Ohio).

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, 823 retirees are currently eligible for death benefits. For the 2008 academic year, the EMU Directory listed 359 Emeritus Faculty Members or surviving spouses (Associate Members), with 266 (74%) living in Michigan and nearly 206 (57%) living in Washtenaw County. There are 42 non-faculty retirees or surviving spouses listed in the directory, with 36 (86%) living in Michigan and nearly 28 (67%) in Washtenaw County. By applying the geographic distribution for retired faculty to the 823 retirees eligible for death benefits, an estimated 658 EMU retirees live in Michigan and 510 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 such other employees 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 $20,000 in Social Security, and that non-faculty each receives about $25,000 per year. Thus, estimated total earnings of the 266 retired faculty members living in Michigan are $18,620,000 per year; earnings for the 36 retired non-faculty members in Michigan are $16,200,000. Taken together, this yields $34.8 million each year earned by EMU retirees living in Michigan, with about $27 million going to those living in Washtenaw County. These earnings contribute an estimate about $1.5 million in state income tax.

EMU retirees living in Michigan earned an estimated $34.8 million and contributed $1.5 million in state income tax revenue in 2008.

**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 serving the local community, rather than bringing economic activity to the area from outside. More than three quarters of its students come from Lenawee, Livingston, Macomb, Monroe, Oakland, Washtenaw, and Wayne counties; while 14.9 percent come from areas other than southeastern Michigan, and 2.46% represents foreign or other.

Figure 6 shows the geographic origin of EMU students based on their initial entry into the University. Nearly three-quarters of EMU students come from a three-county area in southeastern Michigan: 36% from Wayne, 22.4% from Washtenaw, and 11% from Oakland. These data indicate that EMU generates a significant cash flow into Washtenaw.

Figure 6: Geographic Origin of Undergraduate Students Fall 2008 (Based on Student Profile)

Office of Institutional Research and Information Management, Student Profile Report

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3 Based on address at time of admission for all students enrolled for fall 2007. 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.
Figure 6: Geographic Origin of Undergraduate Students Fall 2008 (Based on Student Profile)

Office of Institutional Research and Information Management, Student Profile Report

Figure 7: Geographic Origin of Graduate and Professional Student Fall 2008 (Based on Student Profile)
The geographic origin of EMU’s students differs in some important ways between undergraduates, who represent 78.3% of the student body, and graduate students, who represent 21.7%, as shown in Table 8. Wayne County provides 34.3% of EMU’s undergraduates, but only 22.7% 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 awarded 2,271 master’s in the 2008 academic year. Washtenaw County residents provide a smaller share of EMU's undergraduates (20.3%) compared to its share of graduate students (22.6%).

<table>
<thead>
<tr>
<th>Student Level</th>
<th>Total Students</th>
<th>Undergraduate</th>
<th>Graduate Students &amp; Prof.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Origin of Students</td>
<td>Number % Share</td>
<td>Number % Share</td>
<td>Number % Share</td>
</tr>
<tr>
<td>Wayne County</td>
<td>7,006 31.8%</td>
<td>5,921 34.3%</td>
<td>1,085 22.7%</td>
</tr>
<tr>
<td>Washtenaw County</td>
<td>4,601 20.8%</td>
<td>3,521 20.3%</td>
<td>1,080 22.6%</td>
</tr>
<tr>
<td>Oakland County</td>
<td>2,176 9.8%</td>
<td>1,756 10.2%</td>
<td>420 8.8%</td>
</tr>
<tr>
<td>Livingston County</td>
<td>1,115 5.1%</td>
<td>938 5.4%</td>
<td>177 3.7%</td>
</tr>
<tr>
<td>Monroe County</td>
<td>657 2.9%</td>
<td>526 3.1%</td>
<td>131 2.7%</td>
</tr>
<tr>
<td>Macomb County</td>
<td>502 2.3%</td>
<td>418 2.4%</td>
<td>84 1.8%</td>
</tr>
<tr>
<td>Genesee County</td>
<td>473 2.2%</td>
<td>360 2.1%</td>
<td>113 2.4%</td>
</tr>
<tr>
<td>Lenawee County</td>
<td>417 1.9%</td>
<td>323 1.9%</td>
<td>94 2.0%</td>
</tr>
<tr>
<td>Jackson County</td>
<td>374 1.7%</td>
<td>259 1.5%</td>
<td>115 2.4%</td>
</tr>
<tr>
<td>Ingham County</td>
<td>200 1%</td>
<td>146 1%</td>
<td>54 1.1%</td>
</tr>
<tr>
<td>Rest of Michigan</td>
<td>1,307 5.9%</td>
<td>1,039 5.8%</td>
<td>328 6.9%</td>
</tr>
<tr>
<td>Rest of Population</td>
<td>3,229 14.6%</td>
<td>2,076 12.0%</td>
<td>1,093 22.9%</td>
</tr>
<tr>
<td>Total</td>
<td>22,057 100%</td>
<td>17,283 100%</td>
<td>4,774 100%</td>
</tr>
</tbody>
</table>

Colum as % of Total 100% 78.3% 21.7%

Source: Institutional Research and Information Management

Nearly eighty percent of EMU’s students come from outside of Washtenaw County and move to the Ypsilanti area to attend EMU. About 3,000 students live in University-provided dormitories or apartments; expenditures on housing and food service by these on-campus students represent the majority of the $29.6 million in Auxiliary Activity Income for 2008. Approximately 2,500 students live in privately owned rental housing near campus and about 16,500 students commute to classes from surrounding communities. 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 2007-2008 academic year.

Table 9 estimates that EMU students generate a total of $112.2 million per year in off-campus spending. On-campus students spent an estimated $7.5 million, split about equally among books, supplies, transportation, and miscellaneous expenses. Room and board expenses are excluded for on-campus students, since they have already been covered as University incomes and expenditures. The 2,435 off-campus students paid out an estimated $11.2 million for rent and meals in 2008, plus an additional $7.4 million for books, supplies, transportation, and miscellaneous expenses. EMU’s 16,528 commuter students spent an estimated $26.5 million on room and board. In addition, commuters used an estimated $29.8 million for transportation and $29.8 million for books, supplies, and miscellaneous items. Taken together, these three
groups of students spent an estimated $112.2 million in the local community in academic year 2007-2008.

Table 9: Estimated Off-Campus Spending by EMU Students, 2007-08

<table>
<thead>
<tr>
<th>Student Group</th>
<th>On-Campus (2,909)</th>
<th>Off Campus (2,435)</th>
<th>Commuters (16,528)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spending Items</td>
<td>Each</td>
<td>Total</td>
<td>Each</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>N/A</td>
<td>N/A</td>
<td>$4,614</td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
<td>$900</td>
<td>$2.6M</td>
<td>$900</td>
</tr>
<tr>
<td>Transportation</td>
<td>$800</td>
<td>$2.3M</td>
<td>$1,200</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$900</td>
<td>$2.6M</td>
<td>$900</td>
</tr>
<tr>
<td>Total</td>
<td>$2,600</td>
<td>$7.5M</td>
<td>$7,614</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Research and Information Management, and EMU Financial Aid Office.

EMU students spent an estimated $112 million for off-campus expenses during 2008.

Local Expenditures by Visitors to EMU

EMU generates about 839,171 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 277,000 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 $13.9 million to local expenditures generated by EMU. Visitor expenditures are undoubtedly a significant source of revenues for local restaurants and lodging establishments.

Visitors to EMU contribute an estimate $13.9 million to local expenditures generated by EMU.

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 76% of EMU’s graduates since the mid 1960s 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 $298.3 million in 2008 on operating expenses. Between 2004 and 2008, construction spending by EMU...
averaged $22 million per year, but was only $17.3 million in 2008 following completion of several major projects. Construction is currently underway on the $90 million renovation and addition to the Mark Jefferson Science Complex and the expenditure of $42 million has been approved for a major renovation of Pray-Harrold, the largest classroom building on campus. Various future projects will amount to approximately $14 million. Of EMU’s $298.3 million in operating expenditures, $179.5 million was paid to employees, with nearly two-thirds of this paid to residents of Washtenaw County. Finally, EMU students spent an estimate of $112.2 million, and visitors to EMU spent about $13.9 million, for off-campus purchases in 2008.

Table 10: Impact of EMU on Michigan’s Economy, 2008 Academic Year

<table>
<thead>
<tr>
<th>Spending Category</th>
<th>Millions $</th>
<th>% of Total</th>
<th>Mil. $ times 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Expenditures</td>
<td>($298.3)</td>
<td>16.1%</td>
<td>$596.6</td>
</tr>
<tr>
<td>Employee Spending #</td>
<td>($119.7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retiree Income</td>
<td>$23.2</td>
<td>1.3%</td>
<td>$46.4</td>
</tr>
<tr>
<td>Student Off-Campus Spending</td>
<td>$112.0</td>
<td>6.1%</td>
<td>$224.0</td>
</tr>
<tr>
<td>Visitor Off-Campus Spending</td>
<td>$13.9</td>
<td>0.7%</td>
<td>$27.8</td>
</tr>
<tr>
<td>Added Spending from Earning Premium#</td>
<td>$1,400.0</td>
<td>75.8%</td>
<td>$2,800.0</td>
</tr>
<tr>
<td>Total without Employee Spending</td>
<td>$1,847.4</td>
<td>100%</td>
<td>$3,694.8</td>
</tr>
</tbody>
</table>

#Employee compensation and earnings premium were multiplied by two-thirds, since one $ of gross income produces less than one $ of spending as a result of taxes and savings.

*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 $298.3 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.4

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.5 This approach gives a total direct impact by EMU of $1,847.4 million for the academic year 2008, with percentages of this total direct impact shown in the second column. The alumni earnings premium accounts for more than 75% of EMU’s total direct impact on Michigan’s economy. University expenditures account for 16.1%, and student off-campus spending accounts for 6.1%, 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.

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

5 Employees spending based on the earnings component already included in University expenditures.
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 $1.85 billion per year, which, with multiplier effects, creates a total impact of up to $3.7 billion per year. This equals 1.06% of the total personal income in Michigan ($345.94 billion) for the calendar year 2007. At the local level, the sum of EMU impacts in column 1 of Table 10, excluding the alumni earnings premium, is $567.1 million. Personal income in Washtenaw County was $14,234 million in 2007. Thus, the sum of EMU impacts on the local economy of $567.1 million represents 4% of local personal income and 8% after applying a multiplier of two to this amount.
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 2008, EMU received the following from the State of Michigan:

- General Appropriations $84,880,347
- State Financial Aid 3,507,706
- State Grants & Contracts 462,265
- Total $88,850,318

This total accounts for 29.05% of EMU’s operating and non-operating expenditures for the year. As shown in Table 10, EMU had a total impact on the Michigan economy of $3,694.8 million for the 2008 academic year. Thus, EMU’s impact on the Michigan economy was $41.6 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 estimated impact on the Michigan economy was $41.6 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 $166.3 million to the State tax revenue. Thus, EMU’s impact on State government tax revenue was $1.87 for each dollar received from the State.

EMU’s estimated impact on State government tax revenue is $1.87 for each dollar received from the State.
Section B—Social and Workforce-Development Impact

I. Social Impact of Eastern Michigan University

Studies of the impact of universities on their surrounding community generally focus on an evaluation of their economic impact. Universities, including Eastern Michigan University, have an impact, however, that extends well beyond such economic measures as monetary expenditures and economic vitality into the social fabric of the entire community.

The mission of Eastern Michigan University includes this statement: "We extend our commitment beyond the campus boundaries to the wider community through service initiatives and partnerships of mutual interest addressing local, regional, national, and international opportunities and challenges." One of EMU’s Strategic Directions is that it “will become a model for public engagement by linking students, faculty, staff, and alumni with the local community, the Detroit metropolitan area, southeastern Michigan, the State of Michigan and the region to produce real-world value and practical experience that enhances learning and helps address community needs.”

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Eastern Michigan University has an impact that extends well beyond such economic measures as monetary expenditures and economic vitality into the social fabric of the entire community.
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The importance of community and civic engagement to the mission and activities of Eastern Michigan University was recognized in 2008 by its receipt of a Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching. Fewer than 200 institutions in the nation have been awarded this classification since its institution in 2006. This study details and quantifies many of the activities across the University that led to this classification.

Community engagement activities are an integral program component for a large majority of organizational units at the University. Academic units use community venues as a professional outlet for faculty and students in a mutually beneficial learning relationship. Many non-academic and support units at the University are also intensively involved in community engagement activities, often because it is central to their organizational mission.

Community engagement has become woven throughout student, staff, and faculty life at EMU, integrating these activities into the fabric of the teaching and learning missions of the University. It is carried out through academic colleges, schools, and departments, through extra-curricular activities, and through the support-service units of the University. Many of the outreach programs of the University are funded with the general funds of the institution; other programs began with outside grant funding, often involving partnerships with community organizations.

Activities historically labeled community “outreach” are now more often referred to as community, or civic “engagement,” to emphasize the reciprocal nature of the relationship between University participants and their partners in the community. Community partners are
recognized, not simply as recipients of University knowledge, but as providing vital contributions and input to the learning process. Not only does the community benefit from the professional and research activity of EMU personnel, but University participants also benefit, individually and collectively, through the impact of these efforts on personal, professional, and curricular growth.

Community partners are not simply recipients of University knowledge; they provide vital contributions and input to the learning process for EMU students and faculty.

“Building Collaborative Relationships” is one of the goals included in EMU’s academic accreditation process (AQIP). EMU’s AQIP standards require that collaborative relationships must have mutual benefits, must be sustainable over the long-term, and must have significant impact on the University, its students, and the community.

Community settings also serve as an extension of the campus as venues for such field-experience educational activities as internships and student teaching. While these activities are sometimes recognized in terms of their social interaction with the community, they are less often analyzed as a vital component of a university’s long-term contribution to the economic well being of a community. This study quantifies these job-related workforce development activities for the first time at EMU, in order to distinctly recognize and quantify their impact in both social and economic terms.

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The following sections report the results of two surveys of organizational units at EMU. The first, sent to units across the University, asked for descriptions and, where possible, quantification, of their general “community-engagement” activities. The second, sent to academic units, asked for data concerning the job-related, career-enhancement, or “workforce-development” activities on behalf of their students.

**Community-Engagement Activities: Summary**

Community-engagement and outreach activities of EMU units defy extensive quantification because of the wide variety of activities included. Their value can be partially expressed, however, through the aggregation of common data about community-related programs, events, and partnerships. Counting only those activities reported in completed surveys of organizational units across the University during the 2007-2008 academic year, the community-engagement programs of EMU:
• Sponsored or hosted more than 2,200 events, programs, and activities that almost 900,000 attendees.
• Received more than $4.3 million of outside funding for community-based programming from more than 20 different organizations, including individuals, businesses, foundations, and government agencies.
• Collaborated with more than 800 different organizations to engage in community-service activities. Partners included non-profit agencies, governmental units, professional and fraternal organizations, private corporations, school districts, and other colleges and universities.

These totals include only the specific numbers supplied by individual University units. Some programs do not collect or did not supply specific data on program participation. The numbers in the summaries above, therefore, are only partial data and do not reflect the total impact of the community-engagement activities of the University.

**Program Summaries**

For this study, units of the University provided information and data about their individual activities and programs. This information has been grouped below into five sections:

A. Academic-Engagement Programs
B. Community-Engagement: Centers and Programs
C. Student-Support Activities: Community Service
D. University Facilities
E. Culture and Athletics

The information in the program summaries is based on survey responses provided by the individual organizational units across the University.

**A. Academic-Engagement Programs**

EMU was the first teacher-training institution west of the Allegheny Mountains and among the first in the country. Today, EMU consists of five colleges offering a full range of educational opportunities, including bachelors, masters and doctoral degrees. The applied-learning model of the early teacher-training programs remains a prototype for many professional programs at the University. Traditional academic disciplines have also adopted many of the values and practices of the model, integrating community-based learning experiences into their curricula. Specific examples from across the University are detailed below.

**Academic Service-Learning**

The mission of the EMU Office of Academic Service-Learning (AS-L) is to build an infrastructure that will support students, faculty, administrators, and community members in their efforts to implement academic service-learning and sustainable community-engagement programs. In the 2007-08 academic year, more than 200 AS-L courses were offered by more than 100 faculty members in 25 departments. 3,200 students participated in these courses.

Programs offered through AS-L include Faculty-Fellows, Business Side of Youth, Ypsilanti Youth Empowered to Act, and Community Youth Mapping:
• AS-L Faculty Fellows (2006-2009): Faculty-Fellow Seminars are offered each fall and winter. Six selected faculty are released quarter-time to participate in a semester-long weekly seminar. Fellows learn academic service-learning theory, implementation, and assessment. Since its inception in 1995, the program has trained more than 150 full-time tenure track faculty members.

• The B. Side: The Business Side of Youth (2007-09): The B. Side helps to develop a youth entrepreneurial culture in the community by providing ongoing entrepreneurial training, developing youth-owned and youth-run businesses, and cultivating youth-adult business relationships.

• Y YE A (Ypsilanti Youth Empowered to Act) (2006-2009): The YYEA engages the Ypsilanti community through youth voice and empowerment.

• Community Youth Mapping (2006-08):
  o CrossTown Theatre Troupe (2008-09): The CrossTown Theatre Troupe is a program designed to help stimulate the youth voice through the use of theatre. Youth who participate gain a better understanding of interactive theatre, improvisational skills, and theatre for social change.
  o Volunteer and Non-Profit Career Fair and Summit (2008-09): The Volunteer & Nonprofit Career Fair and Summit is for students to explore careers with nonprofit agencies, meet face-to-face with agency representatives, and ask what it’s like to work in nonprofit organizations.
  o Michigan Service Scholars Student Teaching Award (2008-9): The Michigan Service Scholars Program provides training and scholarships to students who complete 300 hours of community service and implement an AS-L unit into their classes.
  o Intersection Roundtable (2009): The Intersection Roundtable is a collaboration with EMU’s American Humanics Program that promotes dialogue among community partners, faculty, and students.

Through these programs, AS-L hosted eight events that reached approximately 792 attendees. These programs primarily serve a youth population aged 12-20 from Washtenaw and Wayne Counties as well as community nonprofit leaders and professionals within nonprofits and community agencies.

American Humanics

American Humanics (AH) is a national alliance of colleges, universities, and nonprofit organizations dedicated to educating, preparing, and certifying professionals to strengthen and lead nonprofit organizations. The AH program at EMU follows the mission of the national organization. American Humanics at EMU is an academic educational program that prepares undergraduate students to develop successful careers in the nonprofit sector. Students can complete the program’s 14 competencies through a nonprofit administration minor (21-24 credits) or through a portfolio.
Through its intensive and long student internships, AH helps community organizations stabilize, develop, and grow. The American Humanics program at EMU collaborates with more than 25 community organizations to offer three annual events that reaches more than 200 attendees.

Clinical Suite

- **Counseling** The mission of the Counseling Clinic is to provide training opportunities for advanced master’s students in a counseling program, while providing low-cost high-quality mental-health services to the communities surrounding Eastern Michigan University and to the students, faculty, and staff of the University.

  The Counseling Clinic offers three Clinics that engage in the activities described below.

  a. **Counseling Clinic at EMU:**
     i. Mental-health services (individual, couples, group counseling, and assessments), career services and assessment, and psycho-educational services (parent-effectiveness classes).
     ii. Assessment services for mental-health evaluation for EMU students for the Office of Students with Disabilities.
     iii. Consultation with faculty and staff of the University concerning student issues.
     iv. Educational workshops for professionals and the public.

  b. **Counseling Clinics at Ypsilanti High School, East and West Middle Schools:**
     i. Mental-health services (individual and family-counseling services).
     ii. Evaluation and referral services to outside mental-health providers as needed.
     iii. Consultation with faculty and staff of host schools.
     iv. Consultation with families of students as needed or requested.

  During the 2006-2007 academic year, the Counseling Clinic at EMU offered 1,269 counseling sessions with 271 clients; in the 2007-2008 academic year, the Clinic served 303 clients through 1,287 counseling sessions; in the Fall semester of the 2008-2009 academic year, the Counseling Clinic held 373 counseling sessions with 77 clients.

- **Speech and Hearing Clinic** Housed in the College of Education Clinical Suite, the Speech and Hearing Clinic operates as the on-campus clinical laboratory for the graduate program in Speech/Language Impairment (SLI). The Speech and Hearing Clinic strives to provide high-quality services to clients from the University and community with a caring and considerate attitude to foster a sense of self worth in clients and families; ethical and open communication with clients, families, the community and each other; and respect for the dignity of the individual.

  The clinic offers low-cost speech and language evaluations and treatment to families from surrounding communities. Various speech and language disorders are covered, as well as audiological assessments, hearing-aid evaluation and fitting, assistive listening devices and musician earplugs, The Speech and Hearing Clinic schedules approximately 70-to-80 treatment and/or evaluation appointments each week with
approximately 950 appointments per semester; it serves from 12-to-15 different communities. The Speech and Hearing Clinic offers speech and hearing screenings for all students who are applying to the College of Education.

During the 2006-2007 academic year, the Speech and Hearing Clinic offered 1,900 sessions with 113 clients; in the 2007-2008 academic year, it served 99 clients through 1,850 sessions; in the Fall semester of the 2008-2009 academic year, the Speech and Hearing Clinic held 888 sessions with 37 clients. In addition to these Speech and Hearing sessions, 570 speech screenings were offered each year.

- **Reading Clinic** The Reading Clinic provides assessment and instructional services for children struggling with literacy. Graduate and undergraduate students who are Reading majors in the Reading Program provide the services in the Reading Clinic. Services provided are related to program requirements for all Reading Majors in the Teacher Education Program. Reading Faculty members supervise all services provided to clients. The goals are to provide services to the community, assisting young learners who have been identified as reading significantly below expected reading level in developing and strengthening their reading skills and strategies, and to provide an opportunity for graduate and undergraduate reading majors with a clinical experience, working with learners in the community and in schools who are experiencing difficulties in reading.

  During the 2006-2007 academic year, the Reading Clinic offered 100 sessions with 10 clients; in the 2007-2008 academic year, it served 43 clients through 430 sessions; in the Fall semester of the 2008-2009 academic year, the Reading Clinic held 340 sessions with 34 clients.

**The Department of Teacher Education**

Faculty members in the Department of Teacher Education are involved in a number of innovative community engagement programs.

- **Reading and Writing Programs**

  1. Writers’ Camp in Action involves community site visits by teachers and students who use technology-based writing tools to record their experiences and develop a published anthology of their writing.
  2. Writing Adventures is a program in which pre-service teachers and struggling elementary student writers are paired in an after-school setting. An anthology of writings is produced at the conclusion of each program.
  3. The Tutoring Program and Class Visitations involve pre-service teachers in assessment, guidance, and support of individual students at sites in community schools.
  4. Middle and High School Reading Programs involve EMU pre-service teachers who receive training and provide service for 30 hours each in classroom settings.
  5. Integrated field experiences, in which undergraduate students assist classroom teachers in reading instruction in K-12 schools, served 1,875 students in 2008-
09. Four hundred EMU students and eight faculty members participated in the program.

6. The Undergraduate and Graduate Reading Clinics, described in detail above, serve struggling readers and their parents with intervention services.

7. Graduate Coaching Practice involved 40 graduate students, who provided literacy coaching for 40 K-12 teaching peers.

Up to 150 EMU pre-student teachers, 440 additional undergraduates, and 80 graduate students each year are the providers of these services and the recipients of this experience. They work with more than 100 elementary students in the Ypsilanti Public Schools each year and with teachers and students from up to fifty middle and high school classrooms in the Ann Arbor and Belleville school districts. An additional 2,000 K-12 students are served by the field-experience and reading-clinic programs.

*Curriculum classes*

Approximately 35 EMU students each year have field experiences in the Ypsilanti schools in conjunction with educational curriculum and assessment classes. They work with about 120 district students, multiple teachers, and an advisory board of educational personnel.

*Social Foundations Program*

Students in the graduate program in Social Foundations explore issues pertaining to the quality of life, including social and ecological justice, globalization, and the ethics of teaching. With a goal of strengthening a commitment to education for participatory democracy in a pluralistic society, they assess the complex forces—economic, social, and political—that shape the structure and control of education. Programs that implement this goal include:

1. The Southeast Michigan Stewardship Coalition (SEMIS), which is part of the state-wide Great Lakes Stewardship Initiative (GLSI). The primary goal is to develop students as citizen stewards, able to understand and promote healthy ecological systems and social systems affecting the Great Lakes Basin and its communities. Methods include the provision of professional development to teachers and the development of community partnerships to implement community-based problem-solving projects. (See an additional program description under the Institute for Children, Families and Communities.)

2. The Rouge Forum Conference, organized by EMU faculty, and the Open School Conference, with EMU faculty participation, both of which promote education and democracy.

3. The Bright Futures Program of the EMU Institute for Children, Families and Communities, in which students and faculty from the Social Foundations program participate.

Estimated participation in these activities is more than 2,300 people, including more than 1,000 K-12 students, many of whom are Latino and African American, from at least six school districts across southeastern Michigan, including Detroit, Dearborn, Ann Arbor, Saline, Wayne-Westland, and Willow Run. Multiple community partners, including eight organizational participants in the SEMIS project, along with teachers
from many school districts, are involved as providers and recipients of learning experiences offered through these programs.

- **Additional activities**

1. The Yankee Air Museum community-learning project involved 60 EMU students in developing the museum’s educational program and delivering it to the visiting public as well as to K-12 teachers and students from across southeastern Michigan.
2. The Parade Company of Detroit puts on the annual Thanksgiving Day Parade. EMU teacher educators created a curriculum for K-5 teachers, visiting classrooms and offering tours of The Parade Company. They also arranged for the EMU Marching Band to have the opening position in the parade.
3. An EMU teacher-educator and her husband make quilts for clients of the S.O.S. Emergency Shelter in Ypsilanti. Last year they made 28 quilts and also provided books for toddlers and teenagers housed at the shelter.

**Gerontology Programs**

The mission of the Gerontology Program is to enhance gerontological education, research, and service throughout the University and community. The Program represents a multidisciplinary field of study and practice providing leadership in interdisciplinary course and curriculum development. A major initiative is to infuse content about aging populations into disciplines across campus. The Program offers an undergraduate minor, a graduate certificate, and a graduate certificate specializing in Alzheimer’s Education that complements recognized disciplines and professions. The practice of community outreach is woven into all aspects of the Program. Content on gender and cultural diversity is incorporated throughout the curriculum. One of the primary foci of the Program is to offer education that enhances the student’s ability to effectively and compassionately work with and on the behalf of elders.

The following programs are offered through the Gerontology and Alzheimer’s Education Programs:

- The Gerontology Program Student Organization (GPSO) links with the Ypsilanti Senior Center by volunteering throughout the year, planning various lectures to include community members are invited, and planning an annual Careers in Aging Week event bringing community members to campus.
- The Alzheimer’s Education Program (AEP) serves as a resource for community groups and agencies seeking information about Alzheimer’s and related dementias. This program is partly funded with a $63,103 grant from the State of Michigan.
- A Practicum course places Gerontology students in organizations that serve older people or work on their behalf.
- Advisory Board members include experts in the field of gerontology who advise the program on curriculum development and other programmatic goals.
- Service-learning projects link students to facilities and organizations throughout Michigan for special projects related to course objectives and assignments. In GERT 523 students facilitate a small group program throughout the semester for people with dementia; in GERT 518 students visit the Silver Club Adult Day Programs (for
people with memory loss) in Ypsilanti and Ann Arbor and volunteer their services to support each program.

The Gerontology Program at EMU is a regional pioneer in educating students to work with older adults and with organizations committed to serving the needs of older adults and their families. Through their programs offered in the 2007-2008 academic year, three events were sponsored attracting 215 attendees.

**Psychology Clinic**

The EMU Psychology Clinic is a non-profit training facility for the Clinical Psychology area in the EMU Department of Psychology. Clinical services are provided by doctoral and master’s level graduate students who are completing advanced training under the supervision of the Clinical Psychology faculty. The three main functions of the Clinic are: (a) to offer psychological services to the Ypsilanti community and surrounding region, (b) to provide professional training for Clinical Psychology graduate students, and (c) to assist with clinically relevant research projects, as appropriate. The Clinic Director is a tenure-track Professor in the Department of Psychology who has an 11-month appointment so that the clinic can remain open to the public year-round. Nine other faculty members in the Department of Psychology are licensed psychologists and supervise students in their clinical work.

The goals of the Eastern Michigan University’s graduate training program in Clinical Psychology—and, by association, the EMU Psychology Clinic—are to train fully license-eligible clinical psychologists to deliver state-of the-art, empirically supported psychotherapeutic interventions for a wide variety of psychological problems. The program trains skilled professionals who will have highly effective working knowledge of psychological assessment, therapy, research, program development, and evaluation. Further, it is the goal of the program that graduates will effectively supervise and manage clinicians in multidisciplinary mental-healthcare delivery systems in a diverse society. To meet these goals, the program emphasizes the development of traditional scientist-practitioner skills, as well as specialty skills needed for healthcare systems orientation, which is a unique feature of the program.

The Clinic provides low-cost assessment and psychotherapy treatment services to the community. Student clinicians treat and assess a wide range of problems from depression and anxiety disorders, to developmental problems, marital problems, learning problems, and substance abuse.

**School of Health Promotion and Human Performance**

The mission of the School of Health Promotion and Human Performance (HPHP) is to provide recognized programs of excellence in teaching, research, and service that focus on assisting individuals, families, teachers, schools, and communities in promoting health and preventing disease while enhancing the quality of life across the lifespan. Specific programs offered through the School of Health Promotion and Human Performance includes:

- Health Education and Physical Education: School-based obesity-prevention programs for employees and students in grades K-5. The health concepts emphasized include physical activity, healthy diet, body image, stress management, and positive self-esteem.
A $167,003 grant from the Blue Cross Blue Shield of Michigan Foundation partially funds these programs:

- Lose to Win—nine events per year at four schools with five-to-ten attendees per event.
- Shape-Up—six events per year at four schools with approximately 1,750 attendees per event.

- Exercise Science: Presenting exercise physiology to attendees at a USA Cycling coaching certification clinic, in conjunction with the U.S. Olympic Committee. Clinics include certification of Level II (expert) and Level I (elite), as well as power certification. The USOC and USA Cycling program includes eight events per year with approximately 20-40 attendees per event.
- Summer camp programs: These allow EMU to showcase its facilities, bringing individuals to campus who might consider EMU as a place to advance their education.

School of Nursing

The School of Nursing is a unit of the College of Health and Human Services. The faculty believes that a nursing program must be guided by its beliefs about person, environment, health, nursing, and teaching/learning. Programs that prepare professional nurses must afford opportunities for students to acquire and use knowledge that is enriched by the social and physical sciences and the humanities.

During the past year, the School of Nursing engaged in the following community-related activities, reaching approximately 2,640 members of the community:

- Colorectal screening grant;
- Community health assessment fairs, screening blood pressure, cholesterol, and vision;
- Immunization fairs;
- Attendance at high schools to address future employment in the health care field;
- Attendance at conferences to present EMU Nursing programs to cultural minority groups, specifically the Hispanic and Arabic nursing groups.

School of Health Sciences

The School of Health Sciences comprises six disciplines, all of which have community-based programming. Included are the following:

- The Autism Collaborative, developed in the Occupational Therapy Program (OT), now involves three EMU colleges and at least six academic disciplines, St. Joseph’s Mercy Hospital, and many other community partners. It is on the verge of significant expansion with the recent purchase by the University of an off-campus site for project activities.
- The OT Fieldwork Educators’ Day is an annual event that provides continuing education to 80 clinical educators who support the fieldwork of the OT students.
- The OT faculty and students support a service project at the Ronald McDonald House.
- The Clinical Research Administration Speaker Series sponsors three events a year attracting 100 attendees to each.
The Program in Dietetics and Human Nutrition and its Office of Nutrition Services sponsor the following community programming:

1. Community Support and Treatment Services (CSTS) supports 10 events a year with about 25 participants each, providing presentations and activities related to planning and cooking meals.
2. Five times a year the program sponsors a table with informational handouts at the Ypsilanti Farmer’s Market.
3. Program faculty and students make at least 15 presentations a year in EMU and K-12 classrooms and at special events on the EMU campus.
4. The Program sponsors six events a year and provides individualized services to more than 150 people through its programs in Bioelectrical Impedance Analysis (BIA), Nutrition Counseling, and Nutrient Analysis.

School of Social Work

The School of Social Work provides the following community-based services:

- The Michigan Prisoner Reentry Program (MPRI). In partnership with Catholic Social Services, six-to-ten social work interns per semester work year-round, under the supervision of a faculty member, to provide case-management services to parolees who are returning to Washtenaw County. The program clients are generally low income, from diverse population groups, young, and undereducated. Another faculty member is evaluating a portion of the MPRI initiative, with funds obtained by the Center for the Study of Children, Families and Communities from the Ann Arbor Area Community Foundation.
- Continuing Education for Field Supervisors. Two times each year, the school provides an orientation, with Continuing Education credit, for 40-to-50 professionals from non-profit agencies throughout southeastern Michigan who will serve as field supervisors for EMU Social Work interns.
- Infant Mental Health Evaluation. With significant funding support from the United States Department of Justice and the Wayne County Mental Health Board, a professional employee of the School of Social Work provides evaluation services for the State of Michigan and Wayne County Infant Mental Health programs.

Women’s and Gender Studies

Women’s and Gender Studies maintains a commitment to interdisciplinary perspectives that investigate the intersections of gender with race, ethnicity, class, and sexual or affectional orientation, in order to “embrace the experiences, voices, and concerns of all those who have been excluded from academic tradition.” Women’s and Gender Studies provides services in the form of collaboration with and consultation for the following agencies: Michigan Women’s Commission, Michigan Women’s Studies Association, Michigan Women’s Historical Center and Hall of Fame, Michigan Women’s Studies Program Directors, Ann Arbor SafeHouse, Women's Center of Southeastern Michigan, and Heart of Michigan Girl Scout Council. Workshops and conferences, mentoring and consultation are all common activities performed by the Women’s and Gender Studies Program. Through these activities more than 915 people are served or reached by the Women’s and Gender Studies program.
African American Studies Department

The Department’s mission consists of four component parts. One is to cultivate and disseminate knowledge about the African-American experience in particular and the global Black experience in general. The second is to provide students with the knowledge, skills, and techniques necessary for effective functioning in a multicultural, multiracial, and technologically advanced society. The third is to enhance the students’ understanding of the role of multiple factors such as race, gender, and class in shaping the sociopolitical and economic order. And the fourth is to empower students to write and think clearly and critically.

Through its African American Center for Applied Research and Services (AACARS), the African American Studies Department, since 2000, has worked with such agencies as Ann Arbor Center for Independent Living (AACIL), Ann Arbor/Ypsilanti Ministers Alliance, Ypsilanti High School, Washtenaw Community College Harriet Street Center, and Wayne Westland Community Schools to develop programs that enhance the achievement of disadvantaged and at-risk, largely African-American, middle and high school students. The partner institutions are African-American businesses and non-profit community institutions, as well as non-African-American institutions that serve significant African-American populations.

College of Business (COB)

EMU’s College of Business (COB) provides an academic learning environment that fosters innovative, applied, and global business programs. It supports academic development in southeastern Michigan by preparing graduates to perform effectively in a "knowledge and information age" business world shaped by a global economy. EMU's COB endeavors to develop business leaders who understand and use innovative approaches to address the forces shaping their environment as they create and manage businesses with the highest ethical standards. The College focuses first and foremost on teaching and learning. Faculty conduct research primarily applied in nature, which supports the overall learning experience. The College values, supports, and encourages service to and interaction with the greater community. The College of Business offers programs and services to the community that reach more than 1,100 students and over 1,000 business and community members. This is done through the following:

- CEO Regional Sesi Entrepreneurship Conference: A student organization hosts an annual conference for high school, community college, and university students.
- Ethos Week: A full week of events focusing on business ethics.
- Breakfast with the Dean: Continental breakfasts with prominent business speakers held four times per year.
- Thirteen program advisory boards: Each advisory board is composed of 10-20 business people; two meetings are held each year.
- Fifteen student organizations: Each student organization is required to do at least one major community service project each year, supported by the College of Business.
- COB Professional Education Center programs: The College of Business provides executive training on a contract basis.
- COB 200 Introduction to Business, taught in high schools: COB 200 is currently taught in Milan and Lincoln High Schools.
- Red Cross Annual Blood Drive at COB: Students and faculty donate blood once a year at the COB.
• Society for Human Resource Management (SHRM) training programs: SHRM certification-preparation courses taught by COB faculty, four sessions per year.
• Certified Financial Planner (CFP) training program: CFP certification preparation courses taught by COB faculty, two sessions per year.

College of Technology

The College of Technology is committed to excellence in applied science and technology programs, and in continuous professional development. The College is dedicated to raising the awareness and appreciation of technology, and to the integration of technology with the human experience on a local, regional, national, and global scale. The following outreach activities contribute to meeting the goals of the College:

• The Legal Resource Center is a collaborative effort among the courts, bar association, Washtenaw County administration, and Eastern Michigan University to provide access to justice services to members of our community. The coverage area includes family law, landlord-tenant, small claims, and probate. All students in the Paralegal program are required to spend lab hours working at this facility.
• Teen CERT is a National Training Initiative that prepares youth to “mitigate, prepare, respond, and recover” from a disaster that may happen at their schools or homes. The program is designed to teach people to help themselves, their families, and their schools in the event of a disaster.
• No Worker Left Behind is Governor Granholm’s strategy for providing Michigan workers the opportunity to move on to new jobs and careers by building new skills. The program provides up to $5,000 of tuition for two years in any Michigan college or approved training program. The COT has 13 approved programs.
• Habitat for Humanity provides learning beyond the classroom experience for the General Education requirement of the COT Construction Program. Students participate on a regular basis in the construction of Habitat for Humanity homes.
• Staff and Command is a program that trains fire and law-enforcement professionals in leadership and emerging technologies that is sponsored by the Center for Regional and National Security. Since 2000, this program has trained 300 area officers in general law-enforcement management as well as in fighting child pornography, internet fraud, and identity theft.

Extended Programs and Educational Outreach

Extended Programs and Educational Outreach (formerly Continuing Education) provides leadership to the campus in extending the programs of Eastern Michigan University into its local and regional communities. Through this outreach unit, EMU serves students and faculty by providing learning experiences using convenient and innovative formats, locations, and delivery systems. During the last year, it served 1,600 students, its credit programs served 70, and its training programs served 5,300.

Academic-degree programs are offered in Brighton, Jackson, Flint, Northern Michigan, Livonia, Monroe, and Detroit sites. Summary of these programs are:
• EMU-Brighton: offers master’s degrees and certificates in Clinical Research, Special Education, Educational Leadership, Reading, and Health Administration, as well as an undergraduate BSN.
• EMU-Jackson: offers master’s degree in Educational Leadership and Curriculum and Instruction, as well as an undergraduate BSN.
• EMU-Flint: offers master’s degree in Special Education, Community Counseling, Educational Leadership, and Urban Diversity, as well as an undergraduate program in Applied Technology.
• Washtenaw and Innovative Programs: These include Eastern Scholars Program, Global Engines Manufacturing Alliance (GEMA), Early College Alliance (ECA), and Weekend University.
• Northern Michigan: These programs include a graduate certificate in Historic Preservation, a doctorate and master’s degree in Educational Leadership, and the Jean Noble Parsons Center for the Study of Art and Science.
• EMU-Livonia offers specialist and doctoral programs in Educational Leadership, master’s degrees and graduate certificates in Public Administration, Curriculum and Instruction, Early Childhood Endorsement, Educational Assessment, Urban and Diversity Education, Educational Leadership, Business Administration, Supply Chain Management, Human Resource Development and Organizational Development, Construction Management, Information Security, and Nursing, and undergraduate completion programs in Public Safety Administration, Construction Management, Nursing, and Business.
• EMU-Monroe offers master’s degrees and graduate certificates in Educational Leadership, Reading, and Curriculum and Instruction, as well as an undergraduate BSN program.
• EMU-Detroit offers master’s degrees in Educational Leadership and Social Work, and undergraduate completion programs in Public Safety Administration and Nursing.

Additional educational and training programs include:

• Center for Organizational Risk Reduction and the Great Lakes Regional OSHA Education Center (CORR/OSHA) offer a Health and Safety curriculum including Asbestos Awareness, Ergonomics, Fall Protection, Hazardous Materials, and Confined Space Entry.
• Center for Quality (CFQ) offer a Quality and Continuous Improvement curriculum, including Advanced Quality Planning, Lean Operations, Process-Based Auditing, and Six Sigma.
• Professional Education Center (PEC) offers Executive and Leadership-Development programs, including Behavioral-Based Interviewing, Leading with Emotional and Social Intelligence, and Fundamentals of Coaching.

B. Community-Engagement: Centers and Programs

The EMU community engagement infrastructure includes a number of centers and programs that are not directly associated with a single academic college or department. They do, however, have close relationships with academic units, intimately involving faculty members
and students in their programs. For many of these units, community engagement is central to their mission. As a result of this mandate and their ability to work across University units in an interdisciplinary way, these organizations and programs are vital to the overall community engagement efforts of the University.

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

The mission of the Institute for the Study of Children, Families and Communities states that the Institute “…is a cross-college, interdisciplinary unit of EMU, dedicated to applied research, community engagement, dissemination of knowledge, and advocacy…. In all of its projects, the Institute seeks to build the capacity of [its partner] organizations to be more effective.” During the 2007-2008 academic year, the Institute provided seven major community outreach projects:

- Bright Futures is an after-school program, operated in five schools from three school districts, that provides three hours of after-school programming four days a week, along with family nights and field trips. This program has a budget of $749,694, which is funded by the Michigan Department of Education. The community populations served through Bright Futures include three elementary schools in the Wayne-Westland school district and two middle schools in the Wayne-Westland and Willow Run school districts. The students at these schools are at-risk; the average rate of free and reduced lunch for these schools is more than 60%. The ethnic distribution of these schools is 47% African American, 44% White, 3% Hispanic, and 6% other. The Institute collaborates with nine additional community-based organizations to provide services through this program.
- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) provides direct tutoring to three school districts (Wayne-Westland, Willow Run, and Ypsilanti) to assist teachers, working with at-risk students in one-on-one and in-class settings. The program includes academic and college preparation activities; career awareness and professional-development opportunities, focusing on guest speakers, conferences, job-site visits, and resume building activities; and social and cultural events and activities.
- The Level of Functioning Project (LOF) analyzes aggregated data from community mental-health centers in Michigan and provides benchmarking information to the State and to various centers. Data is de-identified and reported in aggregate. LOF informs policy and practice at the state and local levels. Trainings and meetings bring approximately 275 attendees to 14 events. The Institute collaborates with 53 Michigan Community Mental Health Centers for the Level of Functioning project.
- The Southeast Michigan Stewardship Initiative (SEMSI) seeks to develop students as stewards able to understand and promote healthy ecological and social systems affecting the Great Lakes Basin and other communities. This project is a part of the state-wide Great Lakes Stewardship Initiative (GLSI), which is funded by the Great Lakes Fisheries Trust, the Wege Foundation, and others. The program holds close to 30 events that include professional-development workshops, meetings, and community forums and collaborates with 17 community organizations to offer their services. One thousand students and 26 teachers from Detroit, Dearborn, Ann Arbor, and Saline are served through the SEMSI program. (See also Department of Teacher Education programs.)
- The Write-Link Community Connections Program is a weekend-long, three-year summer writing program. Throughout the year, EMU college students participate in academic service-learning courses that further develop the program’s public relations and
mentoring components. In the third and final year of the program, alumni were invited to participate in a national-level public-relations conference hosted by college students to learn more about the field. High school juniors and seniors from Ypsilanti, Detroit, Jackson, and Flint are served through the program. The Institute collaborates with 10 community organizations to support the Write-Link program.

- The Area Agencies on Aging Collaborative (AAA) works with four Area Agencies on Aging in southeastern Michigan to develop the plans for building a strategic collaborative that will better serve their present clients, attract new clients, and increase efficiency and effectiveness. The Collaborative also creates a model of collaboration for similar organizations.

- The Autism Collaborative Center provides comprehensive diagnostic evaluations, identifies and supports personal and family needs, consults with specific community-service agencies, and provides information and educational programs. The Institute and a number of EMU departments work with 17 community organizations to provide these services.

A total population of 11,552 was served through five of these programs (Bright Futures, GEAR UP, LOF, SEMSI, and Write Link). In totally, the seven projects sponsored 136 events that attracted over 2,600 attendees.

**The Institute for Geospatial Research and Education (IGRE)**

The use of Geographic Information Systems research is an important tool for community and business planning and development. IGRE projects focus on the training of students, teachers, and community members, and on applied research projects.

**Upward Bound**

Upward Bound is a pre-college program that serves 77 low-income, first-generation college students from Willow Run and Ypsilanti High Schools. Upward Bound recruits students as they leave middle school, provides them with a plethora of college prep services, and then tracks them to post-secondary completion. Upward Bound is funded by the U.S. Department of Education.

During the academic year students receive academic instruction, tutoring, and counseling after school. During the summer, Upward Bound participants live on-campus at EMU and are involved in an intensive academic-study program designed to prepare them for a college preparatory high school curriculum. Studies show that more than 90% of Upward Bound graduates enter institutions of higher learning and are more than twice as likely to enroll in four-year post-secondary institutions than are students of similar backgrounds who do not participate in such a program. Four years after high school graduation, Upward Bound graduates are four times as likely to have earned an undergraduate degree as are students from similar background who did not participate.

**Career and Technical Student Organizations (CTSO)**

Career and Technical Student Organizations (CTSO) are an integral part of career and technical education. CTSOs play an important part in preparing young people to become productive
citizens and to assume roles of leadership in their communities. These organizations provide a unique program of career and leadership development, motivation, and recognition for secondary and post-secondary students enrolled, or previously enrolled, in career and technical education programs.

Four state-wide CTSOs are housed at Eastern Michigan University, as detailed below.

1. **DECA – An Association of Marketing Students**

   DECA’s mission is to enhance the co-curricular education of students who have an interest in marketing, management, and entrepreneurship. DECA seeks to help students develop skills and competence for marketing, finance, hospitality management, and entrepreneurial careers, build self-esteem, experience leadership, and practice community service. DECA is committed to the advocacy and the growth of business and education partnerships.

   The following data reflect the impact of the community-linked programs and activities of DECA:

   - DECA works with 154 high schools and area career technical centers across the state, serving 7,546 members.
   - DECA holds a State Leadership Development Conference for 650 participants every November in Lansing.
   - DECA holds 8 District Career Development Competitive Event Conferences each year in December and January for 4,900 participants; two of these are held on campus, bringing 1,800 participants to campus every January.
   - DECA holds a State Career Development Competitive conference each March in Dearborn for 3,000 participants, 400 of whom are representatives from Business and Industry who serve as competitive event judges.
   - DECA coordinates the participation of 575 participants at its annual International Career Development Conference. In 2008 the conference was held in Atlanta, GA; in 2009 it will be held in Anaheim, CA.
   - DECA provides in-service activities to more than 200 high school marketing education teachers each year.
   - Michigan DECA members raised $67,000 for the Muscular Dystrophy Association in 2008.

2. **Family, Career, and Community Leaders of America (FCCLA)**

   FCCLA’s mission is to promote personal growth and leadership development through Family and Consumer Sciences education. Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.

   The following data reflect the impact of the community-linked programs and activities of FCCLA:

   - FCCLA works with 44 Michigan high schools and serves 816 members.
• FCCLA holds two Leadership Development Conferences for 450 participants each year.
• FCCLA holds a State Competitive Conference each April in Midland for 300 participants.
• FCCLA coordinates the participation of 95 participants at its annual National Leadership Conference.
• FCCLA provides in-service activities to approximately 45 high school Family and Consumer Science teachers each year.

3. SkillsUSA Michigan

SkillsUSA Michigan is an applied method of instruction for preparing America’s high performance workers in public career and technical programs. It provides high-quality education experiences for students in leadership, teamwork, citizenship, and character development. It builds and reinforces self-confidence, work attitudes, and communication skills. It emphasizes excellent-quality at work: high ethical standards, superior work skills, life-long education, and pride in the dignity of work. SkillsUSA also promotes understanding of the free-enterprise system and involvement in community service.

The following data reflect the impact of the community-linked programs and activities of SkillsUSA Michigan:

• SkillsUSA Michigan works with 90 Michigan High Schools Area Career Technical Education Centers and serves 4,600 members.
• SkillsUSA Michigan holds two Leadership Development Conferences for 350 participants each year.
• SkillsUSA Michigan holds six Regional Competitive Event Conferences each year in February for 5,900 participants.
• SkillsUSA Michigan holds a State Skills Competition each April in Lansing for 1,900 participants.
• SkillsUSA Michigan coordinates the participation of 225 participants at its annual National Leadership Conference, held in Kansas City.

4. Business Professionals of America (BPA)

Business Professionals of America’s mission statement is to contribute to the preparation of a world-class workforce through the advancement of leadership, academic, citizenship, and technological skills; prepare students to be effective associates and committed business leaders by educating, validating, and motivating on an individual basis; to develop the business, communication, technical, and leadership skills needed to contribute and compete in the workplace today and tomorrow.

The following data reflect the impact of the community-linked programs and activities of BPA:

• BPA works with 160 Michigan High Schools Area Career Technical Education Centers and serves 5,300 members.
• BPA holds Leadership Conference for 700 participants each year in Lansing.
• BPA holds nine Regional Competitive Event Conferences each year in January for 3,000 participants.
• BPA holds a State Conference each March in Grand Rapids for 1,900 participants.

The tables below reflect the cumulative involvement of students, faculty, staff, and community partner involvement in CTSO activities:

### Student Faculty and Staff Involvement, CTSO

<table>
<thead>
<tr>
<th>Organization</th>
<th>EMU Students</th>
<th>EMU Staff</th>
<th>EMU Faculty</th>
<th>HS Students</th>
<th>High School Teachers</th>
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<td>780</td>
<td>36</td>
</tr>
<tr>
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<tr>
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<td>300</td>
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<tr>
<td>Unduplicated</td>
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<td>15</td>
<td>13,500</td>
<td>886</td>
</tr>
</tbody>
</table>

### Community Partners, CTSO

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<tr>
<th>Organization</th>
<th>Business &amp; Industry</th>
<th>Alumni</th>
<th>HS Students</th>
<th>High School Teachers</th>
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<td>Unduplicated</td>
<td>850</td>
<td>255</td>
<td>13,500</td>
<td>886</td>
</tr>
</tbody>
</table>

### Charter Schools

EMU has an Office of Charter Schools, which provides educational guidance and technical support to eight area charter schools. In 2007-08 these eight schools provided education to 3,520 students.

### Alumni Relations

The purpose of the Alumni Relations Office is to provide and engage alumni and students in programs, events, and services that stimulate interest in, build loyalty for, and increase support for the University and its community. It serves as a vehicle for maintaining permanent connections of alumni and Eastern Michigan University.

The Alumni Relations Office, often operating through the Student Organization for Alumni Relations (SOAR), is active in community clean-ups, family programs, donation drives, and service projects, including:

• Ypsilanti Pride Day: SOAR members gathered litter and debris on Cross Street from Campus to Depot Town.
• Ann Arbor Community Center "Put Some Spring in Your Step": A fun-day for children that included an egg hunt, egg dyeing, various games and activities, and the raffle of a donated Easter dinner.
• SOS Homecoming Canned Food Drive: A campus-wide collection of non-perishable food items to benefit the SOS community center pantry.
• Benefit for the Humane Society of Huron Valley: SOAR members donated their time to gift wrap at a local bookstore for “tips” that were donated to the Humane Society.
• Growing Hope Community Garden Day: Supported by members of GOLD, the Graduates of the Last Decade, a Gold Goes Green Service Project.

Children’s Institute

The mission of the Children's Institute is to offer high-quality early childhood education programs for children of EMU students, faculty, staff, and families from surrounding communities. The Institute is committed to excellence in higher education, by ensuring that EMU's students from a variety of disciplines are provided with opportunities for interactive learning with diverse groups of children and families. The following are components of The Children’s Institute programming:

• Early-childhood education programs are provided for children from the surrounding communities.
• The Great Start Readiness Program provides early childhood education programs for at-risk four-year-olds.
• The Children’s Institute serves as a site for research and testing activities involving early-childhood education.
• Building on Behalf of Children is an annual early childhood conference on EMU's campus, co-sponsored by The Children’s Institute.
• The Ypsilanti Kiwanis Collaboration is a partnership to provide early childhood activities.
• The Rollins College Collaboration is a partnership for an Alternative Spring Break activity.

The Institute served more than 650 people in 2008 through its family educational workshops and family social programs. In the Winter 2008 semester, 123 families were served; in the Spring 2008 semester, 90 families were served; in the Summer 2008 semester, 86 families were served; in the Fall 2008 semester, 116 families were served. (The family totals include duplicate counting across semesters.)

Eastern Leaders’ Group

While the Eastern Leaders’ Group is not an organizational unit of EMU, University leadership has been so vitally involved in its founding and ongoing operations that it is included as an example of one of the University’s most important community partnerships.

Purpose Statement: In an effort to most effectively bring their resources to make positive changes in Eastern Washtenaw County, EMU and Washtenaw County formed an organization called the Eastern Leaders’ Group (ELG). The ELG is a partnership between Eastern Michigan University and civic and local business leaders who have collaborated to meet the immediate
and long-term needs of Eastern Washtenaw County by exploring opportunities and leveraging regional resources to benefit the community.

The goals of the Eastern Leaders’ Group are:
1) Use the University’s prestige and resources to develop innovative programs to meet the pressing needs of the community.
2) Revitalize and promote the City of Ypsilanti’s historic downtown and Riverside Park as a location for county residents to enjoy and as “the place” for innovation companies and the creative class to locate.
3) Create the urban design, business climate, and cultural identity to make the Eastern portion of the county the “Gateway to Washtenaw County.”
4) Be recognized as the national model for collaboration and cooperation between government, education, and business.

Nine EMU staff members and three members of the EMU Board of Regents are members of the Eastern Leaders’ Group. Major projects of the ELG that include EMU participation in leadership roles as champions or on the implementation team include:

1. **Spark East Incubator**
   The ELG and its partners established a high-tech business incubator in Downtown Ypsilanti. Having office space and SPARK business services available downtown for new companies will provide several benefits. Reduced rent and business accelerator services will help foster new innovative companies and employment in the area. The new incubator tenants will generate sales for local businesses along Michigan Avenue while being exposed to the area’s culture and living environment.
   
   EMU has committed $60,000 per year for five years in support of the work of the Spark East Incubator.

2. **Eastern Gateway Redevelopment**
   A redevelopment plan is needed to promote redevelopment of the “Gateway Area,” including the I-94 / Huron Street Interchange, properties along Huron, Hamilton, and Spring Streets, the Water Street project in the City of Ypsilanti, and the properties along Huron St. in Ypsilanti Township.

3. **University/Community Relations**
   Universities have a significant presence and impact on the communities in which they reside. There are many examples of universities working with local communities to develop plans and actions to improve the area surrounding the university with positive impacts spilling into the broader area. The working group for this project prepared a case-study report with two primary recommendations on how EMU can play a more significant role in community revitalization:
   1) Establish an EMU Office of Community Affairs charged with providing one central point of contact for community residents and leaders regarding community initiatives, reducing duplication of services, and focusing University resources toward important community needs.
2) Institutionalize communication and collaboration among the colleges, universities, governmental entities, and other civic/social organizations involved in community initiatives in Eastern Washtenaw County to align community initiatives.

These recommendations were submitted to the EMU administration for review and action.

4. Eastern Michigan & Local Schools and K-12 & Early College Expansion

Two projects of the ELG related to improving the quality of the local community schools have incorporated EMU personnel and programs into their planning processes. The plans are at various stages of implementation.

C. Student Support Activities: Community Service

Many of the community engagement activities of the University arise from units whose primary purpose is to provide services to EMU students. Interaction with the community is often an important component of these student-based initiatives.

Career Services Center

The mission of the Career Services Center is to provide Eastern Michigan University students with assistance in identifying, preparing for, and accessing employment opportunities and in developing lifelong career-planning skills. Community-based programs offered through the Career Services Center are:

- Job development week: Members of the Career Services staff contact (either by phone or in person) every business in the Ypsilanti, eastern Ann Arbor and western Canton communities to offer assistance with meeting their staffing needs. This includes posting part-time and full-time job openings on a web-based system and connecting internship opportunities with appropriate students and faculty members.

- Mega-Partnership Participation: Seeks to attract businesses to Washtenaw County and assists businesses already in the County with training needs and potential grant funding in order to keep them here, and assists workers in the County who are displaced as a result of downsizing and closures of Washtenaw County businesses.

- Job Location and Development program: Provides assistance to students with locating part-time off-campus jobs throughout the year.

The services provided through these programs reach a wide range of people. EMU students, businesses in eastern Washtenaw and western Wayne counties, the business community of Washtenaw County, displaced workers in Washtenaw County, and small business owners of Washtenaw County and Western Wayne County all benefit through such programs.

Student Media

The Department of Student Media has responsibility for publication and dissemination of The Eastern Echo news paper and the Cellar Roots magazine. The Regents’ policy states that the
publications of the Department should communicate what the University community “does, feels and thinks” to the broader community. They should “serve as a forum for open communication on campus and in the community, which is an essential element for creating and nurturing citizenship among our students, faculty, staff, and neighbors.”

In fulfillment of those goals, The Eastern Echo, an independent student newspaper serving the campus and the community, is published three days a week during the academic year and weekly during Spring term, as well as online. It covers campus and community news and arts and entertainment events, and provides an advertising venue for off-campus merchants. Community partners include the Ypsilanti Area Chamber of Commerce and more than 50 local business advertisers.

The Echo has more than 40 newsstands and drop sites off-campus. Industry standards project 18,000 readers of each printed edition of The Echo; the web site has 4,000 unique visitors each week.

The Cellar Roots magazine annually publishes art and literature not only by students, but also by alumni and community members. Cellar Roots also sponsors two or three poetry readings a year at Bombadil’s Café in downtown Ypsilanti and a yearly art gallery show. Hundreds of community members participate in these events every year.

University Health Services (UHS)

1. Health Education: The Mission of Health Education within the University Health Services is to provide a range of planned, proactive health promotion and primary prevention services addressing the needs of Eastern Michigan University students. During the 2007-2008 academic year, more than 8,955 people were reached through the following programs:

   a. HIV counseling and testing--University Health Services provides anonymous HIV testing and counseling, serving as a state site through the Michigan Department of Community Health.

   b. CPR/First Aid Classes--University Health Services provides both Heartsaver and BLS certification classes.

   c. CloseUP Theatre Troupe—This is an outreach program dedicated to using theatre as a vehicle for exploring relevant health and social issues and informing audiences about the resources available to address them.

   d. Special one-day events are held for the community to screen for depression and alcohol-use problems.

   e. University Health Services provides educational workshops and presentations on a variety of wellness topics as requested by organizations in the community.

   f. Checkpoint is a six-hour educational program designed to serve those individuals between the ages of 17 and 25 who have been referred as a result of a policy violation on campus or legal violation as determined by the courts.

   g. The Violence Intervention Program (VIP) also serves EMU students and non-students ages 17 - 25 referred by campus officials or district courts.
2. Medical Services: The mission of the Medical Services of the University Health Services is to provide high-quality, convenient, and affordable health care for Eastern Michigan University students, faculty, and staff. During the 2007-2008 academic year, more than 6,500 people were served by Medical Services through the following programs:

a. UHS Provides ambulatory medical training to upper-level internal medicine residents from St. Joseph Mercy Hospital. The residents work on-site with the faculty supervisor in both the general medicine and women’s clinics. Through contractual arrangements with St. Joseph Mercy Hospital, UHS pays for and receives physician’s services for the campus community at Snow Health Center.

b. Through affiliation agreements, UHS provides undergraduate and graduate nurse practitioner and nursing students with supervised clinical practice experience. The students work on-site with UHS clinicians serving as their supervisors for the duration of the practicum.

c. UHS held various influenza vaccination clinics that were open to the EMU community and to the general public.

d. UHS participated in an influenza vaccination research study supported by a $105,000 grant from the National Institutes of Health and conducted by the University of Michigan School of Public Health.

The Department of Diversity and Community Involvement

The department includes the four programs described below: VISION, The Women’s Center, The Center for Multicultural Affairs, and the LGBTRC.

Volunteers Incorporating Students into Our Neighborhoods (VISION)

VISION is dedicated to helping students, as well as staff, become actively engaged in service. VISION’s goal is to address global and local issues and meet community needs. VISION is a resource to help students meet Learning Beyond the Classroom and/or Honors Program requirements and Social Work requirements; earn pre-student teaching hours; apply leadership skills and skills learned in classroom settings; and become involved in the EMU community. The VISION 2007-2008 Report states that 723 students served through its programs for a total of 32,323.47 service hours.

VISION provides University resources, training, and support to many nonprofit organizations. Among these are the Washtenaw Association of Volunteer Coordinators (WAVC), Michigan Campus Compact, and the Washtenaw Youth Mentoring Coalition. Listed below are ten programs of the VISION center focused on community outreach:

- Students Against Hunger and Homelessness (SAHAH) works with community organizations that serve families and individuals facing poverty issues.
- One-Day Events (ODE) offers opportunities for service to students whose schedules limit their availability to make semester-long commitments.
- Alternative Breaks (AB) allows participants to travel throughout the United States, serving diverse populations and addressing social-justice issues.
• Gathering Resources to be Educated about our Environment and Nature (GREEN) is an environmental group focused on recycling and raising awareness about environmental issues.
• JumpStart is a literacy program designed to prepare preschoolers for kindergarten.
• Eastern Votes Coalition is an organization of nonpartisan students and supporters who work to increase the number of registered voters and voter turnout at the polls.
• Best Buddies matches University students with young adults with developmental disabilities to develop friendships and mutual-learning relationships.
• Habitat for Humanity works with the local Habitat office to raise funds to build affordable housing and help build the houses.
• America Reads is a literacy program that serves 1st through 3rd graders in local elementary schools.
• Kid Konnection works with such organizations serving local youth as SOS Community Services, Boys and Girls Club, Parkridge Community Center, Parkridge Learning Center, Big Brothers Big Sisters, Washtenaw Youth Mentoring Coalition.

The Women’s Resource Center

The Women’s Resource Center encourages and supports the personal, academic, and professional advancement 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 Resource Center offers events and resources to both EMU and community members. During the 2007-2008 academic year, the following activities took place through the Women’s Resource Center:

• Teen Voices Conference: A collaboration with Safehouse Center in Ann Arbor to provide a one-day conference for youth and people working with youth to prevent sexual violence.
• Cell Phone Drive: A month-long collection of cell phones to be donated to Safehouse Center. Safehouse distributes the phones to individuals who need them for use in emergency situations.
• True Life Art Exhibit: A collection of art from survivors, child survivors, and perpetrators of domestic violence and sexual assault to bring a personal aspect to the issues of domestic violence and sexual assault. Safehouse Center and First Step Shelter donated art and provided resource materials for the event.
• Upward Bound 1 in 3 Training: A program that educates high school students in the Upward Bound program about sexual assault and dating violence using the 1 in 3 Ask Me (developed by EMU graduate student Jessica Klein) project format and materials.
• The Vagina Monologues: A production of Eve Ensler’s renowned play, with all proceeds from ticket sales and merchandise benefitting Safehouse Center and First Step Shelter. Both organizations sponsored informational tables at the event.
• Woman to Woman Care Package Making: A collaboration with EMU student organization You Beautiful Black Woman to put together supplies for the Alternatives for Girls youth shelter in Detroit.
• Take Back the Night: A yearly march and rally to raise awareness and to protest sexual violence. Safehouse Center and First Step Shelter provide resources and personnel to assist in the event.
The Center for Multicultural Affairs

The Center for Multicultural Affairs is dedicated to planning and implementing educational and cultural programs that improve the campus climate and enhance community life at EMU. Its programs provide opportunities for cultural exploration, dialogue, personal reflection, and leadership development within the student life experience. Their cultural heritage celebration months provide programs for historically underrepresented groups to ensure rich learning experiences in and outside of the classroom. The Center for Multicultural Affairs works to ensure a secure and supportive learning environment for African, African-American, Latino, Hispanic, Native-American, American-Indian, Asian, Pacific-Islander, Arab, Arab-American and other students by coordinating with other University offices and programs to ensure that activities and services are inclusive and responsive to student needs. The following are programs offered through the Center for Multicultural Affairs:

- The MLK luncheon
- Dr. Martin Luther King, Jr., Essay Writing Contest with Ypsilanti, Lincoln Consolidated, and Willow Run school districts
- “Blackout” Community Service Project
- Holy Cross Child Services

The Center for Multicultural Affairs has hosted seven events during the past year bringing an attendance of more than 2,000 people to the campus.

The Lesbian, Gay, Bisexual, and Transgender Resource Center (LGBTRC)

The LGBTRC of EMU advocates for and addresses the needs of students, faculty, and staff regarding issues related to sexual orientation and gender identity. It serves as a link to the community by providing referral services as well as educational and social programming, along with providing a comprehensive range of educational information and advocacy services. These goals are achieved through the following programs:

- Milan High School Peer Educator Training: Each year the LGBTRC assists in training the Milan Straight Talk Project, which is a group of students who wish to serve as peer educators for their school. The LGBTRC presents terminology and issues in the LGBT community along with a panel sharing their personal stories.
- Safe Schools Michigan: The LGBTRC takes an active role in Lansing, attending meetings and workshops on creating safe schools K-12 for our sexual minority youth. This involves advocacy and policy change along with educating public school educators. EMU, at times, has been the only college representative, which may become a key EMU recruiting tool for LGBT youth in the state.
- Special Programs and Events: The LGBTRC hosts events including October programs, concerts, and movies, ALLY Trainings, Lavender Celebration, Pride Prom, and Day of Silence/Night of Noise.

The LGBTRC at EMU hosts more than 20 events annually that attract more than 550 attendees.
Campus Life

The Office of Campus Life offers student-centered learning, development, and involvement activities. Many of the events sponsored by Campus Life are free and open to the general public. Included are:

- Presentations by guest speakers--prominent personalities, authors, leaders, and artists on topics ranging from pop culture to current events;
- Friday Night Movies, Monday Midday Movies, and the Family Film Series;
- The Laugh Lounge for comedy and the Skye Lounge for jazz;
- Eastern Excursions to professional sports, cultural, and entertainment events;
- Greek organizations across campus, involving nearly 800 students, each of which conducts community service and fundraising activities that benefit local organizations and charities;

Many campus organizations use community businesses to provide goods and services for events, including leadership institutes and retreats (IMPACT, Fall Greek Convocation, Catalyst, LeaderShape/From the Ground Up), student orientation activities (YpsiFest, Eagle Palooza, Fajita Fest, Late Night at the Rec, PlayFair, OTeam Retreat), travel needs of guest presenters, and house rentals for fraternities and sororities.

These and many other campus organizations and activities provide multiple interactions with the community and significant support for community businesses.

Office of International Students

The Office of International Students has a twofold mission:

- To assist students and scholars from other countries in reaching their educational and career goals.
- To actively promote programs and engage the campus toward attainment of EMU’s strategic direction to become a University with global and multicultural perspectives.

Programs and Events offered through the Office of International Students, which reach more than 500 attendees, include the following:

- Parade of Nations: A time to reflect upon the diversity of countries and cultures represented at EMU. Student, faculty, staff, and youth from the Children’s Institute march with flags around the stadium at the beginning of the Homecoming ceremony while the announcer states the University's commitment to international awareness and education.
- United Nations Day: An event that includes reading the UN proclamation, which highlights the international activities and global neighborhood at EMU, and youth from the Children’s Institute sing in other languages for EMU staff, students, faculty, Board of Regents, and City of Ypsilanti representatives.
- UConnect: Brings international students to local K-12 schools to teach community students about a new country.
• Colors in Harmony: A cultural talent show hosted by the International Student Association. This event showcases different art forms, such as singing and dancing, from around the world.

D. University Facilities

The various physical facilities of the University and their related program components are among the most valuable resources that enable the University to implement worthwhile community engagement activities.

Bruce T. Halle Library

The Eastern Michigan University Library provides a welcoming environment that promotes teaching, learning, and research. 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 Halle Library connects the EMU community with information from global sources and serves as a valuable resource for the greater community through the following resources and programs:

• The University Archives, located on the third floor of the Halle Library, has a close relationship with the Ypsilanti Historical Society (YHS) and its Archives. At the request of the YHS, University Archives scanned an original 1891 map of Ypsilanti, cleaned up the scan, and prepared it for easy reproduction. The YHS now sells copies of the reproduction and uses the proceeds for further restoration and preservation.

• Information Literacy Instruction with Inkster High School, Milan High School, and Spiritus Sanctus School, Plymouth, MI, introduces the high school students to academic sources and makes them feel like "college students" for a day, including lunch at the Student Center for a glimpse of student life.

• The Halle Library’s Outreach Librarian is currently teaching as a volunteer at the Huron Valley Complex for Women (state prison) as part of a volunteer program coordinated by an EMU English professor. Twenty prisoner-students registered for this class. Two additional classes are taught by EMU faculty.

• Partnership with the Ypsi/Ann Arbor Reads program, which draws together high schools, universities, public libraries, and community reading clubs in both municipalities to encourage reading and discussion of a chosen book of general interest.

Convocation Center and Pease Auditorium

Built in 1998, the Eastern Michigan University Convocation Center is a premier entertainment and sports complex serving EMU and the community with 204,316 square feet and a maximum seating capacity of 9,500. The Convocation Center is a multi-purpose facility serving the University and the community. The Convocation Center seeks to maintain and continue to improve the integrity of the facility, while enhancing and contributing to the overall experience of EMU students and staff along with hosting local, regional, and national events that will attract prospective students and provide positive exposure for the University.
The Convocation Center has been an annual host to many community and regional events:

- The St. Joseph Mercy Hospital Holiday Ball is an annual fundraiser held at the Convocation Center since 2002 that raises close to a million dollars per year for the Hospital.
- Since 1999 the Convocation Center has hosted the FIRST Robotics competition for high school students who design and build robots to compete in a unique varsity sports atmosphere.
- The Convocation Center hosted the 2008 WNBA Finals in October. The event was televised nationally, and the championship game was attended by 7,511 fans, which is a Convocation Center record.
- The Convocation Center hosted sixteen high school graduations in the spring of 2008. A total of 57,795 people attended these graduations in a two-week period. These attendees have been a boost to local area restaurants and businesses.

During the 2007-2008 academic year, the Convocation Center and Pease Auditorium hosted 40 events with more than 155,000 attendees.

**Dining Services**

The mission of the University Dining Services is to provide convenient, nutritional, affordable and diverse food options to the campus community and its visitors. The vision is to be a partner in every program, event, and activity where food is served. University Dining Services reaches approximately 111,635 community members annually through the following activities:

- Ypsilanti Meals on Wheels--Dining Services works in this partnership to bring meals to senior citizens in the community. Costs of preparing the meals are adjusted below market value with the goal of covering only EMU costs for the program. In 2007, EMU was a finalist for the Jimmy and Roslyn Carter Award for Campus Community Collaborations, based on its 34-year history of work with Ypsilanti Meals on Wheels.
- Kiwanis Club of Ypsilanti--Dining Services provides weekly meeting space at no charge. Dining Services has organized the Kiwanis Club since Sept. 2007 through Event Planning by providing room rental, the total value of which is more than $8,500 to date.
- YpsiFest--Dining Services fully organizes and financially supports this annual event that is well received by community vendors and EMU students. Dining Services funds transportation through the Department of Public Safety, which coordinates the use of Ypsilanti School District buses.

**Rec/IM Department**

Eastern Michigan University’s Recreation/Intramural Sports Department provides the campus and surrounding community with high-quality recreational facilities and activities that promote a healthy lifestyle through participation in exercise, individual and team sports, educational programs, and recreational events. The REC/IM Department works closely with students and other resources toward the common goals of unity, student development, and overall excellence in higher education. The REC/IM Department attracts more than 500,000 patrons annually. Approximately 275,000 patrons are from events held for off-campus organizations.
Rec/IM reaches out to the community through the following programs:

- Learn to Swim Program
- Summer Fun Camp
- Offering modest rental fees for facilities and staffing costs to community programs that are recreational in nature.
- Offering programs hosted by the REC/IM at no charge other than for additional staffing.
- Basketball tournaments with approximately 1,500 people in attendance for each day of a tournament.
- Swim meets with approximately 2,000 people in attendance each day of a meet.

**Student Center**

The Eastern Michigan University Student Center fosters a collegiate community by integrating academic, cultural, and recreational life. The Student Center is a comfortable and inclusive environment, connecting students, the campus community, and many guests by providing opportunities for engagement through programs, services, and facilities.

Since Nov. 6, 2006, the EMU Student Center has been the new vibrant hub of activity on EMU’s main campus in Ypsilanti. Available to the public, as well as to EMU students, are the EMU Bookstore, TCF Bank, two art galleries, the Grand Ballroom, conference and banquet rooms, and an auditorium for movies. Live performances and guest lectures are also available to the public. The Student Center is fully handicapped accessible and has visitor parking right next to the building. Full audio-visual, catering, and executive-chef services are available.

The Student Center is used by community organizations to hold meetings and conferences. The Student Center is a co-sponsor for a number of community events that are held on campus. From July 1, 2007, through June 30, 2008 (FY08), the Student Center hosted 687 bookings for external customers with an estimated attendance of 22,572. So far in FY09, the Student Center has hosted 394 bookings with an estimated 24,105 attendance.

**University Housing**

The mission of the Housing Department is to provide students, University faculty, and staff with high-quality, reasonably priced residences in a customer-oriented and educationally based environment. Opportunities for personal growth, academic success and leadership development are provided in a wide range of on-campus living options. University Housing exists to provide a living environment that is educationally purposeful and supportive of the academic mission of the institution. The Department of Housing offers services to the community through the following:

- Rental of space to the Washtenaw Intermediate School District (WISD): The WISD uses space in one of the residence halls for office and classrooms for their students.
- Summer Camps and Conferences: Summer camps house conference participants including, youth, young adult, and some adult programs.
• Community-Service projects (food, clothing drives etc.): Community-Service projects are organized by the residence hall staff and residence hall association members throughout the year, including collecting goods and money for various agencies.
• Adopt-a-family program support.
• End-of-school year move Out collections: These collections allow residents to donate food, clothing, furniture, and small appliances to Hero, The Salvation Army, Food Gatherers, and the St. Vincent DePaul Society.

Eagle Crest Golf Course and Conference Center

The Eagle Crest Golf Club and the Eagle Crest Conference Center are both EMU facilities whose missions are to provide professional recreational and educational experiences to clients within the University and beyond. The Golf Club pledges a golf experience that exceeds its 4-Star rating through the creativity, energy and dedication of its professional staff; the Conference Center provides a professional environment with innovative technology and accommodations. Both facilities include in their mission statement a “pledge to preserve the rich traditions of Eastern Michigan University, and be loyal advocates of our community.”

The Eagle Crest Golf Course hosted 38,599 rounds of golf in 2007-2008. Of these, EMU student participation was recorded at 1,763 and faculty participation at 260. The Eagle Crest Conference Center hosted 861 events with 34,379 attendees. Of these, 230 events with 5,984 attendees were EMU-related meetings.

E. Culture and Athletics

Community engagement is integral to the missions of the cultural and athletic units of the university. They are among the most visible and publicized units of the University; as such, they provide avenues for widespread participation by community members in the life of the University and for the University to make significant contributions to the cultural life of the community.

The Art Department

Community engagement activities of the Art Department include the University Gallery Exhibition Series, a visiting-artist lecture series, and programming at the Riverside Arts Center in Ypsilanti. In the current year, attendance at 22 exhibitions at University art galleries has totaled 11,000 to view work by student, faculty, and international artists. Five lectures by visiting artists have had 484 attendees, and six workshops for elementary school children have been sponsored at the Riverside Arts Center, a program that is currently undergoing significant expansion.

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 Communication, Media, and Theatre Arts Department (CMTA)

During the three academic years from 2006-07 through 2008-09 (partial), the Theatre Program of the Department of Communications, Media, and Theatre Arts produced four types of community outreach programming. The EMU Theatre had 18 productions, including 97 performances with an attendance of 16,444. The School Performance program served 19 schools with 12 performances with 1,625 attendees. Drama Day, in two of the three years, served 32 schools with 288 attendees, and Special Events programming sponsored 34 events with 2,193 attendees.

Additional community outreach activities of the CMTA department include:

- EMU Forensics--intercollegiate competitive speech activities. EMU's Forensic program is nationally recognized (10 national team championships; more than 60 individual national champions; and 36 Michigan State Collegiate championships).
- Children's theatre and touring company--historically, this touring company tours/perform for 20 community schools and more than 5,000 young students per year.
- Encore--EMU Theatre's musical theatre troupe typically performs for 6-10 community/University groups or events per year.
- Eagle Radio--a campus radio network that broadcasts 30 hours per week for University students.
- E-Magazine--a video magazine produced 20 hours per week and distributed on EMU's campus network and local cable.
- Six Figures--an introductory-level performance troupe that focuses on social issues and human interaction. This troupe performs for 12-15 community groups per year.

The Department also hosted the Michigan High School Forensic State Championships in May 2009, with some 85 Michigan high schools attending from all over the State. This included 850 secondary students, 100 teachers/coaches, and uncounted parents and family members. This activity had a significant economic impact on the area with lodging, food, and related expenditures.

The Department of Music and Dance

The EMU Department of Music and Dance strives to promote lifelong musical learning, to prepare students for professional careers in music, and to advance the cultural life of the campus, community, and beyond. The following programs and activities are performed by the Department of Music and Dance:

- Music and Dance Performances: The Department offers more than 200 annual concerts and recitals (by faculty members, students, and guest artists) that are free to the community, with an average total audience attendance per academic year in excess of 20,000 patrons.
- Special Performances: Each fall the Department presents two free music and dance performances from the masterwork repertoire to more than 2,800 area school children.
Each winter the Department presents a special-themed family concert with annual attendance of more than 100.

- Music Education: This academic year (’08-09) three workshops have been offered that provide continuing education credit for area teachers (special education, middle school choral conducting, and wind conducting).
- Music and Dance Clinics: Each fall, "Clinic Day" is held with participation by more than 200 area high school students who receive specialized training on their instruments. At least eight free master classes featuring renowned guest artists are offered each year.
- Adjudication: EMU music faculty members are highly sought to provide pro-bono adjudication services for band, orchestra, and choir festivals at the district and state levels.
- Community Music Academy: A year-round program offering non-credit music lessons and experience for infants through adults. The academy offers free "Friends Days" open house, summer music camps, and festivals. This past year 50 students enrolled in these programs.
- Music Therapy Center: Provides free therapy services to four clients each semester that would otherwise not be able to afford therapy. The Music Therapy faculty members are working with the EMU Autism Collaborative to develop programming that can provide services to families in the area. The faculty members also do in-services and presentations to local organizations, educational, and health-care settings on a regular basis, and are currently developing a new program with the local VA Hospital. Music-therapy students are currently providing services in more than ten community therapy centers.
- Student Organizations: Our music student organizations have collected funds to provide instruments to Hurricane Katrina victims. Students travelled to Iowa during winter recess 2009 to volunteer their time for flood-relief efforts.

Music and Dance programs (concerts, workshops, music-therapy services, music lessons) are mutually beneficial to the University and community participants. They provide opportunities for participants to experience the creative and healing language of music and to maintain or improve their professional skills in education, therapy, and performance. These programs also allow our students the opportunity to develop the hands-on experience and skills they will need in their professional careers.

WEMU

WEMU-FM is both a public radio station licensed by the Federal Communications Commission (FCC) and a department of Eastern Michigan University (EMU), broadcasting to all of Washtenaw county and parts of Wayne, Oakland, Lenawee, Livingston, Monroe, and Lucas (Ohio) counties. WEMU reaches a potential population of approximately 400,000 persons.

WEMU is in a highly competitive broadcast market of nearly 40 other radio stations, five of which are also public, noncommercial stations. On average, the station attracts approximately 35,000 weekly listeners with 1,400 listeners during any given 15-minute period. Estimated listening time for each listener is six hours per week. These measurements place WEMU in the top three stations in Washtenaw County. The station operates 24 hours per day, seven days per week, every day of the year, including holidays. Its programming content is currently news,
jazz, and blues, with a combination of locally produced, NPR network, and automated overnight programming.

WEMU's events serve the station's audience demographic: 45-64 age range, 52% male, 38% female, employed primarily in white-collar professions, with an average household income of more than $100,000. Eighty-five percent of WEMU's audience resides in Washtenaw County; more than 85% of WEMU's Washtenaw County audience has Ann Arbor ZIP codes. WEMU's race and ethnic demographics are similar to those of Washtenaw County. WEMU’S weekly audience fluctuates between 27,000 and 32,000 listeners.

WEMU pioneered the concept of media partnerships--essentially the exchange of on-air promotion of events in exchange for event sponsorship that includes WEMU's logo in all print materials, program ads, tickets for giveaway, and emcee opportunities for WEMU's on-air hosts. WEMU launched this service in the summer of 1992, and it has grown and evolved since, prompting other radio stations in the county, state, and country to adopt this model.

The media-partnership model and other community interactions have resulted in community partnerships with many community organizations that give WEMU significant community visibility. Among the partners are:

- University Musical Society, University of Michigan
- Detroit International Jazz Festival
- Ann Arbor Summer Festival
- Michigan Theater, Ann Arbor
- Taste of Ann Arbor
- University of Michigan Jazz Series
- EMU Jazz Dinner Dance
- Grillin’ for Food Gatherers
- Ann Arbor Street Art Fair
- Townie Street Party, Ann Arbor
- Ann Arbor Book Festival
- Crossroads Music Festival, Ypsilanti

WEMU hosts at least five major fundraising and donor appreciation events a year, with a total attendance of more than 1,000 people.

The Department of Intercollegiate Athletics

The mission of the Department of Intercollegiate Athletics is to guide, support, and inspire our student-athletes in their pursuit of excellence-academically, athletically, and socially-while maintaining a successful Division I-A athletics program.

Attendance at EMU athletic events is a vital avenue of outreach from the University to the community. Attendance figures for the last three years for the four revenue sports--men's football and basketball, and women's basketball and volleyball--are recorded in the table below.
Athletic Attendance--Revenue Sports (turnstile count)

<table>
<thead>
<tr>
<th></th>
<th>Football</th>
<th>Men’s Basketball</th>
<th>Women’s Basketball</th>
<th>Volleyball</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>16,465</td>
<td>11,697</td>
<td>5,296</td>
<td>NA</td>
</tr>
<tr>
<td>2007-08</td>
<td>26,023</td>
<td>12,805</td>
<td>4,200</td>
<td>3,207</td>
</tr>
<tr>
<td>2008-09</td>
<td>26,757</td>
<td>10,896</td>
<td>4,492</td>
<td>2,011</td>
</tr>
</tbody>
</table>

In addition to these events, the non-revenue sports attract an uncounted number of University and community members to campus. Admission is not charged for these events, nor are formal attendance figures recorded. In an earlier study, an unofficial estimate of non-revenue sports attendance for all sports was 27,750 for one academic year.

The Athletics Department interacts with community members in many other ways than as spectators at sporting events. The following are community activities that the Department of Athletics has sponsored:

- **High School Outreach Education**: Associate Athletic Director/Compliance visits area high schools (on an invitation basis) to provide educational presentations to students, guidance counselors, and parents on NCAA Initial Eligibility requirements.

- **EMU Charity Ticket Program**: Fans can help give underprivileged Eagle fans an opportunity to enjoy the excitement of EMU Athletics. Tickets can be purchased for just $3 each and can be designated to the organization of their choice. Additionally, EMU Athletics teamed up with local non-profit organizations, which can select a charitable organization to take advantage of the generous sponsorship if they choose. This program is implemented for football and basketball seasons but will grow and include more sports next year. During football and basketball seasons, fans purchased more than 1,000 tickets that were donated to local non-profit organizations in the community.

- **Project Perfect**: An incentive program designed to honor and recognize top students at local elementary and middle schools. *Project Perfect* rewards perfect grades, perfect attendance, and/or exemplary citizenship. The reward for each qualifying student is a complimentary ticket to a home Eastern Michigan athletic event. Each school’s principal identifies potential recipients based on any of the three categories during the previous semester/marking period.
  - Perfect Grades – any student achieving all As in a marking period shall qualify for a complimentary ticket.
  - Perfect Attendance – any student achieving perfect attendance during a marking period shall qualify for a complimentary ticket.
  - Exemplary Citizenship – any student recognized formally by school administrators for exemplary citizenship or behavior shall qualify for a complimentary ticket. These criteria can include a combination of academic achievement, extra-curricular activities, and social awareness/contribution.

- **Dig Pink**: For the second consecutive year, EMU Athletics and the Volleyball team raised money in support of breast cancer awareness and research.
  - This was the first year that EMU worked with the Side-Out Foundation. The Side-Out Foundation is a Virginia-based non-profit organization, established in
2004 by a group of individuals drawn together by their love of volleyball, but who also share a similar passion to be a part of the war against breast cancer.

- The EMU event helped raise more than $4,800, the second most of any participating college in the program.

- Toys for Tots: For the second consecutive year, EMU Athletics teamed up with W4 Country and the Marines in a Toys for Tots campaign in conjunction with a home basketball game. On December 2, approximately 50 toys were collected prior to the women’s basketball game against Notre Dame; fans who donated toys were given a free ticket.

- Pride and Honor Flight: EMU Athletics teamed up with the Pride and Honor Flight program during the Eastern Michigan Basketball Doubleheader on Saturday, January 24. Pride and Honor Flight is an organization dedicated to transporting World War II veterans to visit their memorial in Washington, D.C. During the games on January 24, Pride and Honor Flight sold raffle tickets to raise money for upcoming trip opportunities for local veterans. The Athletics Department also donated a suite for a men’s basketball game for Pride and Honor to raffle off.

- Big Brothers Big Sisters Mentor Appreciation: Prior to the men’s basketball game on January 31, EMU Athletics teamed up with Big Brothers Big Sisters of Washtenaw County for Mentor Appreciation Day. In an effort to help them find matches for the nearly 140 kids who still need a big brother or big sister, the Convocation Center was opened for them to have an Appreciation lunch prior to the game, and then they were allowed to pass out information at the game to help promote the needs of the organization. All ‘Bigs’ and ‘Littles’ also received a complimentary ticket to the game.

- Education Day: This year marked the fourth EMU Basketball Education Day, held in conjunction with the men’s basketball game on November 14. Local elementary and middle schools were invited to attend the noon game free. Prior to the game, the students and teachers were treated to an educational program that featured guest speakers from the American Red Cross, TCF Bank, EMU student-athletes, the Department of Health Sciences, and the WNBA’s Detroit Shock. The students also took home Education Day folders that contained educational exercises that helped stress the important relationship between athletics and academics. In total, more than 1,800 teachers and students attended the event from more than four different school districts and charter schools in the area.

- Pink Zone: EMU Athletics, in conjunction with the women’s basketball team participated in the Women’s Basketball Coaches Association (WBCA) Pink Zone event on February 21, 2009. The program is designed to support the efforts of the Kay Yow Cancer Fund in a cure for breast cancer. In addition to working with the EMU Colleges Against Cancer organization, more than $300 worth of donations were taken in support of the cause. Additionally, pink t-shirts were given out to the first 500 fans, courtesy of the EMU Marketing and Communications office.

- Volleyball 101 Youth Clinic: Prior to the EMU Women’s Volleyball match on October 4, the Volleyball team hosted a pre-game youth clinic for kids in grades 2-8. The Clinic was designed to provide skills training by the players and coaches and give participants the chance to interact with members of the team before the match. All participants and family members were also invited to stay for the match that followed the clinic.

- Boys and Girls Club: In August the EMU Men’s and Women’s Basketball Teams collaborated with the Boys and Girls Club of Washtenaw County and conducted a skills
clinic at their facility. Tickets were provided to the Club following the event so that the participants could come to a game and support the players that helped them during the clinic.

- Ypsilanti Pride Day: Every May members of the EMU Athletics Department participate in Ypsilanti Pride Day, a program run through the Ypsilanti Area Chamber of Commerce. Participants are designated a certain area in the community to help clean up, by lending a hand in picking up trash, picking weeds, painting, gardening, sweeping, and more.

- Ypsilanti Area Chamber of Commerce Golf Outing: For the past three years, EMU Athletics has been the title sponsor of the Ypsilanti Area Chamber of Commerce golf outing. In addition to lending volunteer assistance for the outing, EMU Athletics worked with a radio partner, WTKA, to host a live remote from the golf course the morning of the event. Sponsoring the golf outing is a critical component in allowing EMU Athletics to develop relationships with members of the Ypsilanti business community.

- Ypsilanti Heritage Festival: Each year EMU Athletics supports the Ypsilanti Heritage Festival by purchasing booth space for the entire weekend of festivities. The Department also participates in the Heritage Festival parade.

- Community Pride Recognition: EMU Athletics is committed to recognizing groups who exhibit outstanding community service throughout the year. Research is done in the local papers to find groups who exemplify the spirit of community service. They are invited to attend an EMU athletic event as guests of the Department. In many cases, time is made during the game to publicly recognize these groups in front of home fans for their outstanding service.

- Mascot Appearances: Throughout the year, the Marketing Department coordinates Swoop appearances in and around the community. Appearances are complimentary and often include participation by the EMU Cheer and Dance Teams.

- Fox 2 Sky Fox: This past year, EMU Athletics teamed up with Fox 2 in Detroit on its Sky Fox School program. Each week in the fall, one lucky school won the chance to have the Sky Fox helicopter visit and host a live remote with one of the Fox 2 anchors. In addition to taking Swoop to each Sky Fox event, EMU Athletics provided each student at the participating elementary schools with a complimentary ticket to an upcoming football game. Participating schools were determined on a number of variables including outstanding scholastic and community outreach efforts.

II. Workforce Development: Career-Related Activities of EMU Academic Departments

Rationale

One of the pressing economic development needs of the 21st century, made more pressing by severe recession, is for a skilled workforce— one that is responsive to contemporary changes rather than being based on the requirements of an era that has passed. Historically, workforce development has been thought of as a mandate for vocational schools and community colleges; educators, politicians, and policy makers have not often applied its mandates to four-year colleges and universities. This remains true, in spite of the widespread recognition that a college education is now a prerequisite for a larger and larger percentage of available job opportunities.
opportunities, especially those that pay high enough wages to provide adequate support for individuals and families.

Regional state schools, including EMU, often specialize in professional training and generally have strong curricula in applied fields. Career applications for students are a necessity across the University, however, including in the traditional liberal arts disciplines. The integration of disciplines across the university has also become a necessity—liberal arts students need technology training, most obviously computer competency, and students in technical fields need to develop understandings traditionally associated with the liberal arts, particularly written and oral communication skills and an understanding of personal and cultural differences among people. Most employment opportunities for college graduates now require a complex mixture of knowledge and skills.

Based on this need, a survey was done of EMU’s Academic Departments to identify and quantify career-related activities for their students as a vital component of the current study of the Economic and Social Impact of Eastern Michigan University. Program information and data were collected to stimulate identification and emulation of best practices and to establish baseline measurement data.

The classic career-preparation activity in the traditional college curriculum, particularly at teacher-training institutions such as EMU, is student teaching. As an integral component of their training as teachers, education students spend a full semester testing and honing their professional skills in classroom settings. Partially following this model, field-based internships are now used across academic fields. The survey measured credit and non-credit, required and optional programming, as well as other career-related activities.

Also useful to departments and students are information about the career paths of program graduates and interaction between alumni and current students. Information and data about these activities were also collected.

**Preliminary findings**

**Notes on the data**

The following summary is not a full accounting of all career-related programming by academic units at the University. The template was sent to academic departments or schools. Some responses were provided, however, by academic programs within departments. This makes the overall data more complete, and, by reflecting differences within departments, presents a more thorough and accurate picture of actual practice than would be reflected by only using departmental-level data. This breakdown of the data, however, makes it impossible to give aggregate totals or percentages across academic departments. In addition, the data are incomplete, since some departments did not return the template or provide the data in another format. The summary data reported should therefore be seen as instructive of career-related efforts at the University, and as baselines for future measurement and best-practice models, but not as a definitive quantitative record of the scope of these practices at the University.

Though the exact totals reported are not definitive, the great majority of relevant data are reflected in the totals. These include student teaching and pre-student teaching totals from the College of Education; Co-Operative Education numbers, which reflect the vast majority of field education experiences in the colleges of Business and Technology; and field placement data.
from many departments and programs, including all of the schools in the College of Health and Human Services and a majority (10 of 18) of the departments in the College of Arts and Sciences.

Throughout this report, the distinction among the different types of academic units at the University will be labeled as accurately as possible. Departments and schools may at times be labeled “departments,” and will be differentiated from “colleges.” In only a few instances were data reported at the college level. Data totals often reflect a mixture of department and program data (without double counting). When this is the case, the term “academic unit” will generally be used.

Credit programs

In the responses received from academic departments, schools, and programs across campus, forty-one (41) distinct field-placement experiences were reported. Thirty-three (33) of the 41 were required elements of a program, major or minor, and eight (8) were optional program components.

Using 2007-2008, as the base year, 4,455 EMU students were reported to have received credit for field-experience courses, including internships, co-operative education, and student teaching. For 2006-2007, 4,213 were reported. For those programs reporting data for both years, an increase in participation of 5.6% is shown between the two years. Partial data for 2008-09 reported 3,995 credit-bearing student experiences for students. When only programs reporting complete data for 2008-09 are considered, this total is within 1% of the 2007-08 participation levels.

Measurements of total student credit-hours and student-placement hours show stable program levels over the three year-period. Student field placements reported granted a total of 22,277 credit hours in 2007-08 and 23,040 in 2006-07, based on more than 700,000 total placement hours each year (757,142 in 2007-08 and 716,896 in 2006-07). Partial data for 2008-09 reflect 619,994 hours of field-placement activity for which 19,365 hours of academic credit were received by EMU students. While the 2008-09 data are incomplete, they project to a total comparable to that of the previous years, based on a comparative analysis of the numbers submitted.

Aggregate data relating to credit-bearing field-experience programs are in the table below.

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Credit Hours</th>
<th>Placement Hours</th>
<th>Placement Agencies (partial)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>4,213</td>
<td>23,040</td>
<td>716,896</td>
<td>1,012</td>
</tr>
<tr>
<td>2007-08</td>
<td>4,455</td>
<td>22,277</td>
<td>757,142</td>
<td>1,344</td>
</tr>
<tr>
<td>2008-09 (partial)</td>
<td>3,995</td>
<td>19,365</td>
<td>619,994</td>
<td>828</td>
</tr>
</tbody>
</table>
Non-credit programs

Six of the responding units reported field-experience education opportunities for which students did not receive academic credit. While not as extensive as credit offerings, the program numbers are substantial. Student participation was recorded by 174 students for 2008-09 (partial), 190 for 2007-08, and 229 for 2006-07. Time of participation was reported at almost 18,000 hours in 2008-09 (partial) and almost 19,000 hours for each of the two preceding years.

The reported numbers above do not present a full picture of non-credit field experience across the University. Only a small number of pre-student-teaching requirements for which credit is not granted were reported. Academic service-learning classes, which are regular classes for which credit is granted but are not seen exclusively as field-experience classes, were listed by only two programs. A total of 3,200 students participated in these AS-L classes in the past academic year.

In addition to the activities that are part of an academic curriculum, EMU students regularly participate in significant community-engagement activities. These activities are documented in detail in the previous section of this report, The Social Impact of Eastern Michigan University. The bulk of these experiences are not offered through academic units, and they may or may not be consciously associated with career-building skills. They do, however, provide understandings, knowledge, and skills that are generally, and at times specifically, related to the competencies required in the world of employment and jobs.

Agencies served

The survey also collected data on the number of off-campus settings in which field experience took place. The data reflect broad exposure for students and a stable interaction between EMU and community institutions. It is estimated that about 1,500 agencies receive the services of EMU students. While duplication of agencies served by different departments and programs may result in modest over-counting among reporting units, a number of programs do not compile agency data, resulting in a significant under-counting of overall totals.

A total of 1,344 agencies were reported to have been served in 2006-07 and 1,012 in 2007-08. The former year was higher because it was the last year for which the Co-Op education programs reported data in this category. It can be assumed that these programs continue to serve at least as many agencies as they did in 2006-07, since their overall student participation numbers were larger in 2007-08 than in 2006-07. Duplication of school districts served by the College of Education in the various student-teaching programs has been eliminated in this estimate. A partial number of 828 placement agencies was reported for 2008-2009.

Alumni Activity by Academic Units

One of the most promising avenues to develop career opportunities for students is through interactions with alumni. Academic units were therefore asked to report their unit-based alumni activities. They were asked if they “actively track [their] program graduates.” Of the 22 units responding to this question, exactly half (11) reported that they do; the other eleven reported that they do not. Only four of these units, however, reported that they “aggregate job
placement and career employment data about [their] graduates,” although others report that they are “planning” or “trying” to do so.

When asked whether or not they “correspond regularly or systematically with [their] graduates,” sixteen of the twenty-two units reported that they do, but a few units reported that only “some” of their programs communicate with their graduates. Of those who did communicate with their graduates, twelve units reported communicating via e-mail and six by postal mail (four used both methods). Six units reported communicating to alumni via a “Departmental Newsletter.”

Sixteen units reported the number of times they had contacted their alumni in the preceding year. Four reported no systematic contact with all alumni, three corresponded once, two corresponded twice, and seven units contacted their alumni list three or more times during the previous year.

Nine units reported that, in addition to correspondence with alumni, their units had “active alumni organizations.” Of those nine, four reported that the alumni organization existed in only some of the academic programs of the unit. Some of the nine had multiple programs with separate alumni organizations. In this context, ten of the EMU official alumni chapters are associated with specific academic programs, but not all of these were among the survey respondents.

The Career Services Office tracks job-placement statistics of graduates across the University. They do this through e-mail and postal surveys, contacting each graduate from one-to-three times after graduation.

Eleven departments reported holding alumni events over the past three years (two of these held their first alumni event during the 2008-09 academic year). Most departments that held alumni events reported holding multiple events per year—an average of two events per year during the past three years. Attendance at these events was reported in a range of three people to 100 people per year. An average attendance of 47 alumni per year was reported at alumni events sponsored by departments. Eight of ten reporting units said that current students were invited to alumni events.

Four departments and the Career Services Office answered “yes” to the question of whether or not the department has “a mentorship program between [their] alumni and students.” In three cases, the mentoring programs were noted to be informal, as they involved structured professional interaction not necessarily labeled a mentoring program. For example, one department regularly uses alumni as field supervisors for students in its internship program.

Overall, the formal mentorship mechanism, particularly using alumni as mentors, may be a practice worthy of further consideration and more extensive use by academic programs of the University.

**Continuing Impact: Future Applications**

While the data from this initial survey provide an incomplete picture of workforce development activities at Eastern Michigan University, they document a strong orientation toward effective career applications in academic programs across the University. Exemplary programming is
illustrated, but some gaps are also evident. The information gathered is instructive for further planning and programming at both the departmental and institutional level.

In addition to the aggregate data collected, information submitted about the practices of individual units is useful as models or “best practices,” for other units to consider. Mechanisms can be set up for transferring and adapting this program information, perhaps using such existing units as the Faculty Development Center and the Office of Career Services as facilitators for this process.

Based on the implications of this study, more direct interaction between the student-support services of the Division of Student Affairs and the academic programs of the Academic Affairs Division should be encouraged and supported. An employment and career-based emphasis seems the proper focus of activities that promote both student participation and enhanced academic outcomes.

While much attention and many University resources are rightfully devoted to the first college experiences of traditional students in on-campus settings, career-related programs should prove especially useful to upper level, transfer, and graduate students. At an institutional level, the data from this study, along with subsequent follow-up activities, can contribute significantly to the work of the Retention Council, the Enrollment Management Council, and the Strategic Planning Council. Furthermore, it will identify additional means of program and unit assessment.

**Summary**

This study has empirically illustrated the significant economic and social impact that Eastern Michigan University has on the various communities of which it is a part. The information presented provides an understanding of the University that can be presented to current and potential supporters. It also can provide guidance to all the members of the University community in developing and implementing programs that continue and increase the value of the University to its students, its faculty, and staff members, and to the region and state that it serves.