

**The Impact of Eastern Mennonite University
On the Shenandoah Valley and Virginia
Fall 2005 Update**

Office of Institutional Research and Effectiveness

2005 Update

The impact study has been updated at the request of the Advancement Division, although primarily the sections on educational programs and community involvement. The in-depth economic analysis will be repeated in 2008, however we have added some general data about growth of expenditures and increase in the number of employees at the end of the economic impact section. Thanks again to all of the departments who contributed information and to Jeanne Horst, analyst in the Institutional Research Office, who updated the report.

Acknowledgements

The 2002 study of the impact of Eastern Mennonite University on the Shenandoah Valley and Virginia was accomplished with the assistance of many persons both here at EMU and within the wider community. This first attempt to quantify the impact of the University on the local community owes much of its momentum to Richard Gunden, VP for Advancement and consultant Charles Kayton of Gosser Gerber Tinker Stuhr LLP, who requested the study and assisted in identifying the categories of data to be collected. Academic departments were helpful in supplying information about the performance of graduates, and the Conferences and Events Office provided essential information about the many programs and events that are offered to the community.

Charles DeHart, Assistant Director in the Office of Institutional Research at James Madison University was helpful in suggesting a methodology for tackling the economic impact section of the study. Ron Piper and Kevin Longenecker in the Business Affairs Division compiled the information on University expenditures. We also owe a debt of gratitude to Ann Lang, Senior Economist at the Virginia Employment Commission, who provided essential assistance in the analysis of EMU's expenditures, estimating the impact of those expenditures on the Shenandoah Valley and Virginia with IMPLAN software.

*Karen B. Miller, Director
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Introduction

Our Vision

EMU envisions a learning community marked by academic excellence, creative process, professional competence, and passionate Christian faith, offering healing and hope in our diverse world. To this end, we commit ourselves to:

do justice,
love mercy, and
walk humbly with God.

Our Mission

EMU educates students to live in a global context. Our Anabaptist Christian community challenges students to pursue their life calling through scholarly inquiry, artistic creation, guided practice, and life-changing cross-cultural encounter. We invite each person to experience Christ and follow His call to:

witness faithfully,
serve compassionately, and
walk boldly in the way of nonviolence and peace.

Our Shared Values

EMU instills the enduring values of our Anabaptist tradition in each generation:

Christian discipleship
community,
service, and
peacebuilding.

Together we worship God, seek truth, and care for each other.

Preparing students to interact with the local and the global community is an important part of Eastern Mennonite University's mission. The 1,660 undergraduate, graduate and seminary students at the University "try out" their vocations in real life situations within general education courses, internships, practica and community service assignments. The community learning initiative implemented in 2002 with funding from the Lilly Foundation will continue the emphasis on working with local organizations in ways that are mutually beneficial.

This impact study describes some of the ways EMU enriches the community, through its educational programs, cultural opportunities, and community service activities. The second part of the study uses quantitative data on expenditures from 2001-2002 to examine the impact of the University on the economy both at the local and state level.

Impact of EMU Educational programs

EMU Students from Virginia

About 43% of full-time undergraduates are from Virginia¹, with the vast majority of those students coming from the Shenandoah Valley. Overall, 41% of EMU students are Virginia residents, and 51% of Virginia students are from the Shenandoah Valley. These students come from a variety of religious backgrounds, representing 42 different religions and Christian

¹ Factbook page 4-3

denominations. Overall, just over half of EMU students are Mennonite; however, less than 32% of students from the Shenandoah Valley are Mennonite.²

EMU Graduates in the Helping Professions

Fifty-seven percent of EMU graduates over the last five years have found employment in the helping professions. An annual survey conducted six months after graduation³ indicates 26% of graduates from the last five years teach, 14% are in health-related fields (nursing, medical technology, etc.) and 17% are employed in social service (social workers, mission workers, mediators, etc.). An additional 5% of graduates pursue advanced medical degrees (2% are in medical school with the remainder in other health sciences including veterinary, physical therapy, pharmacy, etc.)

The Nursing program graduates an average of 22 nurses each year and has maintained a reputation for the excellent preparation of graduates. Over the past five years, an average of 88 % of EMU nursing graduates passed their State Boards on the first try, which is above the average for graduates of baccalaureate nursing programs in VA.⁴ Employer survey data tells us that EMU-trained nurses are exceptional for their communication skills, critical thinking skills, life-long learning skills, and their self-confident, caring, holistic approach to nursing.⁵

The Sociology/Social Work Department graduates an average of 16 majors each year⁶. Field supervisors report that EMU social work students are very well-prepared for their practica with local social work agencies⁷. Particular strengths cited include relating to clients with empathy, honesty and concern, listening effectively, respect for others and responsiveness to feedback. Similarly, supervisors from the local agencies state that EMU social work students are well prepared for demonstrating social work values and ethics, verbal communication, and have the ability to work with clients of different racial and socioeconomic backgrounds.⁸ Likewise, EMU social work majors consistently rate their field experiences in local agencies as a positive learning experience.⁹ Overall scores on the Area Concentration Achievement Tests have consistently been at or above the 70th percentile compared to the national sample over the last four years; EMU students score consistently high in the areas of policy, practice and human behavior¹⁰. Many students stay in the area to work with local agencies including the Refugee Resettlement Office, the Harrisonburg-Rockingham Community Services Board, the Community Mediation Center

² Data taken from the AS400 for 2004-05

³ Data based on Career Services survey reported in Factbook 2005-06, page 3-12, Occupational Distribution of Traditional Undergraduates receiving Bachelor and Associate Degrees.

⁴ Factbook 2004-20005, page 3-16, Percentage of Nursing Graduates Passing State Boards, VA data from Nursing Dept. aggregated from NCLEX reports, 1999-2004.

⁵ Evaluation Team Report on the Accreditation Review of the Baccalaureate Degree in Nursing Program, November 2003, Commission on Collegiate Nursing Education, p. 19.

⁶ Factbooks 2004-2005 and 2005-06, page 3-13, years 2000-2004, "Traditional Undergraduates Working or Studying in a Field Related to the Major".

⁷ Field instructors' evaluations rated EMU students 4.1 to 4.9 on a 5 point scale where 4=good mastery level, and 5=excellent mastery level.

⁸ Agency supervisors' evaluations rated EMU students 3.8 to 4.8 on a 5 point scale where 3=prepared, 4=well prepared, and 5= greatly prepared. Their narrative comments also supported that EMU students are very well-prepared for their practicum experience.

⁹ Self-study Report for Reaffirmation of the Eastern Mennonite University Baccalaureate Social Work Program, Table 5.

¹⁰ Self-study Report for Reaffirmation of the Eastern Mennonite University Baccalaureate Social Work Program Table 1-A, Area Concentration Achievement Test (ACAT) Results for Curriculum Areas by Year Percentile Rankings (External Comparisons), 2001-02 through 2004-2005.

and the Rockingham County Social Services Department. Social Work faculty are also involved in the local community. For example, the Social Work program director chaired the Virginia Social Work Education Consortium and initiated a local community organization providing service to Hispanic residents. Other faculty serve on local agency boards and provide presentations in the community.¹¹

EMU is one of only four private schools in Virginia to be accredited by the National Council for Accreditation of Teacher Education (NCATE). Accredited since 1971, EMU was recently granted continued accreditation through 2012. Nationally, only 700 out of 1,200 teacher preparation institutions are NCATE accredited.

EMU produces an average of 42 teachers annually¹², and many of these graduates are contributing to local schools in important ways. Myron Blosser, a teacher in local school systems for more than 20 years, received state and national honors in the field of biology and is recognized as the founder/director of an innovative “Coast-to-Coast” program, a month-long, cross-country program focused on environmental issues for high school students¹³. Another EMU education graduate, Craig Martin, employed as a teacher and basketball coach at Stuarts Draft High School, was recently honored by a local television station (WHSV) with the “Golden Apple Award” The “Golden Apple Award” honors area teachers for excellence in their field. In April 2004, special education teaching student, Jesse Rodriguez, was one of two students who won the Virginia Association of Colleges for Teacher Education (VACTE) award. Members of the selection committee noted that a key reason for Rodriguez’ award was his desire to analyze his own effectiveness as a teacher¹⁴. These are but a few of the examples of the ways in which EMU education students and graduates impact the local community.

EMU teachers also perform well on the state licensing examination. The 2003-2004 EMU pass rate for the Praxis exams was 100% compared with an average of 98% for the state of Virginia¹⁵. The quality of the EMU education program is also evident from the excellent placement rates for graduates.¹⁶ Over the last ten years 88% of elementary education graduates and 87% of secondary education graduates found teaching jobs the fall after graduation. Surveys of school administrators who have worked with EMU graduates, characterize them as well prepared in all areas, noting their ability to establish rapport with children, to plan instruction that meets the needs of all children, and their ability to communicate effectively and work as a member of a team. EMU graduates are also praised for their dedication and high ethical standards¹⁷.

The Master of Arts in Education program, established in 1996, is also having an important impact on the quality of education in the valley. In addition to 140 graduates from the Masters program¹⁸, many teachers have come to EMU for classes and seminars in literacy, conflict

¹¹ Comments from the accreditation site visit of the Council on Social Work Education, September, 2005.

¹² Calculated on the basis of Factbook 2005-2006 data, Placement of Teaching Graduates, page 3-15. Data collected by the Education Dept. for the years 2000-2004.

¹³ Daily News Record, March 28, 2002, page 9, “Biology Teacher Recognized”, by Jeff Mellot

¹⁴ Retrieved from the EMU Education Department website at <http://www.emu.edu/news/index.php/863>.

¹⁵ Eastern Mennonite University Title II Report, Academic year 2003-2004, Table C2: Aggregate and Summary Institution-Level Pass-Rate Data: Regular Teacher Preparation Program, 2003-2004, SCHEV.

¹⁶ Calculated on the basis of Factbook 2004-2005 data, Placement of Education Completers, page 3-15. Data collected by the Education Dept. for the years 1994-2004.

¹⁷ Education Dept. survey of employers, Administrators’ comments from First year and Fifth year follow-up on classes of 2002 – 2005.

¹⁸ Factbook 2005-2006, page 6-7, includes graduates from 1998-2005.

mediation and many other topics. A total of 575 teachers participated in courses or seminars over the past year.¹⁹

A study by EMU Advancement staff in the fall of 2002²⁰ indicates that approximately 502 EMU graduates work in the helping professions in the Shenandoah Valley: 30 private school teachers, 208 public school teachers, 24 college and university faculty at institutions other than EMU, and 240 medical professionals. Alumni records from 2005 indicate that EMU graduates working in the state of Virginia include 311 educators, 302 medical professionals, 280 business persons, 106 ministers or church-related workers, 97 psychology or social services professionals, as well as other professionals.

EMU sponsors three additional masters programs in conflict transformation, business administration, and counseling. Over the last five years, the 190 graduates of these programs have also had an impact on the number of professionals available locally in related fields.

The Conflict Analysis and Transformation Program, renamed the “Center for Justice and Peacebuilding (CJP)” at the celebration of their tenth anniversary, prepares students from around the world to become reflective peacebuilders, equipping them “to understand conflict and to engage in action to transform it”²¹. The CJP programs bring people to Harrisonburg from all parts of the world and from diverse religious and ethnic backgrounds. In 2000 the program was honored as the first Fulbright program in conflict studies. Grants have allowed CJP practitioners to work with victims of the bombings in Oklahoma City and Nairobi, Kenya and on trauma awareness and recovery with pastors and lay leaders affected by the September-11 bombings through the Seminars in Trauma Awareness and Recovery (STAR) program.²² The Institute for Justice and Peacebuilding, established in 2001, addresses local, national and international issues, including racism and diversity training for city and community leaders in Virginia, several projects relating to victim/advocate and restorative justice in the U.S., and restorative justice in Russia.²³

The Center for Justice and Peacebuilding is one example of a way in which EMU influences not only the local community, but also the world. It is one of five faith-based stand-alone, residential graduate programs in conflict and peace studies. The Center welcomes people of all faiths from places such as the Middle East, Indonesia, Kenya, Afghanistan, South Asia, Bosnia, Burma, Ireland, and many other areas from around the world. One of the Center programs, the Summer Peacebuilding Institute (SPI), provides important opportunities for international dialogue about peacebuilding. In 2004 the United States Institute for Peace granted money for an International Peacebuilding Institute to be held during SPI. As a result, 182 participants traveled to Harrisonburg from 45 different Asian, African, Caribbean and South Pacific countries. Events such as this not only have an economic impact on the community, but also involve local citizens and organizations.

Center faculty also consult with institutions world-wide to assist in creating centers for training and strengthening peacebuilding efforts in New Zealand, Colombia, Nairobi, Galilee, Fiji, Indonesia, Sri Lanka, Sierra Leone, Jordan, Egypt, Switzerland, and the Philippines. The influence of the Center is also felt through Institute for Justice and Peacebuilding projects in 38

¹⁹ Annual Unduplicated Headcount, Factbook 2001-2002, page 1-10.

²⁰ Study was conducted by Carol Lown in the Advancement Division fall 2002.

²¹ CTP Impact, Jan. 2002. page 1

²² STAR webpage, <http://www.emu.edu/ctp/star-project.html>

²³ Annual Report, Conflict Transformation Program, 2000-2001, pages 1-2.

countries; the 1500 Summer Peacebuilding Institute alumni from 83 countries; 159 graduate alumni in 50 countries; and three peacebuilding centers located outside of North America. Domestic graduates of the programs work locally, throughout the United States, and worldwide in service positions, relief organizations, and mediation.²⁴

The master of arts in counseling program prepares graduates for practice with individuals, couples and families in the context of both church and community. The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Dr. Carol L. Bobby, executive director of CACREP, wrote that the program “deserve[s] to be commended for the work ...completed throughout the accreditation process. This is indeed a worthy achievement.”²⁵ The program provides training within the context of the Mennonite tradition of mutual caring and community building that emphasizes both individual adjustment and just social structures.²⁶

The Seminary offers a variety of master’s level programs to prepare pastors and lay leaders for work in churches and faith-based institutions. In the Anabaptist tradition, the Seminary takes a participatory approach to equipping leaders incorporating global perspectives and welcoming persons from a variety of faith traditions. In addition to the 141 persons who are currently enrolled in degree programs, 319 lay leaders and pastors attended the most recent School for Leadership Training, most of whom were from the local area.

The Clinical Pastoral Education (CPE) program, one of two seminary-based programs in the country, is currently in its sixth year. Students enrolled in CPE provide pastoral care at Rockingham Memorial Hospital (RMH) and in several area retirement communities. In the summer of 2005, seven students served as chaplain interns for ten weeks, providing more than 1,000 hours of pastoral care at RMH and more than 500 hours of ministry time divided among the Virginia Mennonite Retirement Community (VMRC), Sunnyside Presbyterian Retirement Community and Bridgewater Retirement Community. Throughout the current 2005-06 school year, eight students are providing weekly ministries at RMH and at VMRC. Similar numbers of students have participated in CPE each year. In this way the seminary, through the CPE program, impacts the community.²⁷

The newest graduate program at EMU is the master in business administration. After a review of local needs, the program was designed to be convenient for local business people who wish to further their education and improve their business skills without interrupting their careers. “In addition to studying the traditional business disciplines, EMU’s MBA core program goes ‘beyond the briefcase’ to look at issues and questions regarding the proper role of business in society, as well as the role of faith in business.”²⁸ The first cohort graduated in spring 2003.

Other Professional Programs

Business and economics is a growing department at EMU, with an average of 13% of all students majoring in this field over the past five years. Throughout the last four years the Students in Free Enterprise (SIFE) organization has been awarded three regional championships and one runner-

²⁴ Conflict Transformation Program Administration Report, March 2005

²⁵ Retrieved from <http://www.emu.edu/communications/news/counaccred.html>

²⁶ Retrieved from <http://www.emu.edu/graduatecounseling/>

²⁷ Personal correspondence with Kenton Derstine, CPE program supervisor, October 26, 2005. Additional information retrieved from the CPE webpage at: <http://www.emu.edu/seminary/cpe/>.

²⁸ Retrieved from http://www.emu.edu/mba/mba_over.html

up. In addition, the club has been awarded numerous regional awards and a small grant for their projects. These projects include the implementation of a coffeehouse, dvd rental, assisting local entrepreneurs with business plans, and financial workshops for young mothers, college students, and local high school students.

EMU's pre-professional health sciences program also has a strong record of providing students with the curriculum and experiences necessary for further studies. Eighty-three percent of EMU alumni who applied to medical school over the past five years were accepted, compared to a national average of 47% in 2004. One hundred percent of applicants to other graduate and professional health programs over the past five years were accepted.²⁹

Cultural Events and Community Service

EMU brings a variety of cultural events to the Shenandoah Valley that are appreciated by residents of all ages. In the past academic year (2004-05) over 3,277 tickets were sold to non-students for events including concerts, dinner lectures, Writers Read events with nationally-known authors, and major student plays. Area residents also enjoy local sports events, with over 2078 basketball game tickets sold to community members who weren't EMU students or employees.³⁰

The music department offers recitals by guest performers, EMU students and faculty. Musical groups include the Jazz Ensemble, Wind Ensemble, Chamber Orchestra, Chamber Singers, and the University Chorale. Music department faculty are active in their field and frequently perform locally and nationally. Examples include involvement in local church music, concertmaster in community orchestras, recipient of the Virginia Governor's School awards, New York Philharmonic, Philadelphia Orchestra, and the African Children's Choir. The faculty emphasizes collaboration and frequently perform side-by-side with their students; a recent production of Handel's Messiah provides an excellent example of this kind of collaboration.

Music graduates contribute to the community via occupations such as teaching or performance. One example of an EMU music graduate who has become a performer is Dan Gardner who was honored with the Today Show "Today's Superstar" award.

The Preparatory Music Program provides opportunities for 332 children from as far away as West Virginia to hone their musical talents. It offers instruction in strings, flute, guitar and piano for community students, and is the only program of its kind within a one hour radius of EMU. The Preparatory Music Program also offers Youth Orchestra, Junior Strings, and Musikgarten. The grant-funded Outreach Project enables the Preparatory Music Program to offer after-school violin lessons to 32 lower-income students in the local elementary school system.

The Shenandoah Valley Children's choirs are auditioned community choirs that include nearly 200 children in five choirs. They have received national recognition with performances at the White House, Carnegie Hall in New York, and at the national Christmas tree lighting ceremony

²⁹ Factbook 2005-06, page 3-16.

³⁰ Information from Conferences and Events Office for 2004-05: Writer's Read: 227 non-student tickets (does not include season ticket holders); Outside musicians: 305 adult non-student tickets sold; Major Student Plays: 1639 adult non-student tickets sold (does not include complimentary staff/faculty tickets); Shenandoah Valley Children's Choirs: 1106; Basket Ball Games: 2078 non-EMU attendees (counts people twice if attended more than one game)

in the capitol. Considered one of the top children's choirs in the country, they have been invited to perform in places as far away as Italy and Hawaii. :

The Shenandoah Valley Bach Festival is a week-long summer music festival that takes place on the EMU campus. The festival offers the more than 3,000 audience members a chance to experience first-rate interpretations by invited professional musicians. Performers come from around the country for one week to rehearse and perform. The Festival choir includes community vocalists, both amateur and professional. A volunteer board consists of thirteen members, representing various demographic segments of our community. The Skyline Edition recently described the Bach Festival as "the best live music" in the Shenandoah Valley.³¹

The theater department frequently offers plays, which are open to the community. Theater students at EMU also participate regularly in the Kennedy Center/American College Theater Festival and have won regional and national honors.

Some of the many other programs, activities and events include:

- Art Gallery Exhibits – The work of guest artists, faculty and students are featured in two galleries.
- Planetarium, Museum – 74 groups from the local community visited the museum or planetarium during the 2004-2005 academic year. Visitors to the museum or planetarium totaled 4,220.³²
- Young Authors - event for local children designed to encourage interest and skills in reading and writing.
- Saturday Adoption Program - EMU students "adopt" disadvantaged children, spending time with them two Saturdays each month during the academic year.
- Shenandoah Valley Soccer League provides a place for organized soccer within the community.
- Summer Sports camps offered by EMU coaches include the Kicks Soccer Camp, the Runnin' Royals Boys Basketball Camp, and the Lady Royals Girls Basketball Camp.
- Other events sponsored by Athletics, such as track & field events take place each semester.
- The Seminary offers conferences and seminars for pastors and lay workers.

Founded in 1955, WEMC is Virginia's first public radio station and is a public service of Eastern Mennonite University. WEMC's goal is to extend EMU's mission beyond the campus walls and into our local community, providing knowledge and perspectives geared towards our ideals: nonviolence, witness, service, and peacebuilding.³³ The radio station provides everything from a Friday night jukebox, a live jazz event, news from the BBC World News Service as well as local news, and music with an international flavor

Fine arts programs have been supported by grants from several local agencies. From 2002 through 2005 the Arts Council of the Valley has granted over \$10,000 to three EMU programs on the basis of their artistic excellence and emphasis on community service: music programs for children, the Bach Festival, and a photography/interview project. The Virginia Commission for the Arts also awarded over \$10,140 to the Preparatory Music Program and the 10th anniversary of the Bach Festival.

³¹ Daily News Record, Skyline Edition, Sept. 27, 2001

³² Suter Science Center administrative records, Nov. 30, 2005.

³³ Retrieved from <http://www.emu.edu/wemc/> on November 30, 2005.

Teatro Chirmol is another example of community building through the arts. The Arts Council of the Valley and the Virginia Commission for the Arts awarded a total of \$8,000 for the 2005-06 year to Teatro Chirmol, a bilingual drama workshop for Latino youth from local high schools. The theater workshop provides opportunities for participants to engage each other and the community in a dialogue about what it means to grow up Latino. Local university and elementary school classes invite Teatro Chirmol members to talk about subjects that range from acting to displacement. In this aspect, Teatro Chirmol not only benefits students from the Latino community, but the non-Latinos in the community as well. Local businesses and Latino organizations provide flyers and free advertisement. The Spring 2004 performance of *Bajo un Mismo Techo/Under the Same Roof* drew an audience of over 400. The anticipated audience for 2005-06 includes over 1000 community members (over all performances), 2500 public school children, and 500 college students.³⁴

Providing a place for university and community people to talk about science and religion has also been the aim of EMU science and theology professionals. The spring 2005 Suter Science Seminars featured lectures by experts from universities across Virginia on subjects such as genetic research, anthropology, microbiology, and the integration of science and religion. More recently, the Shenandoah Anabaptist Science Society (SASS) was formed in order to provide a forum for the discussion of issues related to the intersection of science and faith. The society is open to members of the community, including local high schools and colleges. The group meets for monthly lectures, weekly book studies, hosts two major outside speakers per semester, and plans to create and maintain an interactive website. SASS has received a \$15,000 grant from the Templeton Foundation/ Local Societies Initiative, an organization created to promote dialogue about the interplay between science and religion.³⁵

In addition to attending EMU-sponsored programs, community members also take advantage of EMU's facilities and catering services for family reunions, conferences, seminars, sports camps, and meetings sponsored by businesses, arts groups and community organizations. Each year EMU provides facilities free or at a reduced rate to community organizations for a variety of events including Young Authors and Advanced Placement testing for local high school students.

EMU faculty, staff and administrators serve in a wide variety of professional, educational and charitable educational organizations at the local, state and national levels.³⁶ EMU employees have also been active in helping to organize and serve local organizations such as the Free Health Clinic, and New Bridges – a program for migrants.

³⁴ Retrieved from <http://www.emu.edu/theater/bajounmismotecho.html> on November 30, 2005, and 2005-06 grant report.

³⁵ Factbook 2005-06, page 7-7.

³⁶ A partial list of faculty, staff and administrators participating in various organizations based on the Annual Personal Data Sheets submitted by faculty and top-level administrators to the Assistant to the Provost.

Economic Impact Study

Introduction

The analysis of the economic benefits of expenditures by EMU, its faculty and students on the local and state economy is based on an estimate of dollars spent in the Shenandoah Valley (defined as the area from Winchester to Staunton) and expenditures spent in the state for the fiscal year 2001-02. University expenditures include capital expenditures and operating expenses. Capital expenditures for 2001-02 should be representative, reflecting a normal level of maintenance and renovation projects, but no major construction projects. Student expenditures off campus for food, lodging and books and miscellaneous purchases are based on conservative estimates used by the Financial Aid Office in packaging student aid. The expenditures of the 246 full-time EMU faculty and staff are projected by the IMPLAN (Impact Analysis for Planning) software used by Ann Lang, chief economist at the Economic Information Services Division of the Virginia Employment Division (VEC).

Expenditures

Expenditure data for capital and operating expenses was supplied by the Business Affairs Division, with expenses for programs outside of Virginia deducted. Vendor codes were used to estimate the amount of purchasing from vendors within the Shenandoah Valley and the state. IMPLAN software estimates the impact of these expenditures on output, employment, and salaries and wages in the local and state economy in terms of direct, indirect and induced effects on the economy. When a group of students goes out for pizza, the increased demand for cheese (direct effect), creates an increased demand for milk from dairy farmers (indirect effect) and the dairy farmer has more money to spend on goods and services (induced effect). A summary of the economic impact analysis by the VEC follows.

Expenditures in the Shenandoah Valley totaled approximately \$19.6 million in 2001-02. Salary and wage expenditures adjusted for taxes were about half of the total at \$9.4 million. University operating expenditures for food service, building construction, educational services, etc. were \$7.2 million, and student expenditures of \$3 million for food, rent, entertainment, books, utilities, etc. made up the rest. Expenditures by students from Virginia were not included in the total, assuming that they would have spent those dollars in Virginia even if they were not enrolled at EMU.

Expenditures in the state of Virginia were slightly higher, totaling \$20.6 million for the year. Net salary and wages and student expenditures were the same, however university expenditures totaled \$8.2 million.

Analysis of Economic Impact

The estimated \$19.6 million in 2001-02 expenditures in the Shenandoah Valley generated \$20.8 million in output (the total value of all goods and services produced) and supported an estimated 304 jobs in addition to the 246 staff employed at the university (see Table 1). The 304 jobs created an estimated \$6.5 million in employee wages and compensation.

Table 1
Impact Analysis of Total Expenditures on the Shenandoah Valley
(\$Millions)

Effects	Output	Employment	Employee Compensation
Direct	\$14.3	211	\$4.5
Indirect	\$3.1	40	\$0.9
Induced	\$3.4	53	\$1.1
Total	\$20.8	304	\$6.5

The estimated economic impact of the University, faculty, staff and student expenditures of \$20.6 million on the Commonwealth of Virginia generated \$25.0 million in output as illustrated in Table 2. The expenditures created an estimated 315 jobs in addition to 246 university employees, generating \$8.2 million in compensation.

Table 2
Impact Analysis of Total Expenditures on the Commonwealth
(\$Millions)

Effects	Output	Employment	Employee Compensation
Direct	\$15.9	206	\$5.2
Indirect	\$4.4	49	\$1.5
Induced	\$4.7	60	\$1.5
Total	\$25.0	315	\$8.2

The impact study conducted by VEC³⁷ concludes EMU “contributes to the economic vitality of the Shenandoah Valley as well as to the Commonwealth as a whole. Spending by university, employees and students support businesses in the local area. Various business sectors in the Shenandoah Valley and elsewhere are supported by university expenditures on operational and other non-wage activities. In addition, these direct expenditures generate added economic activity, further supporting employment and businesses. In total for fiscal year 2001-02, spending by Eastern Mennonite University and its faculty, staff and students in the Shenandoah Valley generated \$20.8 million and supported 304 jobs in addition to those at the university. For the Commonwealth, expenditures generated \$25 million in output and supported an estimated additional 315 jobs.”

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³⁷ *An Economic Impact Analysis of Eastern Mennonite University*, prepared by The Economic Information Services Division of the Virginia Employment Commission, Ann Lang, Chief Economist, December 2002.

The in-depth analysis of the economic impact of the University's expenditures was not repeated in 2005, however it is possible to talk in a general way about the growth in expenditures over the period since 2002. Total expenditures increased from \$24,366,380 in 2002 to \$26,695,777 in 2005, an increase of \$2,329,397 or 9.6% over the three year period.³⁸

The number of persons employed at EMU full-time³⁹ and living in the local area has increased from 246 in 2001-02 to 271 in 2004-05. Sixty-one percent of EMU's total expenditures, or \$16,271,986 was salaries and benefits which have a direct effect on the local economy, as well as an indirect effect through additional jobs created by the demand for consumer goods and services.

Conclusions

In addition to the impact of EMU faculty, staff and student expenditures as a stimulus to the local economy, the University interacts with the local community in many ways that are mutually beneficial. One of the most significant contributions EMU makes to the local community is the education of Virginia residents, many of whom stay in the valley to teach, provide health care, or social services. Over the last five years 57% of EMU graduates have found work in the helping professions. Graduates are recognized by employers for their work ethic, and excellent preparation. Many graduates also work in local businesses or start their own businesses. EMU plays an important role in providing Seminary training, and high quality graduate programs in Counseling, Conflict Transformation, Business Administration, and Education. The Adult Degree Completion Program enables many area adults to complete their undergraduate degree through a flexible evening program of study that includes learning that is applied in the work setting.

The University also offers a variety of cultural and educational opportunities open to community persons of all ages. Sports programs, music, theater, art shows, lectures, movies and more enrich the surrounding area. WEMC, the EMU radio station brings an international flavor to news programming and music. Children and youth participate in sports programs, orchestra and choral groups, and visit the natural History Museum and Planetarium. Community service is an important aspect of EMU's mission, and faculty, staff and students all play an important role in community organizations.

³⁸ Annual Financial Report, Eastern Mennonite University, 2001-02, page 16; and 2004-05, page 15.

³⁹ Full-time is defined as three-quarter time or more and includes full benefits. Data supplied by Human Resources Office, Jan. 17, 2005.

Update: EMU Expenditures in the Valley and in VA for 2005-06

Estimating the amount of dollars EMU spends in the local community, is fairly straightforward. A detailed analysis of spending patterns in 2002 showed that EMU spends 80.4% of expenditures on the Harrisonburg campus in the Shenandoah Valley, and 84.5% in Virginia. If we accept the assumption that our spending patterns haven't changed much over that time, then the estimated EMU expenditures in the Shenandoah Valley are \$20.6 million, and expenditures in Virginia are \$21.6 million.

EMU Expenditures in Shenandoah Valley and Virginia for 2005-06:

1	Total EMU expenditures for 2005-06	\$27,626,466
2	Minus off-campus programs expenditures	(2,023,162)
3	Total expenditures Harrisonburg campus for 2005-06	\$25,603,304
4	Estimated expenditures in Shen Valley	\$20,585,056
5	Estimated expenditures in VA	\$21,634,792

Expenditure figures taken from Annual Financial Report 2005-06, Eastern Mennonite University
Line 2-Off campus expenditures includes "Off-campus Programs"(line 90), MA in Ed PA, CJP- Lan,
Step Program, and Lancaster Administration.