



TOWSON UNIVERSITY'S
**ECONOMIC
IMPACT**



TOWSON
UNIVERSITY



PREPARED BY

TOWSON
UNIVERSITY

Regional Economic
Studies Institute

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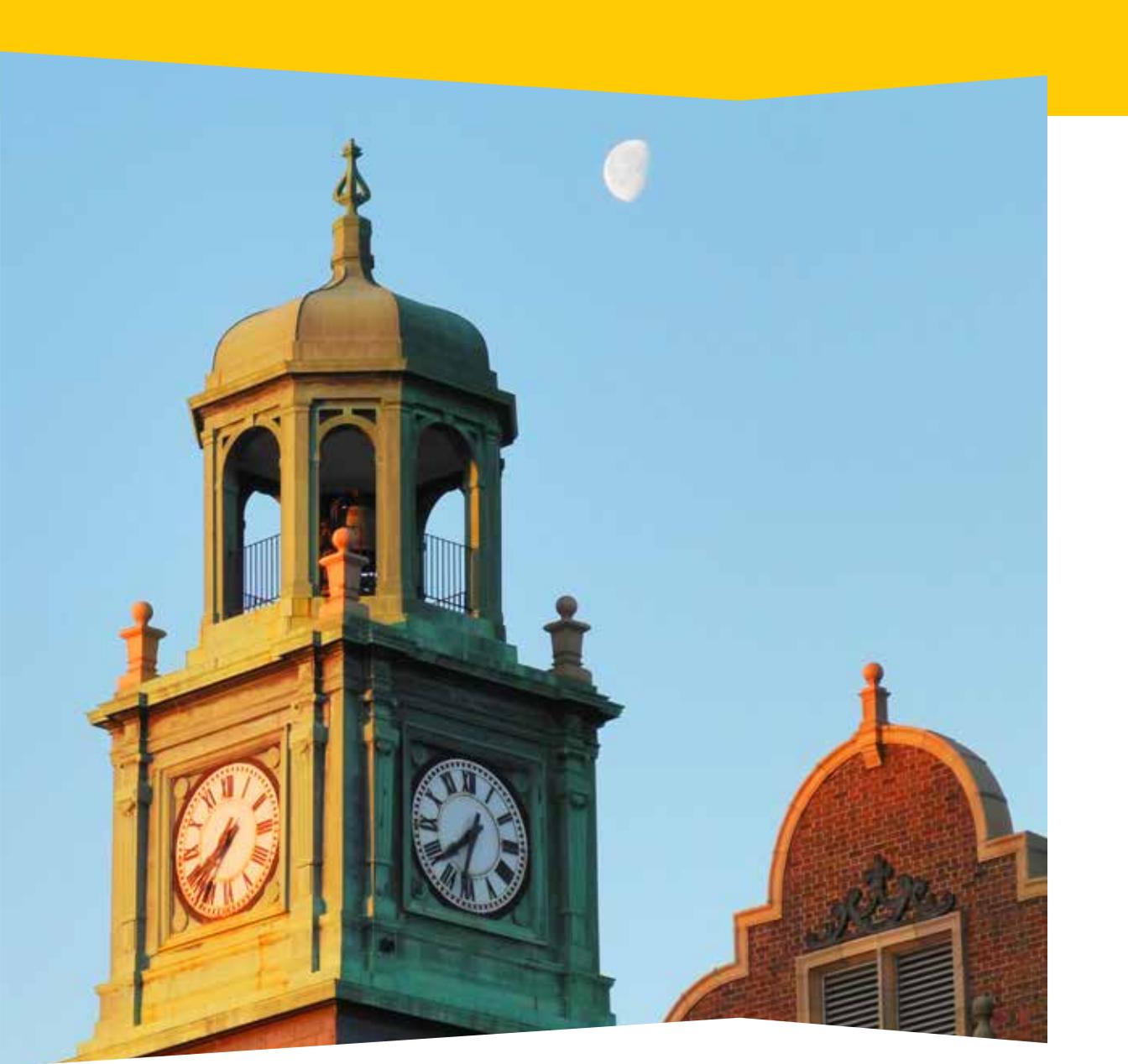
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Towson University's commitment to combine research-based learning with practical application extends beyond campus borders. Through partnerships, people, and programs, Maryland's metropolitan university influences the development and well-being of the state and region. Formed in 2004, the Division of Innovation and Applied Research is the bridge that links the highly qualified research and project talent of the University to the larger community it serves. The Division of Innovation and Applied Research does this through a variety of business units that provide a full range of educational, research, and technological services. The Division's client base includes federal, state, county, and local government agencies; nonprofit organizations; and private-sector companies.

The Regional Economic Studies Institute (RESI) was formed in 1989 at the University of Baltimore and subsequently moved to Towson University in 1996. RESI has since established itself as Towson University's research and consulting arm and a leading expert on Maryland's economy. As markets, economic factors, and public policy are ever-changing, RESI continues to enhance and expand its services and expertise. RESI dedicates itself to providing the highest level of services to decision-makers in the private, public, and nonprofit sectors. RESI emphasizes an interdisciplinary approach that combines knowledge with technology.

RESI would like to thank all those who assisted with interviews, data collection, analysis, and feedback during the study period. RESI would specifically like to thank the Towson University 150th anniversary committee; Felicity Knox, Library Associate with the TU Special Collections & Archives; Tim Bibo, Director of the Office of Institutional Research; and Owen Lourie and Christine Alvey of the Maryland State Archives for their instrumental assistance with this report.



1.0 Executive Summary

To celebrate its 150th anniversary, Towson University (TU) is interested in the far-reaching economic and community impacts of TU since its inception in 1866. The Regional Economic Studies Institute (RESI), a component organization of the Division of Innovation and Applied Research at TU, conducted a study regarding these economic and community impacts.

1.1 Towson University's History and Success

Over the past 150 years, TU has evolved from the Maryland State Normal School with 11 students to Maryland's metropolitan university comprised of seven distinct colleges with a total enrollment of over 22,000. TU's sustained commitment to teacher education and workforce development has made it a driving force for Maryland's economy and a positive influence on the lives of its graduates and their students. The following snapshot of TU from 2014 illustrates the extent of TU's transformation over the past 150 years:

Students

A diverse student body of over 22,000 is enrolled across 64 undergraduate programs, 41 Master's programs, 4 doctoral programs, 4 certificates of advanced study, and 23 post-baccalaureate certificate programs.¹ During the 2013–2014 academic year, TU students completed 847,570 student volunteer hours.

¹ Towson University, "About TU: TU at a Glance," December 2014, accessed August 12, 2015, <http://www.towson.edu/main/abouttu/glance/>.



3,500
FACULTY & STAFF



22,300
CURRENT
STUDENTS



150,000+
ALUMNI

Academics

TU has a wide array of academic program offerings. While TU was founded to educate and train teachers, and the nationally renowned College of Education is still a cornerstone of the university, the four most popular undergraduate majors (Business Administration, Psychology, Mass Communication, and Sociology & Anthropology) are outside the College of Education.

Faculty

TU's faculty exceeds 1,600 scholars across a variety of disciplines and programs. There are 129 professors in the College of Business and Economics, 241 in the College of Education, 317 in the College of Fine Arts and Communication, 254 in the College of Health Professions, 374 in the College of Liberal Arts, and 349 in the Fisher College of Science and Mathematics.²

Campus

TU's campus spans 329 acres and features 25 academic/support buildings, 17 on-campus residence halls, 4 dining halls, and 4 parking garages.³ TU's campus has evolved significantly since its beginning in rented space in downtown Baltimore City.

The Albert S. Cook Library

The Albert S. Cook Library holds almost 625,000 volumes, over 151,500 E-books, over 53,000 print and electronic journals, almost 9,500 films and videos, and over 8,000 sound recordings, and also provides access to 236 research databases.⁴

Athletics

The Towson Tigers athletics program consists of 19 NCAA Division I athletic teams (13 women's sports and 6 men's sports).⁵

2 Towson University, "Office of Institutional Research: Headcount of All Faculty by College, Department, & Type: Fall Term 2008 Through 2014," December 2, 2014, accessed June 22, 2015, http://www.towson.edu/ir/documents/fac_all_college_dep_type.pdf.

3 Towson University, "About TU: TU at a Glance."

4 Ibid.

5 Ibid.

1.2 Economic and Fiscal Impacts

Since 1866 TU has contributed to Maryland's economy in various ways, from student spending within the community to graduates living and working within the state. RESI used information regarding TU's operations, graduates, alumni giving, TU Foundation giving, student spending, and events to estimate TU's economic and fiscal impacts since 1866. The analysis focused on two distinct periods (1866 to 1962 and 1963 to 2014) and revealed the selected economic impacts outlined below. Note that all impacts are reported in 2015 dollars. Output (or state gross domestic product) and wages are cumulative over each period, whereas jobs reflect those jobs that exist at the end of each period (1962 and 2014, respectively). For more information on this distinction as well as more impact results, please refer to Section 3.0.

- TU generated a total of \$139.4 billion in output and \$102.8 billion in wages since 1866, and supported more than 34,876 jobs as of 2014.
- TU graduates supported 2,677 jobs as of 1962 and supported 21,386 jobs as of 2014. TU graduates also contributed to Maryland's economy by supporting a total of \$97.4 billion in wages between 1963 and 2014.
- Notable impacts as a result of TU operations have increased since 1866; operations grew to contribute close to \$26.6 billion in output and \$21.8 billion in wages between 1963 and 2014 and supported 8,088 jobs as of 2014.
- TU student spending supported nearly 2,740 jobs in 2014 and, between 1963 and 2014, contributed a total of \$6.9 billion in wages.
- Alumni giving supported a total of \$71.7 million in output between 1866 and 1962. Between 1963 and 2014, the impact of alumni giving grew to a total of \$176.9 million in output.

**\$139.4
BILLION**
Total
Economic
Impact
1866–2014



\$2.2 BILLION+

STATE AND LOCAL TAX REVENUES
1866–2014



\$176.9 MILLION

IN EVENT SPENDING
1963–2014



22 JOBS

ARE SUPPORTED BY
EVERY TU GRADUATE



The analysis also revealed the following selected fiscal impacts. Note that all impacts are reported in 2015 dollars. State and local tax revenues are cumulative over each period. For more information on impact results, please refer to Section 3.0.

- Since 1866, TU has contributed a total of \$2.2 billion in state and local fiscal revenues to Maryland's economy.
- Between 1963 and 2014, TU graduates supported a total of \$126.3 million in sales tax and a total of \$95.6 million in payroll tax revenues.
- TU operations increased state and local fiscal revenues by a total of \$884.8 million between 1963 and 2014, up from a total of \$20.4 million between 1866 and 1962. More specifically, between 1963 and 2014, operations supported a total of \$271.2 million in property tax revenues and a total of \$251.7 million in sales tax revenues.
- TU student spending generated a total of \$4.8 million in sales tax revenues between 1866 and 1962, a figure which increased to more than \$231.0 million between 1963 and 2014.

TU's graduates with STEM-related degrees accounted for nearly 32 percent of TU's economic and fiscal impacts between 1963 and 2014. Output (or state gross domestic product), wages, and state and local tax revenues are cumulative over each period, whereas jobs reflect those jobs that exist at the end of the period (2014). For more information on this distinction as well as more impact results, please refer to Section 3.0.

- TU has awarded more than 30,000 Bachelor's degrees in STEM-related fields since 1963. TU has also awarded 8,879 Master's degrees and 136 doctoral/professional degrees in STEM-related fields since 1968.
- STEM graduates supported a total of 7,981 jobs as of 2014 and contributed a total of \$560.2 million in wages in Maryland's economy between 1963 and 2014.
- STEM graduates also contributed a total of approximately \$887.0 million in output and \$275.3 million in state and local fiscal revenues between 1963 and 2014.

**\$887
MILLION**
in output
contributed by
Towson STEM
graduates





46,000
DEGREES
AWARDED IN THE
LAST 10 YEARS



92,000
OF TOWSON
ALUMNI LIVE
IN MARYLAND



3.1 MILLION
STUDENT
VOLUNTEER HOURS,
2005–2015



1.3 Community Impacts: Then and Now

TU has remained influential in its students' lives on both personal and professional levels. TU has maintained its ability to provide its students with personalized experiences as it has grown into the comprehensive institution it is today. The interviews conducted with current members of the TU community and various stakeholders provided additional insight into TU's current community impacts.

Comparing these interviews with reflections from alumni throughout TU's 150-year history shows TU's consistent positive impact upon its graduates and the community. For example, an alumna from the class of 1923 thanked "Towson U. for many happy memories, many lasting friendships and excellent education received," while another alumna from the class of 1965 noted:

I have many memories of good times with friends and of the many wonderful people I met while there. I am appreciative of the many professors we had who were dedicated to helping us. I received a very traditional education that served me well in later graduate work. As the college grew, so did student programs and activities, and those of us involved were able to expand programs and create new events to bring people together.

Reflections such as these provide a historical comparison to TU's community impacts in the present day. For example, as a faculty member who received her academic training from TU noted, "When I finished my Master's and was invited back to teach . . . , I thought that that would be a really good fit because I felt so much a part of the community and the school." Another alumna and professor emeritus echoed these sentiments, as:

[TU] has given me, through the years, so much, that I wouldn't give it a second thought about giving back to the university, and sometimes, not so much anymore, there were periods of time when that I felt that it was the best-kept secret—there's so much going on and so many wonderful things, and people I don't think realized the beauty and the exuberance of Towson.

Present-day reflections from the TU community provide additional context and detail to the themes that arose from the interview process as a whole.

- One common theme was the university's historical significance and legacy as a teacher's college that has maintained strong education programs. Given this history and emphasis on education, respondents and alumni in their reflections often discussed the university's academic reputation and commitment to students both inside and outside the classroom.
- Interview participants also frequently praised TU's location with respect to the convenient access to Baltimore and East Coast cities as well as the pleasant campus.
- The campus's community atmosphere and community engagement opportunities, other common interview themes, further enhance TU's physical campus and location.
- Respondents often cited TU's graduates, especially in educational and healthcare fields, who have stayed in the area after completing their degrees as being one of TU's greatest contributions to the region.





2.0 Introduction

To celebrate its 150th anniversary, Towson University (TU) is interested in the far-reaching economic, fiscal, and community impacts of TU since its inception in 1866. The Regional Economic Studies Institute (RESI), a component organization of the Division of Innovation and Applied Research at TU, conducted a study regarding these economic and community impacts. To do this, RESI employed a comprehensive and varied approach involving primary data, secondary research, and interviews.

3.0 Economic and Fiscal Impacts

Since 1866 TU has contributed to Maryland's economy in various ways. From the operations activities associated with running an educational institution to the increased wages earned by students upon graduation, the economic and fiscal impacts are numerous. To estimate the economic (jobs, output, and wages) and fiscal (state and local tax revenues) impacts that TU has contributed to Maryland, RESI analyzed data pertaining to students, faculty/staff, alumni, operations, facilities, and more using the REMI PI+ input/output model. For more information regarding REMI PI+, please refer to Appendix B. More detailed impact findings can be found in Appendix C.

3.1 Approach

To develop a broad analysis of TU's 150 years, RESI determined two periods: one covering 1866 to 1962, or TU's inception as MSNS to the year before TU became Towson State College (TSC), and the other covering 1963 to 2014, or TSC to the present-day TU. The impacts by each period vary, but many key activities that generate impacts are similar, including the following:

- Graduate careers, or the increased lifetime earnings associated with students graduating from TU;
- Operations, or spending related to TU's operation and maintenance;
- Student spending, which includes spending on food, lodgings, health care, transportation, retail, entertainment, and other goods and services for the duration of students' engagement with TU; and
- Alumni giving, or the donations to TU from alumni.

In the second time period, two additional categories that capture the TU Foundation and community spending at TU events (including arts and sports events) are included. These categories are not included in the first period as TU Foundation was founded in the 1970s and the rise of paid sports ticketing at TU came with TU's evolution toward comprehensive educational programs.

To capture the impacts, RESI used several sources of data for the time period between 1866 and 2014. Data were collected from various TU departments and archives for both periods of analysis. These data included the following:

- The annual number of graduates by major and degree,
- The annual budget,
- Annual fall student headcounts,
- Construction of new buildings and costs,
- Annual alumni giving amounts by year of graduation,
- Annual TU Foundation scholarship awards from inception, and
- Annual ticket revenues from TU events.

The last two data sets were only available for the second time period. Although TU had athletic teams prior to 1963, ticket sales were not instituted until after TU became a state college.

RESI adjusted all dollar amounts for inflation to be in 2015 dollars and used these figures as inputs into the REMI PI+ input/output model. The REMI PI+ input/output model allowed RESI to analyze the economic and fiscal impacts associated with TU activities on Maryland's economy. For more information on data, methodology, assumptions, and the REMI PI+ model, please refer to Appendix B. More detailed impact findings can be found in Appendix C.

3.2 Impact Findings

As stated in Section 3.1, RESI divided the analysis into two periods, pre- and post- transition to TSC.⁶ Key findings from both periods are noted within the figures below. Many impacts have occurred throughout TU's presence. Using REMI PI+, RESI estimated the economic (jobs, output, and wages) and fiscal (state and local tax revenues) impacts of TU. All output and wages impacts are reported as total cumulative contributions over the defined period to Maryland's economy in 2015 dollars. Jobs, however, are not cumulative and therefore reported as those jobs existing by either 1962 or 2014.⁷ Note that, in some cases, totals may not equal added figures due to rounding.

6 The change to Towson State College marked TU's transition to offering four-year degrees in fields other than education.

7 Since the REMI PI+ model does not differentiate between full-time and part-time jobs, a job is considered a "job per year." Therefore, if there are 100 jobs in 2014 and 102 jobs in 2015, then an economist will report 102 jobs because the jobs created in each year are not necessarily mutually exclusive. Some jobs may overlap with prior or future years, whereas some others may not.

Figure 1: Total Economic Impacts by Type, 1866–1962

Impact Type	Graduate careers	Operations	Student spending	Alumni giving
Jobs ⁸	2,677	170	134	14
Output	\$1,482,957,000	\$551,722,000	\$257,582,400	\$71,730,500
Wages	\$900,011,000	\$518,467,000	\$183,150,200	\$54,998,400

Sources: REMI PI+, RESI

Between 1866 and 1962, TU graduates' post-graduation careers supported close to 2,677 jobs in Maryland. This is a significant impact during the early years of TU; for every TU student who graduated, nearly 23 additional jobs⁹ were created in the economy during that period. Student spending supported approximately 134 jobs as of 1962, and added roughly \$257.6 million to Maryland's output. Other notable impacts occurred as a result of operations. Even from its early beginnings as MSNS, TU graduates contributed \$551.7 million in output to Maryland's economy. As TU transitioned to TSC and began offering more degrees in a variety of fields, the economic impacts expanded. This increase in economic impact can be seen in Figure 2.

Figure 2: Total Economic Impacts by Type, 1963–2014

Impact Type	Graduate careers	Operations	Student spending	Alumni giving	TU Foundation	TU Event Spending
Jobs ¹⁰	21,386	8,088	2,740	119	17	2,526
Output	\$97,395,602,000	\$26,609,746,000	\$12,576,057,900	\$246,899,900	\$24,022,000	\$176,902,833
Wages	\$72,174,630,000	\$21,769,858,000	\$6,894,962,400	\$199,033,800	\$19,877,000	\$105,348,583

Sources: REMI PI+, RESI

Between 1963 and 2014, TU graduates' earnings continued to make a significant impact on Maryland's economy. For every TU graduate during this period, an average of nearly 22 jobs¹¹ were supported in Maryland's economy; in other words, TU maintained its significant impact on the regional economy in light of the diversification of degrees. As noted previously, the move to TSC offered students a variety of fields for study. This diversification brought greater economic impacts—the total number of jobs supported grew from 2,677 in 1962 to 21,386 jobs in 2014. Comparing 1962 and 2014, the number of jobs supported by TU graduates grew by nearly eight times. The diversification of majors and degrees allowed TU to welcome more students and therefore considerably increase impacts on Maryland's economy from \$1.5 billion in output between 1866 and 1962 to \$97.4 billion in output between 1963 and 2014.

Operations impacts also grew significantly as a result of accommodating a larger student body. Operations supported roughly 8,088 jobs in 2014 and contributed close to \$26.6 billion in output and \$21.8 billion in wages between 1963 and 2014. The larger student body also increased the overall student spending within the community. Student spending over that period supported close to 2,740 jobs in 2014, up from its impact of 134 jobs in 1962.

The economic impacts reported in Figures 1 and 2 relate to gains in state and local fiscal revenues. Figure 3 details the fiscal impacts by category between 1866 and 1962. It should be noted that REMI PI+ does not distinguish between state and local tax revenues.

8 Jobs impacts reflect those jobs supported as of 1962.

9 To derive this figure, RESI divided the net jobs impacts for the period by the total number of students that graduated during the period.

10 Jobs impacts reflect those jobs supported as of 2014.

11 To derive this figure, RESI divided the net jobs impacts for the period by the total number of students that graduated during the period.

Figure 3: Total Fiscal Impacts by Type, 1866–1962

Impact Type	Graduate careers	Operations	Student spending	Alumni giving
Property	\$13,485,322	\$6,256,724	\$5,220,752	\$932,849
Income	\$9,478,822	\$4,397,846	\$3,669,662	\$655,699
Sales	\$12,518,695	\$5,808,243	\$4,846,529	\$865,983
Payroll	\$252,146	\$116,987	\$97,617	\$17,442
Other	\$8,263,186	\$3,833,833	\$3,199,037	\$571,607
Total	\$43,998,171	\$20,413,635	\$17,033,598	\$3,043,580

Sources: REMI PI+, RESI

Between 1866 and 1962, TU supported \$25.9 million in property, \$18.2 million in income, \$24.0 million in sales, \$0.5 million in payroll, and \$15.9 million in other fiscal revenues. Overall, TU contributed nearly \$84.5 million in state and local fiscal revenues between 1866 and 1962. The greatest fiscal revenues came from graduate careers and operations. These two categories had a combined fiscal impact of \$64.4 million over that period.

Between 1963 and 2014, fiscal revenues relating to TU increased significantly. Figure 4 shows the fiscal impacts by category for this period.

Figure 4: Total Fiscal Impacts by Type, 1963–2014

Impact Type	Graduate careers	Operations	Student spending	Alumni giving	TU Foundation	TU Event Spending
Property	\$136,076,171	\$271,182,771	\$248,879,646	\$2,443,098	\$270,491	\$215,497
Income	\$95,647,830	\$190,614,148	\$174,937,300	\$1,717,252	\$190,128	\$151,473
Sales	\$126,322,245	\$251,744,418	\$231,039,978	\$2,267,977	\$251,103	\$200,051
Payroll	\$2,544,330	\$5,070,532	\$4,653,512	\$45,681	\$5,058	\$4,029
Other	\$83,381,229	\$166,168,349	\$152,502,018	\$1,497,018	\$165,745	\$132,047
Total	\$443,971,805	\$884,780,217	\$812,012,453	\$7,971,026	\$882,525	\$703,097

Sources: REMI PI+, RESI

Between 1963 and 2014, TU supported \$659.1 million in property, \$463.3 million in income, \$611.8 million in sales, \$12.3 million in payroll, and \$403.8 million in other fiscal revenues. Overall, TU contributed nearly \$2.2 billion in state and local fiscal revenues between 1963 and 2014. The greatest fiscal revenues came from operations and student spending. These two categories had a combined fiscal impact of \$1.7 billion over that period.

3.3 STEM-Related Impacts

Science, technology, engineering, and mathematics (STEM) have been a part of the TU curriculum since 1866 through the education of new science and mathematics teachers. Beginning in 1963, TU began to expand to include degrees in a variety of fields. With the opening of Smith Hall Science building in 1965, TU diversified its offerings to students pursuing STEM-related fields. TU awarded its first Bachelor's of science in nursing in 1974.

In 1980 TU was the first institution in Maryland to offer an applied mathematics lab.¹² Three years later, TU began offering a Bachelor's of science program in computer science.¹³

Figure 5: STEM Graduates by Degree Type, 1963–2014

Types of Degrees	Number of Graduates
Bachelor's degree	30,079
Master's degree	8,879
Doctoral/professional degree	136

Sources: OIR, RESI

Since 1963 TU has awarded 30,079 Bachelor's degrees and more than 8,879 Master's degrees in STEM-related fields. Since the inception of various doctoral/professional programs during the late 1990s and early 2000s, more than 136 graduates have pursued doctoral/professional degrees in STEM fields at TU. TU currently offers STEM-related doctoral/professional degrees in Audiology, Occupational Science, and Information Technology. Graduates in these fields have significant impacts on Maryland's economy as a result of their increased earning potential, as reported in Figure 6.

Figure 6: Total Economic Impacts from STEM Graduates, 1963–2014

Impact Type	STEM Graduate Impacts
Jobs ¹⁴	7,981
Output	\$886,985,572
Wages	\$560,203,201

Sources: REMI PI+, RESI

Of the graduate career impacts between 1963 and 2014, as reported in Section 3.2, STEM graduates supported 7,981 jobs as of 2014 as well as a total of \$886.9 million in output and \$560.2 million in wages. In addition to these economic impacts, STEM graduates accounted for a significant share of fiscal contributions each year to Maryland's economy. Figure 7 details the fiscal impacts associated with TU STEM graduates between 1963 and 2014.

12 Cook Library, "Chronology of Towson University History," accessed August 28, 2015, <http://cooklibrary.towson.edu/spcoll/chronology.cfm>.

13 Ibid.

14 Jobs impacts reflect those jobs supported as of 2014.

Figure 7: Total Fiscal Impacts from STEM Graduates, 1963–2014

Impact Type	STEM Graduate Impacts
Property	\$84,375,168
Income	\$59,307,237
Sales	\$78,327,165
Payroll	\$1,577,633
Other	\$51,701,228
Total	\$275,288,431

Sources: REMI PI+, RESI

Since 1963, STEM graduates have contributed a total of \$275.3 million to Maryland's fiscal revenues. This accounts for approximately 62 percent of the fiscal revenues associated with TU graduate careers reported in Section 3.2.

3.4 Impact in Absence of Towson University

RESI analyzed the potential impacts on the local economy if TU did not exist in FY 2014, resulting in a change of enrollment distribution between other institutions of higher education. This analysis will focus on estimating the number of students who would not attend an institution of higher education if TU did not exist. The results were then compared against the actual expected annual earnings of FY 2014's incoming freshmen class.

Two sets of students are considered. First, RESI's analysis of TU's student surveys has indicated that approximately 9 percent of freshmen would not submit an application for an institution other than TU in FY 2012.¹⁵ Therefore, it is reasonable to assume those students would not attend any institution within or outside of the service area (or the area served by the Baltimore Collegetown Network), if TU did not exist.¹⁶ Applying nine percent to the 2,711 students in the freshman class of 2014 yields 244 students not applying for enrollment at an alternative institution.¹⁷

The second set of students includes TU's entering freshmen who could not reasonably enter similar institutions in the area. RESI selected the alternative institutions based on enrollment capacity, eligibility requirements, geographic location (within the Baltimore Collegetown Network), and program availability based on assumptions of applicants' preferences when choosing an institution of higher education. The selected institutions for comparison are Johns Hopkins University, University of Maryland Baltimore County (UMBC), Loyola University, Goucher College, and McDaniel College.

15 Towson University Office of Institutional Research, "Responses of Freshmen on Cooperative Institution Research Program (CIRP) by Year of Survey," *HERI Cooperative Institutional Research Program (CIRP) (Freshmen)* (2009), Towson University.

16 "Choose a College," *Colleges* (2013), Baltimore Collegetown Network, accessed January 16, 2013.

17 Towson University Office of Institutional Research, "Headcount Enrollment of New First-time Full-time Degree-Seeking Students," Updated October 3, 2014, Accessed August 2015. Towson University.

Figure 8 shows the mean SAT scores of accepted freshmen at each comparable institution and the expected portion of students accepted by the institutions who would have otherwise attended TU.

Figure 8: Distribution of Students to Other Area Institutions, FY 2014

Institution	Freshmen Class	Mean SAT Score	# of TU Freshman Students Eligible to Attend	% of TU Freshman Students Eligible to Attend	# of Potentially Available Spots for Eligible TU Freshman Students
JHU	1,418	1410	948	35.0%	496
UMBC	1,426	1214	1,193	44.0%	627
Loyola	1,137	1170	1,248	46.0%	523
Goucher	403	1125	1,304	48.1%	194
McDaniel	414	1100	1,335	49.3%	204
TU	2,711	1084			
Total					2,044

Source: RESI

By comparing the average SAT score for TU students with students' scores from Johns Hopkins University, University of Maryland Baltimore County, Loyola University, Goucher College, and McDaniel College, RESI calculated the number of TU freshmen who could reasonably attend one of the other institutions if a normal probability distribution of SAT scores is assumed.

The difference between the number of students who could attend the other universities and the freshman class at TU who submitted applications to alternative institutions is 423 students—this is the second set of students. RESI calculated this number by subtracting the students who would not have attended another university (244, as noted above) from the total incoming freshman class of 2,711. The remaining 2,467 would have attended another university regardless of TU's existence. As shown in Figure 8, 2,044 of those students could have remained within the area at a different institution. Therefore, the difference between the 2,467 students and the remaining 2,044 in the region is the number of students who would have attended another university outside the region (423). Adding the number of students no longer enrolling at an institution of higher education (244) and the number of students no longer enrolling at an institution within the service area (423), RESI found that an estimated 667 students would not attend an area institution of higher education if TU did not exist.

Figure 9 illustrates the breakdown of college enrollment assuming a closure of TU and the analysis conducted by RESI in Figure 8 above.

Figure 9: Lost and Retained Enrollment in Service Area, FY 2012

Category	Headcount Enrollment	% of TU Freshmen Class
Enrollment Lost by Service Area	667	24.6%
No Alternative	244	9.0%
Enrollment Outside Service Area	423	15.6%
Enrollment Retained in Service Area	2,044	75.4%
TU Freshmen Class	2,711	100.0%

Source: RESI

Using the estimated number of students who would either not attend an institution of higher education or no longer enroll in an institution within the same service area if TU did not exist, RESI estimated the loss of earnings for the area's economy. Figure 10 shows the calculations for earnings lost based on RESI's analysis of student earnings by college. RESI assumed that students who did attend any institution remained within the service area and received at least a high school diploma.

Figure 10: Earnings Lost by the Towson University Service Area, FY 2014

College	No Alternative	Outside Service Area	Total Lost Earnings
College of Business and Economics	\$465,004	\$3,784,285	\$4,249,289
College of Education	\$117,442	\$1,015,822	\$1,133,264
College of Fine Arts and Communication	\$74,898	\$1,910,595	\$1,985,493
College of Health Professions	\$280,474	\$3,377,858	\$3,658,332
College of Liberal Arts	\$384,418	\$3,365,467	\$3,749,885
College of Science and Mathematics	\$697,178	\$3,215,466	\$3,912,644
Undeclared	\$232,658	\$1,904,973	\$2,137,631
Total	\$2,252,072	\$18,574,466	\$20,826,538
Per Capita Average	\$9,230	\$43,911	\$31,224

Source: RESI

Estimations of earnings lost by students who had no alternative institution were calculated by multiplying the number of students by the income differential between high school graduates and Bachelor's degree holders for each college (based on the current distribution of students between colleges at TU). Estimations of earnings lost due to students enrolling at institutions outside of the service area were calculated by multiplying the number of students by earnings estimates for Bachelor's degree holders from each college.

As shown in Figure 10, annual service area losses from unrealized earning potential total nearly \$2.3 million, or \$9,230 per student. These "no alternative" students do not attend a university and, therefore, do not earn a Bachelor's degree. The service area loses a total of over \$18.6 million, or approximately \$43,911 per lost student, annually from lost earnings of students who attend an institution outside the service area. Combining the lost earnings from each group, the service area loses a total of over \$20.8 million, or approximately \$31,224 per capita, in earnings if TU did not exist.

Using the same earnings estimates, RESI also calculated the retained earnings for the service area by students who enrolled in other nearby institutions. The total lost earnings were subtracted from the retained earnings.

Figure 11: Earnings Retained by the Towson University Service Area, FY 2014

College	Total Retained	Total Lost	Net Earnings
College of Business and Economics	\$18,286,239	\$4,249,289	\$14,036,951
College of Education	\$4,908,604	\$1,133,264	\$3,775,340
College of Fine Arts and Communication	\$9,232,284	\$1,985,493	\$7,246,790
College of Health Professions	\$16,322,321	\$3,658,332	\$12,663,989
College of Liberal Arts	\$16,262,446	\$3,749,885	\$12,512,561
College of Science and Mathematics	\$15,537,618	\$3,912,644	\$11,624,974
Undeclared	\$9,205,118	\$2,137,631	\$7,067,487
Total	\$89,754,631	\$20,826,538	\$68,928,093
Per Capita Average	\$43,911	\$31,224	\$12,687

Source: RESI

As shown in Figure 11, the service area would be able to retain nearly \$89.8 million, or \$43,911 per retained student, in annual earnings. Furthermore, the retained earnings would be enough to offset the loss of over \$20.8 million in annual earnings. As a result, the service area's net earnings if TU did not exist would be over \$68.9 million.

Figure 12 shows how the hypothetical \$68.9 million earnings scenario compares to the expected annual earnings of the same freshmen class attending TU in FY 2014. The estimated earnings expected, given that TU remains in existence, are a product of the current distribution of students at each college multiplied by the expected annual earnings estimated by RESI. Freshmen with undeclared majors were assumed to make annual earnings equal to the average per capita earnings of students between the seven colleges.

Figure 12: Net Loss in Earnings if Towson University Did Not Exist, FY 2014

College	Students Leaving TU (Net)	Students Remaining at TU	Net Loss
College of Business and Economics	\$14,036,951	\$24,253,422	-\$10,216,472
College of Education	\$3,775,340	\$6,510,384	-\$2,735,044
College of Fine Arts and Communication	\$7,246,790	\$12,244,971	-\$4,998,181
College of Health Professions	\$12,663,989	\$21,648,637	-\$8,984,647
College of Liberal Arts	\$12,512,561	\$21,569,223	-\$9,056,662
College of Science and Mathematics	\$11,624,974	\$20,607,868	-\$8,982,894
Undeclared	\$7,067,487	\$12,208,941	-\$5,141,454
Total	\$68,928,093	\$119,043,446	-\$50,115,353
Per Capita Average	\$12,687	\$43,911	-\$18,486

Source: RESI

If TU remained open, and the freshmen class of 2,711 students in FY 2014 was able to earn Bachelor's degrees, the annual earnings retained within the service area would be over \$119.0 million, or approximately \$43,911 per freshman. Figure 12 shows that, if TU did not exist, the current service area could potentially lose over \$50.1 million, or approximately \$18,486 per student, in annual earnings. Earnings retained in the service area result in spending and, further economic impacts as initially outlined in Section 3.2.



4.0 Community Impacts

To obtain a richer qualitative understanding of TU and its far-reaching impacts on the community it has served and currently serves, RESI collected information by exploring the TU Special Collections and Archives and conducting interviews. This section will discuss the common themes from both sources.

4.1 The Towson University Community Then

To explore TU's impacts on the community throughout its history, RESI examined documentation such as class reunion books, memory books, and personal correspondence available at the TU Special Collections and Archives.

Alma Cox Harkness '23 described her experiences at MSNS in her seventieth reunion reflections: "I know that the State Normal School—now T.S.U. [now TU], played a large part in a *rewarding* life. Two years teaching in a one room school. Twenty in a two room school and substituting all over and many community services did make me feel a large sense of success."

Another member of the class of 1923, Beatrice Montonff Larkin, thanked "Towson U. for many happy memories, many lasting friendships and excellent education received." These sentiments about TU's far-reaching impacts have continued as TU has evolved. Betty Holloway Foard '51 was appreciative of her time at Towson: "Those were four of the most amazing, adventure filled, helpful years of my life. The many people who touched my life helped strengthen me for all my years which lay ahead." Foard's classmate Harold August '51 noted, "I'll always remember... the friends that I made. The insights,

knowledge, and skills that I gained. The good times—wonderful memories.” George Kimmet ’51 simply stated, “I owe everything to Towson.” As Leona Redemann Krebs ’52 described at her fiftieth reunion, “I feel I really received a good education at Towson, which prepared me for teaching as well as for living a happy life.” Gordon Blank ’52 elaborated on the congenial atmosphere on-campus even as the institution continued to expand its size and scope: “STC at Towson was a pleasant, student-oriented and nurturing environment.” Another alumna, Elaine Bousquet ’65, described her experiences fifty years after her graduation:

I have many memories of good times with friends and of the many wonderful people I met while there. I am appreciative of the many professors we had who were dedicated to helping us. I received a very traditional education that served me well in later graduate work. As the college grew, so did student programs and activities, and those of us involved were able to expand programs and create new events to bring people together.

Many other alumnae and alumni specifically praised their educations at TU. As Mary Jump Clarke ’24 described at her fifteenth reunion, “My practice teaching [in the on-campus model elementary school] gave me a real insight into the profession for which I was training.” Another alumna from the class of 1924, Julia Earle Sharp, praised the Normal School: “The general knowledge and special training I received while at Normal has been very useful to me in everyday life.” Nancy McFadden ’65 explained at her fiftieth reunion that TSC “was the best choice for a teaching degree.” Additional members of the class of 1965 echoed these sentiments. Michael Murphy explained that he chose to attend TSC “to become an educator,” while Ann Walton selected TSC because she “wanted to be a teacher.” Furthermore, as Loretta Robey ’65 described, “I wanted to be a teacher (since I was 3) and the best place to learn to become one was at Towson. I have always been grateful for my experience there.” Eleven years prior, Thomas Foster ’54 noted that “it [STC at Towson] launched me on a lifetime career in education.” William Pullen, also of the class of 1954, additionally noted that “Towson gave me the education, training and opportunity to become a teacher.” As the alumni reflections illustrate, TU has remained influential in its students’ lives on both personal and professional levels. TU has maintained its ability to provide its students with personalized experiences as it has grown into the comprehensive institution it is today.

4.2 The Towson University Community Now

In addition to exploring the Archives for alumni reflections, RESI conducted interviews with a diverse array of members of the TU community, including faculty, staff, students, alumni, and community partners. Information about RESI’s interview methodology and documentation process can be found in Appendix D.

Interview participants represent a unique cross-section of the TU community. At the time of the interviews, they represented undergraduate students, student-athletes, graduate students, non-traditional students, graduate assistants, alumni, professional partners, administrative and non-administrative staff members, professors, and academic deans. Many of these participants had past affiliations with TU before their current roles—for example, as students before returning to TU as faculty or staff, or as undergraduates before returning to TU for graduate studies. A summary of responses is presented in Figure 13. A more detailed discussion of the interview responses follows Figure 13.

Figure 13: Summary of Interview Responses

Interview Question	Selected Summarized Responses
What attributes of Towson University attracted you to work/attend/etc. here?	<ul style="list-style-type: none"> Reputation Location Easy international communications Low tuition cost/scholarships Community Academic program
Since working/attending/etc. here, what do you like about Towson University?	<ul style="list-style-type: none"> Campus culture Location Work/academic environment Quality faculty Student experience Workforce preparation Diversity Size/evolving campus Reputation Community
What do you think you have gained from being affiliated with Towson University?	<ul style="list-style-type: none"> Experience/knowledge Career Fulfillment Community Understanding of diversity Values Networking Personal responsibility
What does Towson University's 150th anniversary mean to you?	<ul style="list-style-type: none"> History Significance of school Importance of teacher preparation Excitement Opportunity to show off TU/branding Opportunities Reflection of the evolution of TU
Over the last 150 years, what do you consider Towson University's biggest contribution to be?	<ul style="list-style-type: none"> Teacher and workforce development Educating citizens Community Becoming people's "home" Community impacts

Source: RESI

When discussing what attributes of TU attracted them to work or attend here, interview participants cited a number of characteristics. Many discussed the community atmosphere present on campus, as well as the academic reputation and favorable location. As Katya Krasnova '15, a recent graduate of the Master's in Applied Information Technology program, graduate assistant in the International Student and Scholar's Office and Housing and Residence Life, and formerly an international transfer student described, "I just really liked the community, I liked the involvement opportunities, and I wanted to give back to that international community that I was a part of." As Marlene Riley '80, MS, OTR/L, Clinical Associate Professor in the Occupational Therapy and Science Department noted, "When I finished my Master's and was invited back to teach in the Occupational Therapy department, I thought that that would be a really good fit because I felt so much a part of the community and the school."

When asked to consider what they liked about TU after working and/or attending the institution, participants discussed various aspects of the community atmosphere on campus and the campus's location. As David Vanko, Ph.D., currently Dean of the Fisher College of Science and Mathematics and former chair of the Department of Physics, Astronomy, and Geosciences stated, "[I like] everything—I like my job; I like my colleagues; I like the students; I like the region." Paris Thalheimer, a non-traditional

student attending TU on the Post-9/11 G.I. Bill, echoed these sentiments, as he enjoys not being a “number” while attending TU. Derek Pittman ’15, a former member of the football team, also noted the support that he received from faculty: “They’ll give you all the tools you need to succeed if that’s what you are truly determined to do.” Additionally, Kevin Kutner ’15, former president of the Student Government Association, noted that he likes the people, especially the faculty, the competitive athletics, the campus’s proximity to Baltimore with easy access to other metropolitan areas on the East Coast, and the opportunities for student leadership development. As Frances Bond, Ph.D., ’55, ’60, Treasurer of the Alumni Association, member of the Advisory Board for the College of Education and the TU Retired Faculty Association, and former Associate Dean of the College of Education and faculty member of the College of Education, described:

Over the years, this [TU] has been my lifeline—I met my husband there, I met friends that I’m still very good friends with—[for example] my roommate; I was brought into a college atmosphere, challenged for learning; my children went to Lida Lee Tall back and forth, and one graduated from Towson, they took summer classes there, so it has just been so much a part of my life for over 60 years.

[TU] has given me, through the years, so much, that I wouldn’t give it a second thought about giving back to the university, and sometimes, not so much anymore, there were periods of time when that I felt that it was the best-kept secret—there’s so much going on and so many wonderful things, and people I don’t think realized the beauty and the exuberance of Towson.

Interview participants described a variety of ways, both professionally/academically and personally, that they have benefitted from being affiliated with TU. Jennifer Judy, Associate Director of Athletics for Executive Operations, noted, “I’ve made a lot of connections here. I think that the faculty/staff people really love working here, and I think that that’s been great networking, just even internally.” Wangui Muthaka ’15, ’13, discussed the knowledge, mentorship from professors, community, and volunteering experiences when reflecting on what she has gained as an undergraduate and graduate student at TU. Additionally, Scott Knowles ’15 noted the life-changing experiences that he has had both on campus and abroad in China as well as the relationships and networking that he gained while he was a TU student. Jen Dodson ’09, an alumna whose company graduated from the TU Incubator,¹⁸ stated that the Incubator provided a good opportunity to shape the business and make connections.

Interview participants also discussed the significance of TU’s 150th anniversary. Many noted the historical legacy of the College of Education/teacher preparation programs and the evolution that the school has undergone over the past 150 years. Saleha Suleman, Ph.D., Assistant Vice President for International Initiatives, described TU’s 150th anniversary:

It has a lot of symbolism for me...an institution that can sustain itself with the quality and excellence for more than a century means a lot to me. I feel very honored and proud to be serving at Towson because you can imagine that it has impacted the lives of thousands of U.S. citizens and the world citizens, and I think it’s remarkable that [it has been] sustaining the existence, integrity, and quality.

Another staff member, Aaron Guy, Associate Director of Continuing Education within the Center for Professional Studies, reflected on TU’s historical evolution:

I get to be a part of an institution that has a lot of history; I’ve heard the timeline and evolution and progression of Towson from when it first started 150 years ago to where it is today, and I feel honored to be a very small part of that and have the opportunity to be a part of that historical timeline.

¹⁸ The TU Incubator provides resources and mentoring to support local and regional start-up companies as they develop their businesses.

Many participants noted TU's role in preparing future workers and leaders, especially in educational fields, as TU's greatest contribution over the past 150 years. Raymond Lorion, Ph.D., Dean of the College of Education, noted:

Its involvement in teacher preparation and the preparation of professional educators... the university has been in the business of preparing teachers for its entire history. I think it is clearly recognized as both the largest and the best teacher preparation program in the state.

Another participant, Ken Moreland '78, Chief Financial Officer for T. Rowe Price, stated that TU produces hard-working, high-quality graduates who are the "backbone of an organization." He supported this claim by noting that over eight percent of T. Rowe Price's Maryland-based employees have graduated from TU. Calvin Smith, Coordinator for Fraternity and Sorority Life, noted that, in addition to TU's significance in the education field and workforce development, TU serves as an important anchor for Towson and Baltimore City.

4.3 What's Next for the Towson University Community

TU strives to maintain relationships with the local community via its Connect TU newsletter, which is published monthly.¹⁹ Topics in the newsletter include information about summer camp registration, information about input sessions for the campus's master plan, and contact information for various university offices that are especially relevant to the local community.²⁰

One TU event that directly impacts the local community is the Big Event. Organized annually, the Big Event allows TU students to participate in volunteer activities near TU's campus. Over the past five years, the event has grown to engage over 1,000 students participating at over 100 unique project sites, including local homes and non-profit organizations.²¹

Numerous academic programs at TU educate students to be workforce leaders in the future. An innovative academic program at TU that will have significant community impacts is the Towson UTeach program. The program is designed to prepare secondary math and science teachers through a field-intensive curriculum.²² In fact, students in the UTeach program begin teaching in local schools during their first semesters, which engages UTeach students in their career paths and impacts children in local schools. Within the College of Health Professions (CHP), programs across all departments include internships and/or experiential learning components as a requirement for graduation. For example, in the Occupational Therapy and Science program, students complete two fieldwork experiences: one in conjunction with academic coursework, and a second that is completed for at least six months on a full-time basis.²³ Experiences such as these prepare graduates for the workforce. Many programs within CHP, such as nursing, also offer special second Bachelor's degree programs, allowing adults who have already received a Bachelor's degree to more easily change careers.²⁴ The Department of Accounting within the College of Business and Economics offers a five-year Bachelor's/Master's program, which both prepares students to take the Certified Public Accountant exam and allows them to complete the additional credit hours required to receive licensure.²⁵

Community programs are also run through the Fisher College of Science and Mathematics (FCSM). For example, the Department of Physics, Astronomy, and Geosciences hosts evening presentations that are open to the public in the Watson-King Planetarium.²⁶ The Hackerman Academy of Mathematics and Science is also housed within FCSM and sponsors programs including Project DropShot, Saturday Morning Science, and a special series for middle school students to pique the community's interest in science-related topics.²⁷ Programs such as these carry on TU's legacy of education that it has sustained over the past 150 years.

19 Towson University, "Community Relations and News," accessed August 7, 2015, <http://www.towson.edu/tuinthecommunity/relations/index.asp>.

20 TU Community Relations, "Connect TU," February 2015, accessed August 7, 2015, http://www.towson.edu/innovation/email/PresidentsOffice/ConnectTU_February2015.html.

21 Towson University, "The Big Event," accessed August 11, 2015, <http://www.towson.edu/studentactivities/communityservice/bigevent.asp>.

22 Towson University, "Towson UTeach," accessed August 7, 2015, <http://www.towson.edu/uteach/>.

23 Towson University, "Department of Occupational Therapy and Occupational Science Fieldwork," accessed August 12, 2015, <http://www.towson.edu/ot/fieldwork/>.

24 Towson University, "Second Bachelor's Programs," accessed August 12, 2015, <http://www.towson.edu/main/admissions/apply/nondegree/second.asp>.

25 Towson University, "5-Year Program," accessed August 12, 2015, <http://web.towson.edu/cbe/accounting/programs/5year.html>.

26 Towson University, "Planetarium Shows," accessed August 7, 2015, http://www.towson.edu/fcsm/community_engagement/Planetarium_Shows/index.asp.

27 Towson University, "Hackerman Academy of Mathematics and Science Programs," accessed August 7, 2015, <http://www.towson.edu/hackermanacademy/Programs.asp>.

There are three units within International Initiatives that support the internationalization of the Towson campus and expand its “community impact” across the globe:

1. The International Student and Scholars Office, which provides support for visiting scholars and international students from over 180 countries;
2. Study Abroad, which facilitates educational experiences abroad for TU students; and
3. The International Contract Office, which organizes bringing international visitors to the TU campus.²⁸

Roughly eight percent of students at TU participate in study abroad.²⁹ During the 2013–2014 school year, 354 students studied abroad.³⁰ Most students studied abroad in Europe, with Latin America and Oceania being the second and third most popular regions.³¹ Additionally, programs such as the Towson University Friends of Internationals increase intercultural exchange between international students visiting TU and local students, faculty, and staff by sponsoring/organizing shared meals and cultural outings.^{32 33}

TU offers numerous programs that bring the surrounding community to campus. For example, TU’s Community Art Center offers classes for children, teens, and adults, as well as sponsoring free family arts days.³⁴ Class offerings include seven-week sessions in painting and mixed media, drawing, cartooning/comics, sculpture/clay, pottery, and digital media.³⁵ TU Community Dance (TUCD) is an extension of the Department of Dance. Accredited by the National Association of Schools of Dance, TUCD offers programs for children, both at recreational and pre-collegiate levels, and open classes for adults.³⁶ TUCD offers over 40 classes per week,^{37 38} and approximately 200 students enroll in the children’s division per semester.³⁹ The Dance Department also hosts AileyCamp Baltimore, a camp run by the Alvin Ailey American Dance Theater that engages over 60 at-risk middle school students with dance training and personal development/communication activities.⁴⁰ In addition to theater performances that are open to the public, the Department of Theatre Arts runs the Towson Theatre Infusion (TTI) program, an outreach program which culminates in Baltimore-area high school students attending a full theatre production in TU’s Center for the Arts.⁴¹ The Department of Theatre Arts also offers intensive summer courses for high school teachers to gain additional technical skills.⁴²

28 Towson University, “Academics: International Initiatives,” accessed June 22, 2015, <http://www.towson.edu/internationalprograms/>.

29 Towson University, “Towson Abroad: Study Abroad Statistics 2013-2014,” accessed June 22, 2015, <http://www.towson.edu/studyabroad/documents/2013-14StudyAbroadStatistics.pdf>.

30 Towson University, “Study Abroad: Study Abroad Statistics 2013-2014,” accessed June 22, 2015, <http://www.towson.edu/studyabroad/report.asp>.

31 Ibid.

32 Jeremy Sanders, “Tomorrow: TU Family BBQ with International Students,” *Towson University*, July 2, 2015, accessed August 11, 2015, <http://tutigerstoday.towson.edu/?p=101735>.

33 Jeremy Sanders, “New York City Excursion with International Partnerships,” *Towson University*, August 7, 2015, accessed August 11, 2015, <http://tutigerstoday.towson.edu/?p=101825>.

34 Towson University, “Community Art Center,” accessed August 7, 2015, <http://www.towson.edu/cac/>.

35 Towson University, “Community Art Center—Children and Teen Classes,” accessed August 7, 2015, <http://www.towson.edu/cac/childrensclasses.asp>.

36 Towson University, “TU Community Dance,” accessed August 7, 2015, <http://www.towson.edu/dance/community/index.asp>.

37 Towson University, “TU Community Dance: Adult Dance,” accessed August 13, 2015, <http://www.towson.edu/dance/community/adult/>.

38 Towson University, “TU Community Dance: Children’s Dance Fall 2015 Schedule,” accessed August 13, 2015, <http://www.towson.edu/dance/community/children/schedules.asp>.

39 Patrick Klink, e-mail message with data attachment to Ellen Bast, May 12, 2015.

40 Towson University, “AileyCamp Baltimore Frequently Asked Questions,” accessed August 13, 2015, <http://www.towson.edu/DANCE/aileycamp/faq.asp>.

41 Towson University, “Department of Theatre Arts: Student Opportunities—Outreach Projects,” accessed August 12, 2015, <http://wwwnew.towson.edu/theatre/opportunities/outreach.asp>.

42 Towson University, “Department of Theatre Arts: Student Opportunities—Summer Theatre Intensive at TU,” accessed August 12, 2015, <http://wwwnew.towson.edu/theatre/opportunities/SummerIntensive.asp>.



5.0 Conclusion

Over the past 150 years, TU has evolved from the Maryland State Normal School with 11 students to Maryland's metropolitan university with an enrollment of over 22,000. TU's sustained commitment to teacher education and workforce development has made it a driving force for Maryland's economy and a positive influence on the lives of its students and graduates. Since 1866, TU has contributed approximately \$139.4 billion in output and \$102.8 billion in wages to Maryland's economy. Furthermore, TU has contributed nearly \$2.2 billion in state and local tax revenues since its inception.

TU graduates supported 2,677 jobs as of 1962, an impact which grew to 21,386 jobs as of 2014. Of those jobs supported by TU graduates, over 37 percent were supported by STEM graduates. As of today, TU's graduates support approximately \$97.4 billion in output for Maryland. Since 1963, student spending has added \$812.0 million in fiscal revenues. Meanwhile, TU's operations have contributed \$884.8 million to Maryland's tax revenues. As TU continues to grow and diversify, its impact on Maryland's economy will grow as well.

The interviews conducted with current members of the TU community and various stakeholders provided insight into TU's current community impacts. Interview participants commended TU's legacy as a teacher's college, which can be seen today in TU's academic reputation and commitment to students both inside and outside the classroom. Participants also praised TU's community atmosphere and community engagement activities, as well as the physical campus and location on the East Coast. TU's overall impact on the region, workforce, and educational systems was often cited during discussions of TU's biggest contribution over the last 150 years; respondents noted that many graduates, especially in educational and healthcare fields, stay in the area after completing their degrees.

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Appendix A—TU’s Detailed History, 1866–Present

TU has a long and storied history and has constantly evolved since its inception in 1866 as a teacher’s school. TU is now a comprehensive university with a wide variety of degree programs.

A.1 Towson University’s Evolution Since 1866

TU has a long and storied history and has constantly evolved since its inception in 1866. Figure 14 provides a timeline of major milestones in TU’s history.

Figure 14: Towson University Milestones

1866	1915	1935	1963	1976	1997
Founded in Baltimore as the State Normal School	Moved to Towson	Renamed State Teachers College at Towson	Renamed Towson State College	Earned university status; renamed Towson State University	Renamed Towson University

Source: Towson.edu

Prior to the founding of the Maryland State Normal School (MSNS) in 1866, individual counties in Maryland determined the curriculum taught in schools. However, the ratification of a new state constitution at the end of the Civil War in 1865 established a statewide system of free public schools and the authorization of the first institution to train teachers, termed “normal” because it was modeled

after the French standardized *ecole normale* system.⁴³ The school's curriculum consisted of geometry, algebra, bookkeeping, physiology, natural philosophy, literature, Latin, chemistry, botany, zoology, music, drawing, and mental and moral philosophy. The school also housed a model elementary school to allow the MSNS students to gain practical experience in teaching. MSNS, led by McFadden Alexander Newell, first opened in Baltimore City in January 1866 and occupied four different locations throughout the city as its enrollment and needs grew.⁴⁴

By 1909, the school had outgrown its urban space and was not producing enough teachers to fill workforce demand, prompting Principal Sarah Richmond, an alumna of MSNS, to convince the Maryland General Assembly to pass legislation in 1912 that provided funding for the school to move to its location in Towson.⁴⁵ Shortly after moving to the Towson campus, the school experienced dwindling enrollments, declines in funding, and teacher shortages primarily due to World Wars I and II and the Great Depression.⁴⁶ During these challenging times, the first student newspaper was issued in 1921. *The Oriole* became the student newspaper one year later and in 1927 was renamed *The Towerlight* to symbolize knowledge and the light of learning.⁴⁷ *The Towerlight* continues its legacy as a student-run news organization independent of TU.

In 1934 a new state law required teachers in the public education system to obtain four-year baccalaureate degrees.^{49 50} MSNS updated its curriculum to grant Bachelor of Science degrees in Elementary Education, prompting a name change to the State Teachers College at Towson (STC at Towson) in 1935. Dr. Lida Lee Tall, whose title changed from principal of MSNS to president of STC at Towson, oversaw this transition.⁵¹ By 1936 the State Teachers College received accreditation from the American Association of Teachers' Colleges and the American Council of Education. Shortly afterward, the college began developing programs to prepare teachers for the junior high and kindergarten levels as well as implementing a junior college program in the arts and sciences.

The State Teachers College at Towson, under the leadership of Dr. Earle Taylor Hawkins, experienced immense growth after World War II through 1963. Enrollment grew by 2,100 percent. New academic programs, including additional baccalaureate programs and the arts and sciences, a degree in Primary Education, and a specialization in high school education, were added. Additionally, courses were offered during evening hours and in summer programs. To accommodate all of these changes, the number of buildings on campus more than doubled between 1947 and 1963. The college also received accreditation from the Middle States Association of Colleges and Schools in 1949.⁵² Alumni of note from STC at Towson include John Schuerholz '62, president of the Atlanta Braves Major League Baseball organization.⁵³

Though its academic programs in education were (and still are) a central component of the college, by 1963 the school's identity and purpose had changed significantly. It was renamed Towson State College (TSC).⁵⁴ The college's athletic programs expanded under the guidance of Donald "Doc" Minnegan, and the Student Government Association approved the tiger as the school's mascot in 1963. The college continued to grow throughout the 1960s and early 1970s: enrollment surpassed 14,000 students (during the conflict in Vietnam) by 1976; construction began on thirteen new buildings; administration expanded to establish four vice presidential positions, five academic dean positions, the Academic Council, the Office of Institutional Development; and the winter term was implemented. Notable alumni from TSC include the Honorable Mary Ellen Barbera '75, the first woman to serve as chief judge of the Maryland Court of Appeals.⁵⁵

Towson State College was renamed Towson State University (TSU) in 1976, at the urging of President James L. Fisher, to reflect expanded scope and academic offerings.⁵⁶ Shortly after, in 1979 under the direction of President Hoke L. Smith, the university was restructured into six colleges: the College of Allied Health and Physical Education, the College of Education, the College of Fine Arts and Communication, the College of Liberal Arts, the College of Natural and Mathematical Sciences, and the School of Business and Economics. During the TSU era, the university added new academic program offerings,

43 Cook Library, "Maryland State Normal School Era, 1866-1935," *Towson University*, July 31, 2012, accessed June 18, 2015, <http://cooklibrary.towson.edu/spcoll/narrative.cfm>.

44 Towson University, "Timeline," accessed June 26, 2015, <http://tu150.towson.edu/timeline/>.

45 Towson University, "Leadership, Learning, and Service: a 150-year Tradition at Towson University," accessed June 18, 2015, <http://tu150.towson.edu/history/>.

46 Cook Library, "Maryland State Normal School Era, 1866-1935."

47 Cook Library, "Chronology of Towson University History," July 31, 2012, accessed August 6, 2015, <http://cooklibrary.towson.edu/spcoll/chronology.cfm>.

48 "About," *The Towerlight*, accessed August 6, 2015, <http://thetowerlight.com/about/>.

49 Cook Library, "State Teachers College at Towson Era, 1935-1963," *Towson University*, July 31, 2012, accessed June 22, 2015, <http://cooklibrary.towson.edu/spcoll/narrative.cfm>.

50 Towson University, "About: Towson at a Glance," accessed July 8, 2015, <http://www.towson.edu/main/aboututglance/history.asp>.

51 Cook Library, "Chronology of Towson University History," *Towson University*, July 31, 2012, accessed August 6, 2015, <http://cooklibrary.towson.edu/spcoll/chronology.cfm>.

52 Cook Library, "State Teachers College at Towson Era, 1935-1963."

53 Megan Bradshaw, "John Schuerholz '62 Back in Baltimore with the Braves," *Towson University*, July 30, 2015, accessed August 5, 2015, <http://tunews.towson.edu/2015/07/30/john-schuerholz-62-back-in-baltimore-with-the-braves/>.

54 Cook Library, "Towson State College Era, 1963-1976," *Towson University*, July 31, 2012, accessed June 22, 2015, <http://cooklibrary.towson.edu/spcoll/narrative.cfm>.

55 "Gov. Martin O'Malley Appoints 1st Female Chief Judge," *WBAL-TV*, July 3, 2013, accessed August 5, 2015, <http://www.wbal.com/news/maryland/gov-chooses-barbera-to-replace-retiring-chief-judge/20814940>.

56 Cook Library, "Towson State University, 1976-1997," *Towson University*, July 31, 2012, accessed June 22, 2015, <http://cooklibrary.towson.edu/spcoll/narrative.cfm>.

international exchange programs, and partnerships with local organizations. In 1988 TSU became part of the University System of Maryland. Notable TSU alumni include the following:

- Catherine Curran O'Malley '81, Associate Judge of the District Court of Maryland for Baltimore City⁵⁷ and former first lady of Maryland;⁵⁸
- Mike Rowe '85,⁵⁹ current host of CNN's *Somebody's Gotta Do It* and former host of the Discovery Channel's *Dirty Jobs*;⁶⁰ and
- Bill Owens '88,⁶¹ executive editor of CBS's *60 Minutes* and co-executive producer of *60 Minutes Sports*.⁶²

In 1997 TSU became Towson University (TU).⁶³ While still a part of the USM, TU has been able to develop its own identity with its new title. TU has significantly expanded its campus since 2000 with the construction of new buildings, such as the College of Liberal Arts building in 2009, and dormitories, such as the West Village Complex, as well as the implementation of innovative educational technology. TU has continued to increase its academic programs and degree offerings. There are additional opportunities for research funding; partnerships with local businesses and organizations have flourished as well. Furthermore, TU joined the Colonial Athletic Association in 2001 and currently offers 19 Division I sports. In 2003 TU's mascot was officially named "Doc" in memory of Doc Minnegan, who died the year before.⁶⁴ That year also marked the return of Dr. Robert Caret, who became TU's twelfth president and had previously served as a member of the faculty, a dean, an executive vice president, and provost at TU.⁶⁵ Dr. Caret's leadership supported expanded academic programs, athletic offerings, and campus amenities. TU further expanded its scope in 2004 with the creation of the Division of Innovation and Applied Research (formerly the Division of Economic and Community Outreach). The Division's four primary areas of focus are (1) Applied Research and Technical Services, (2) Continuing Education and Workforce Development, (3) Entrepreneurship, and (4) Partnerships and Outreach.⁶⁶ The Division strives to "create customized solutions that are focused on solving the critical issues facing Maryland's workforce and economy."⁶⁷

A.2 Towson University Today

Dr. Maravene Loeschke '72, '69 followed Dr. Caret as TU's thirteenth president. Prior to returning to TU as president, Dr. Loeschke served as an instructor and chairperson of the Department of Theatre Arts before becoming Dean of the College of Fine Arts and Communication.⁶⁸ Dr. Loeschke's accomplishments include appointing TU's first presidential scholar, addressing Title IX issues in D1 athletics, improving the UB-TU joint-MBA program, supporting undergraduate research and civic engagement, founding the TU Professional Leadership Program for Women, developing the International Flag Walkway and student art sculptures, and numerous capital projects.⁶⁹ In 2012 Dr. Nancy S. Grasmick, a TU alumna and former State Superintendent of Maryland Public Schools for 20 years, was named the Presidential Scholar for Innovation in Teacher and Leader Preparation.⁷⁰ Dr. Timothy Chandler was appointed Acting President in August 2014 and then Interim President in December 2014.⁷¹ The 2015–2016 academic year marks TU's 150th anniversary since its founding as the Maryland State Normal School,⁷² and the evolution that the institution has seen over its tenure cannot be understated.

Today, TU is a Masters (Comprehensive) University I and has achieved national prominence through its array of undergraduate and graduate academic programs. TU has also furthered its reputation through its focus on student learning, innovative programs and pedagogies, faculty scholarship and creativity, sponsored and applied research, community service, and outreach to business, education, health care, and nonprofit organizations.⁷³ A snapshot of key metrics that describes TU today is presented in Figure 15. More detailed data can be found in the following subsections.

57 "Catherine Curran O'Malley," Maryland Manual Online, February 19, 2013, accessed August 5, 2015, <http://msa.maryland.gov/msa/mdmanual/32dc/html/msa13093.html>.

58 Diana Beechener, "Following Her Mother's Footsteps: A Mother's Day Conversation with Maryland First Lady Katie O'Malley," May 13, 2009, accessed August 5, 2015, http://bayweekly.com/old-site/year09/issue_19/lead_1.html.

59 Kiel McLaughlin, "TU Celebrates 50th Anniversary of Forensics Program," *Towson University*, May 8, 2013, accessed August 5, 2015, <http://tunews.towson.edu/2013/05/08/tu-celebrates-50th-anniversary-of-forensics-program/>.

60 David Zurawik, "Q&A with Mike Rowe," November 14, 2014, accessed August 5, 2015, <http://www.baltimoresun.com/entertainment/sun-magazine/bs-sm-qa-mike-rowe-20141111-story.html>.

61 Towson University, "Towson Football Team Featured on '60 Minutes,'" accessed August 7, 2015, <http://www.towson.edu/main/abouttu/newsarchives/tigerfootball111612.asp>.

62 "Bill Owens," CBS News, June 24, 2014, accessed August 7, 2015, <http://www.cbsnews.com/team/bill-owens/>.

63 Cook Library, "Towson University, 1997-present," *Towson University*, July 31, 2012, accessed June 22, 2015, <http://cooklibrary.towson.edu/spcoll/narrative.cfm>.

64 Towson University, "Timeline: Doc Minnegan, Father of Athletics, Fields First Soccer Team," accessed July 8, 2015, <http://tu150.towson.edu/timeline/>.

65 Cook Library, "Robert L. Caret 1947—," *Towson University*, July 31, 2012, accessed July 14, 2015, <http://cooklibrary.towson.edu/spcoll/presidentsBios.cfm>.

66 Towson University, "Division of Innovation and Applied Research," accessed August 7, 2015, <http://www.towson.edu/innovation/>.

67 Ibid.

68 Cook Library, "Maravene S. Loeschke 1957—," *Towson University*, July 31, 2012, accessed July 14, 2015, <http://cooklibrary.towson.edu/spcoll/presidentsBios.cfm>.

69 Towson University, "In Loving Memory of President Emerita Maravene S. Loeschke, Ph.D.," June 25, 2015, accessed July 14, 2015, <http://tunews.towson.edu/2015/06/25/in-loving-memory-of-president-emerita-maravene-s-loeschke-ph-d/>.

70 Towson University, "Office of the President: Presidential Scholar—About Nancy Grasmick," accessed September 18, 2015, http://www.towson.edu/president/presidentialscholar/grasmick_nancy.asp.

71 Towson University, "Office of the President: About the Interim President," accessed August 13, 2015, <http://www.towson.edu/president/>.

72 Towson University, "Leadership, Learning, and Service: a 150-year Tradition at Towson University."

73 Towson University, "About the University: Mission Statement," *2015-2016 Course Catalog*, accessed August 12, 2015, <http://catalog.towson.edu/undergraduate/university#missionstatementtext>.

Figure 15: TU Today Key Metrics, 2014

Metric	Total
Enrollment	Over 22,000 students
Academic Programs	64 Bachelor's Degree programs 41 Master's Degree programs 4 Doctoral programs 4 Certificates of Advanced Study 23 Post-baccalaureate Certificates
Student Volunteer Hours Completed	847,570
Degrees Awarded	Bachelor's Degrees: 4,291 Master's Degrees: 1,114 Doctoral Degrees: 20
Faculty	Over 1,600 scholars <ul style="list-style-type: none"> • 129 College of Business and Economics • 241 College of Education • 317 College of Fine Arts and Communication • 254 College of Health Professions • 374 College of Liberal Arts • 349 Fisher College of Science and Mathematics
Campus Size	329 Acres
Buildings	25 academic/support buildings 17 on-campus residence halls 4 dining halls
Parking	4 garages
Albert S. Cook Library	Over 625,000 volumes Over 151,500 E-books Over 53,000 print and electronic journals Almost 9,500 films and videos Over 8,000 sound recordings 236 research databases
Athletics	19 NCAA Division I Teams <ul style="list-style-type: none"> • 13 women's sports • 6 men's sports

Sources: TU,⁷⁴ TU OIR⁷⁵

TU's Division of Innovation and Applied Research (DIAR) supports TU's outreach. Between 2004 and 2014, DIAR received over 700 contracts and grants in areas ranging from economic and workforce development, transportation, environmental research and analysis, public safety, emergency management, IT infrastructure, communications and outreach, and education support. Furthermore, over 26,000 individuals have received career training and continuing education. DIAR has also worked closely with all cabinet departments and numerous independent state government agencies, as well as 19 of Maryland's counties.⁷⁶ In addition to DIAR-wide activities such as the annual TU Showcase, which DIAR sponsors to recognize partnerships between TU and the private sector,⁷⁷ and the blog *TU Innovates*, individual units within DIAR engage the community. DIAR's activities serve as a link between TU and the professional community, furthering TU's influence and service to its community.

- **The Regional Economic Studies Institute** hosts an annual Economic Outlook Conference to provide insight on the Maryland economy and other issues that are pertinent to the local business community.⁷⁸
- **The Center for GIS** holds an annual TUGis conference to engage GIS users in the private sector, educational entities, the non-profit sector, and all levels of government.⁷⁹

74 Towson University, "About TU: TU at a Glance," December 2014, accessed August 12, 2015, <http://www.towson.edu/main/abouttu/glance/>.

75 Towson University, "Office of Institutional Research: Headcount of All Faculty by College, Department, & Type: Fall Term 2008 Through 2014," December 2, 2014, accessed June 22, 2015, http://www.towson.edu/ir/documents/fac_all_college_dep_type.pdf.

76 DIAR, "Why We Do What We Do: 2014 Report," 10, accessed August 11, 2015, http://issuu.com/innovationandappliedresearch/docs/towsonuniversity_innovationandappliedresearch/1?e=10356787/10964797.

77 Towson University, "The Showcase," accessed August 11, 2015, <http://www.towson.edu/innovation/showcase/index.asp>.

78 Towson University, "Economic Outlook Conference," accessed August 11, 2015, <http://www.towson.edu/innovation/conference/>.

79 Christina Nemphos, "TUGis 2015 Conference Recap," *TU Innovates*, March 19, 2015, accessed August 12, 2015, <http://tuinnovates.com/2015/03/19/tugis-2015-conference-recap/>.

- **The Center for Professional Studies** offers 22 distinct continuing education programs with combined enrollment over 1,000.⁸⁰ In addition, its Cisco Academy has trained more than 125 teachers.⁸¹
- **The Osher Lifelong Learning Institute**, housed in Continuing Education and Workforce Development, brings retired and semi-retired members of the greater-Baltimore community to the TU campus for classes, film and book discussions, cultural outings, and other activities.⁸²
- **The TU Incubator and Student Launch Pad**, part of Entrepreneurship, provide support to entrepreneurs as they begin to form their businesses. The Incubator has supported 300 full-time jobs with an estimated economic impact of almost \$50 million since 2007,⁸³ while the Student Launch Pad has been engaging with the TU community for two semesters.⁸⁴
- **The Offices of Partnership and Outreach** manages the TU in the Community database, which consolidates information about community engagement opportunities for the TU community and aids the local community in locating these resources.⁸⁵

A.3 Towson University Looks Forward

President Loeschke revealed TU's strategic plan, *TU 2020: A Focused Vision for Towson University* during her annual spring address in 2013.⁸⁶ TU 2020 defines ten areas of importance as TU continues to evolve and grow:

1. Academic excellence and student success;
2. Innovation in teacher and leader preparation;
3. STEM [science, technology, engineering, and mathematics] workforce development;
4. Innovation, entrepreneurship, and applied research;
5. Internships and experiential learning opportunities;
6. A model for leadership development;
7. A national and international reputation for arts and arts education;
8. A model for campus diversity;
9. Student, faculty, staff, and community well-being; and
10. Excellence in athletics.⁸⁷

One way that TU plans to continue to evolve is through its expanding campus. In addition to residence hall construction in the West Village, TU is expanding its fitness and wellness offerings in a \$40 million expansion of Burdick Hall, scheduled to be completed in fall 2017.⁸⁸ In addition to offering a variety of equipment and fitness opportunities for students, Burdick Hall is open to faculty and staff and TU alumni are invited to use Burdick Hall with an alumni membership.⁸⁹ Additional upcoming construction projects include new facilities for the sciences (to be completed fall 2020) and health professions (to be completed fall 2021), as well as renovations to Smith Hall.⁹⁰

Moving forward, TU plans to be proactive with respect to numerous issues, such as sustainability, accessibility, student success, and regional and national prominence. As part of the President's Climate Commitment signed by Dr. Caret in 2007, all buildings constructed on campus will be designed to receive a Leadership in Energy and Environmental Design (LEED) Silver certification or higher.⁹¹ The College of Liberal Arts and West Village Commons buildings are LEED Gold certified and include features such as high-performance HVAC systems, water-efficient landscaping, recycling areas, low-flow toilets, bike racks, green roofs, and shower/locker facilities to facilitate alternative transportation.⁹² TU also joined the U.S. Department of Energy's (DOE) Better Building Challenge in 2014, pledging to reduce the energy consumption of buildings on campus by 20 percent by 2020.⁹³ At its May 2014 Better Buildings Challenge Summit in Washington, D.C., DOE commended TU as a best-practice example for its 13 percent reduction in building energy consumption between 2010 and 2014. DOE specifically commended TU's efforts to reduce energy intensity at the Unitas Stadium Field House,

80 Sharyn Grove, email, October 7, 2015.

81 Ibid.

82 Towson University, "The Osher Lifelong Learning Institute," accessed August 11, 2015, <http://www.towson.edu/innovation/osher/>,

83 Towson University, "TU Incubator," accessed August 10, 2015, <http://www.towson.edu/innovation/entrepreneurship/incubator.asp>.

84 Chad Nazworth, "Launch Pad Student Wants You to 'Hop Your Pint,'" June 2, 2015, accessed August 11, 2015, <http://tuinnovates.com/2015/06/02/launch-pad-student-wants-you-to-hop-your-pint/>.

85 Towson University, "In the Community," accessed August 12, 2015, <http://www.towson.edu/tuinthecommunity/>.

86 Emily Koch, "President Outlines New Strategic Plan, TU 2020," February 11, 2013, accessed August 13, 2015, <http://tunews.towson.edu/2013/02/11/president-outlines-newest-strategic-plan-tu-2020/>.

87 Towson University, "TU 2020: A Focused Vision for Towson University," accessed August 6, 2015, <http://www.towson.edu/main/abouttu/tu2020/index.asp>.

88 Towson University, "Facilities Management: Campus Construction," accessed August 7, 2015, <http://www.towson.edu/adminfinance/facilities/construction/current.asp>.

89 Towson University, "Campus Rec: Facilities," accessed August 7, 2015, <http://www.towson.edu/campusrec/info-facilities.html>.

90 Towson University, "President Leadership Profile," 6, July 2015, accessed August 13, 2015, http://www.towson.edu/president/presidentalsearch/documents/LeadershipProfile-FINAL_000.pdf.

91 Towson University, "Towson University Climate Action Plan," 5, February 15, 2013, accessed July 15, 2015, http://www.towson.edu/adminfinance/sustainability/documents/ClimateActionPlan6-11-2013_000.pdf.

92 Towson University, "Sustainability: Buildings," accessed July 15, 2015, <http://www.towson.edu/adminfinance/sustainability/buildings.asp>.

93 Towson University, "Sustainability: Energy Use and Climate Change," accessed July 15, 2015, <http://www.towson.edu/adminfinance/sustainability/energyuse.asp>.

which features high-efficiency boilers, hot water heaters, a heat recovery coil, variable speed supply and exhaust fans, and occupancy sensors. The building's 37 percent drop in energy use over the course of a year saved the university nearly \$100,000 in energy expenditures.⁹⁴ TU's robust single-stream recycling program consists of over 3,500 designated containers throughout campus.⁹⁵ TU also participates in Recyclemania, a national recycling competition between universities.⁹⁶ Improvements in sustainability will have an ongoing impact as TU continues to grow and evolve.

With respect to accessibility to a college education, TU strives to provide support to numerous paths to graduation for a diverse student body. For example, TU has many established partnerships with community colleges in Maryland to facilitate transferring to TU to complete a four-year degree.⁹⁷ TU also has a new satellite campus in northeastern Maryland to expand educational opportunities at the baccalaureate level to other areas of the state.⁹⁸ For veterans, TU has a dedicated Veterans Center, which contains computers, print stations, and meeting and study spaces. The Veterans Center also sponsors the Student Veterans Group, which provides support and organizes events in a risk-free environment.⁹⁹ TU also offers special scholarships for veterans in addition to assisting student veterans with the GI Bill process.¹⁰⁰

Within the Division of Student Affairs, the Lesbian, Gay, Bisexual, Transgender (LGBT) Student Development program confirms that "Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Ally [LGBTQIA] and all students regardless of sexual orientation, gender identity/expression, and sex are welcomed, supported, valued, and engaged."¹⁰¹ *Campus Pride* commended TU for its efforts to create a more inclusive campus for LGBTQIA communities.¹⁰² TU also supports underrepresented students through the SAGE (Students Achieve Goals through Education) program, which focuses on academic achievement, fostering campus involvement, and creating a sense of belonging for incoming first-year underrepresented students.¹⁰³ Programs and resources such as those outlined above will allow more students to access and thrive at TU.

In addition to increasing accessibility in the admissions process, TU addresses the various needs of the student body to support student success and well-being. To improve academic performance, TU offers numerous academic support services via the Academic Achievement Center, Disability Support Services, the Writing Center, and the Academic Advising Center.¹⁰⁴ TU also supports students' leadership development. The Division of Student Affairs sponsors programming such as the Initiatives for Leadership Education and Development (iLEAD) program, which develops the skills most pertinent to community leadership.¹⁰⁵ TU's Health and Counseling Centers also address the health and wellness needs of the campus community. The Health Center provides primary care services such as treatment for acute illnesses and injuries, allergy shots, immunizations, women's health services, and physical exams.¹⁰⁶ The Health Center also organizes wellness programming through its Wellness TU Health Education and Promotion programs, which provide information on fitness, nutrition, healthy relationships, stress management, and other topics pertinent to university students.¹⁰⁷ The Counseling Center provides counseling services such as individual, couples, and group counseling, psychiatric services, career counseling, and alcohol and drug counseling.¹⁰⁸

TU also provides resources for the student body to help them transition into their post-graduate employment. The TU Career Center assists students at all stages of the career search process, which can provide them with an edge in this competitive labor market and uncertain economic climate. The Career Center offers numerous resources for students, including major and career exploration, job search skill training, assistance in finding jobs, internships, and student employment, and graduate/professional

94 Megan Bradshaw, "Feds Commend TU for 13% Campus Energy Reduction," June 23, 2015, accessed July 15, 2015, <http://tunews.towson.edu/2015/06/23/feds-commend-towson-u-for-13-campus-wide-energy-reduction/>.

95 Towson University, "Sustainability: Recycling and Waste Reduction," accessed August 11, 2015, <http://www.towson.edu/adminfinance/sustainability/recycling.asp>.

96 Towson University, "Sustainability: Recycling and Waste Reduction."

97 Towson University, "Admissions: Community College Partnerships," accessed August 6, 2015, <http://www.towson.edu/main/admissions/apply/transfers/partnerships.asp>.

98 Towson University, "TU in Northeastern Maryland," accessed August 6, 2015, <http://www.towson.edu/tln/tumaryland/index.asp>.

99 Kiel McLaughlin, "Towson Named 'Military Friendly School' for Fifth Consecutive Year," *Towson University*, September 26, 2013, accessed August 6, 2015, <http://tunews.towson.edu/2013/09/26/towson-named-military-friendly-school-for-fifth-consecutive-year/>.

100 Towson University, "Veterans Center: Financial Aid, Benefits, and Grants," accessed August 11, 2015, <http://www.towson.edu/veterans/finaid.asp>.

101 Towson University, "Lesbian, Gay, Bisexual, Transgender Student Development," accessed August 17, 2015, <http://www.towson.edu/lgbt/index.asp>.

102 Towson University, "Points of Pride," June 2014, accessed August 6, 2015, <http://www.towson.edu/main/abouttu/pointsofpride.asp>.

103 Towson University, "Students Achieve Goals through Education (SAGE): Our Mission," accessed August 12, 2015, <http://www.towson.edu/sage/mission.asp>.

104 Towson University, "Academic Services," accessed August 12, 2015, <http://www.towson.edu/main/academics/academicsupportservices/>.

105 Towson University, "Student Leadership," accessed August 12, 2015, <http://www.towson.edu/studentaffairs/civicengagement/leadership/index.asp>.

106 Towson University, "Health Center Services," accessed August 12, 2015, <http://www.towson.edu/healthcenter/services/index.asp>.

107 Towson University, "Health Center Wellness TU Health Education Services," accessed August 12, 2015, <http://www.towson.edu/healthcenter/services/health.asp>.

108 Towson University, "Counseling Center Student Services," accessed August 12, 2015, <http://www.towson.edu/counseling/services/students.asp>.

school mentoring.¹⁰⁹ The Career Center also sponsors Hire@TU, an online job and internship database for students, alumni, faculty, staff, and employers.¹¹⁰ Hire@TU provides an array of resources, including internship and job search resources, career mentor databases, resumé databases, on-campus recruiting information, and career event registration.¹¹¹

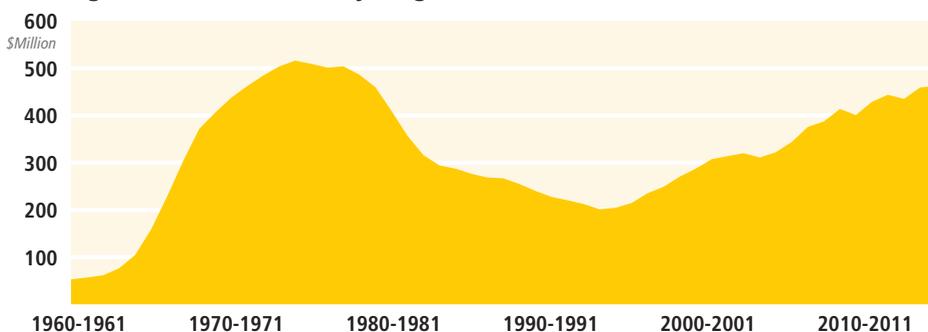
TU is working to further its recognition going forward. In addition to numerous YouTube videos featuring faculty lectures, sports team interviews, and an adapted dormitory version of the MTV television show *Cribs*, TU has a series of television advertisements to increase awareness of the campus and its programs.¹¹² TU also has an active Division of University Marketing and Communications whose mission is to “create interest in the university, strengthen its visibility and influence, and move our target audiences to support us in a variety of ways.”¹¹³ The division also houses WTMD-FM,¹¹⁴ a noncommercial radio station that often features music and programming specific to the Baltimore/Central Maryland region.¹¹⁵ Furthermore, famous alumni are increasing awareness of TU. Such alumni include comedian Amy Schumer ‘03 of Comedy Central’s *Inside Amy Schumer* and the feature film *Trainwreck*,¹¹⁶ Kacy Catanzaro ‘12, the first woman to compete in the finals of the NBC competition *American Ninja Warrior*,¹¹⁷ Brian Stelter ‘07, a media expert and host of “Reliable Sources” for CNN and formerly of the *New York Times*,¹¹⁸ and Jermon Bushrod ‘07, left tackle for the Chicago Bears.¹¹⁹

A.4 Towson University by the Numbers

TU’s development over its 150-year existence can be traced through markers in operations, students, and faculty and staff.

A.4.1 Operations by the Numbers

Figure 16: Towson University Budget in 2014 Dollars, 1960–1961 to 2014–2015



Source: OIR

As shown in Figure 16, TU’s annual budget in real (2014) terms grew from approximately \$52.8 million during the 1960–1961 academic year to over \$516.3 million during the 1974–1975 academic year. After falling to approximately \$201.4 million during the 1993–1994 academic year, TU’s annual budget has increased to over \$463.2 million during the 2014–2015 academic year.

TU’s sources of operating revenue for the 2015 operating plan are presented in Figure 17.

109 Towson University, “Career Center: Students,” accessed June 22, 2015, <http://www.towson.edu/careercenter/students/>.

110 Towson University, “Career Center, Hire@TU,” accessed June 22, 2015, <http://www.towson.edu/careercenter/hiretu/>.

111 Ibid.

112 YouTube, “Home: Towson University,” accessed August 17, 2015, <https://www.youtube.com/user/TowsonUniversity/featured>.

113 Towson University, “Division of University Marketing and Communications,” accessed August 6, 2015, <http://www.towson.edu/main/abouttu/admingov/marketing/index.asp>.

114 Towson University, “Division of University Marketing and Communications.”

115 WTMD, “Community Focused—Frequently Asked Questions about WTMD’s Programming and Community Support,” accessed August 6, 2015, <http://wtmd.org/radio/community-focused/>.

116 Emily Yahr, “How Amy Schumer Went from Unknown Stand-up Comic to Inescapable Movie Star,” *Washington Post*, July 10, 2015, accessed August 5, 2015, <https://www.washingtonpost.com/news/style-blog/wp/2015/07/10/how-amy-schumer-went-from-unknown-stand-up-comic-to-inescapable-movie-star/>.

117 Emily Koch, “TU Alumna Breaks Another Record on ‘American Ninja Warrior,’” *Towson University*, July 15, 2014, accessed August 5, 2015, <http://tunews.towson.edu/2014/07/15/towson-alumna-breaks-another-record-on-american-ninja-warrior/>.

118 “Biography,” *Brian Stelter*, accessed August 5, 2015, <http://brianstelter.com/bio/>.

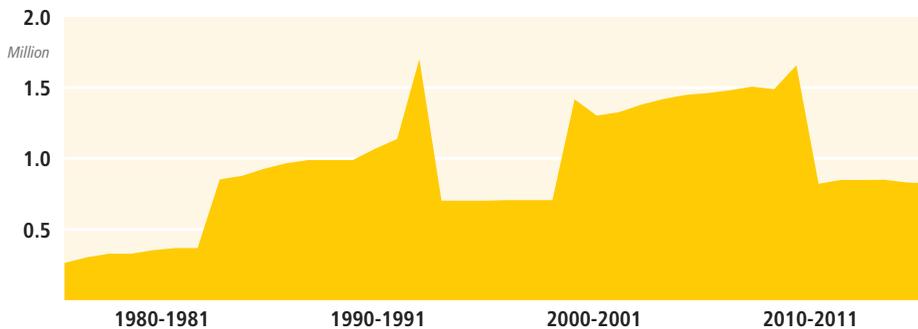
119 Towson University, “President Leadership Profile,” 7.

Figure 17: Sources of Operating Revenue, 2015

Source: TU OIR

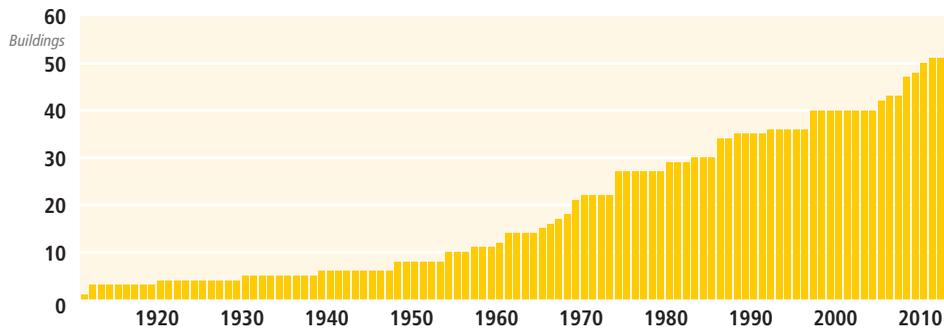
As shown in Figure 17, TU draws upon numerous sources of funding. The largest portion of operating revenue comes from tuition and fees, at 37 percent, with auxiliary enterprises and state appropriations contributing 25 and 23 percent respectively. Federal grants and contracts contribute 7 percent, and private gifts/contracts and self-support each make up 4 percent.

An important resource for any academic institution is the library. The Albert S. Cook Library opened on TU's campus in 1969. As TU has grown and expanded its scope of academic offerings, Cook Library's resources have grown as well. Data on the number of items contained in Cook Library from 1976 to the present are presented in Figure 18.

Figure 18: Total Items in Cook Library, 1976—1977 to 2015—2016

Source: TU Undergraduate Course Catalogs, RESI

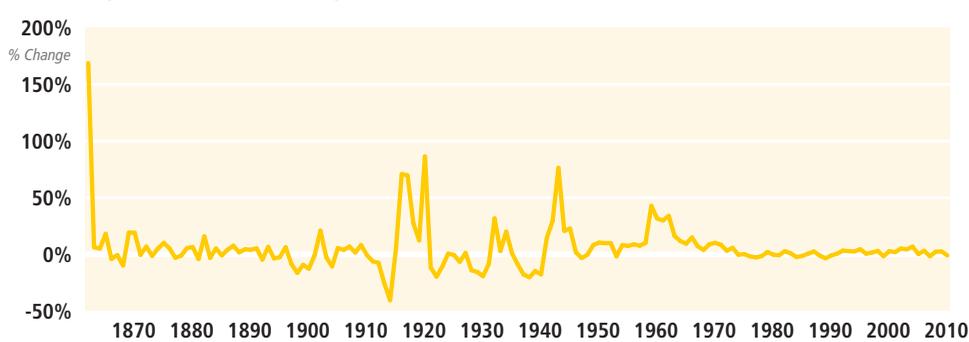
After MSNS moved to its current Towson location, significant construction occurred on campus. Figure 19 details the number of buildings on campus from 1914 to the present.

Figure 19: Number of Buildings on the Towson, MD Campus, 1914–2015

Source: TU Special Archives, RESI

A.4.2 Students by the Numbers

Students are an important part of the TU community. The annual percentage growth of fall headcount enrollment is presented in Figure 20. Please note that the initial spike in enrollment is due to the significant enrollment increase during the first year of operation at MSNS.

Figure 20: Percent Change in Fall Headcount Enrollment, 1866–2014

Source: TU OIR

As shown in Figure 20, TU's enrollment has seen significant change since its inception in 1866. Of particular note is the dip in the late 1910s that followed steady increases in growth—the result of various external factors, such as WWI. This pattern is seen again in the 1940s as a result of WWII. Enrollment skyrocketed in the 1960s, due in large part to TU's expanded degree offerings and the conflict in Vietnam. TU has sustained growth since the global recession of the 1990s.

As TU is a public institution in Maryland, the majority of TU students are from Maryland. The data presented in Figure 21 show the headcount enrollment of new first-time full-time degree-seeking students by state of residence from fall 2008 to fall 2014.

Figure 21: Headcount Enrollment of New First-Time Full-Time Degree-Seeking Students by State of Residence, Fall 2008–Fall 2014

State of Residence	2008	2009	2010	2011	2012	2013	2014
Maryland	1,984	1,724	1,712	1,833	1,782	2,022	2,006
New Jersey	298	260	283	292	276	314	328
New York	282	189	202	188	149	158	152
Pennsylvania	145	133	114	93	106	102	88
Delaware	17	19	11	18	20	15	22
Virginia	18	11	15	16	19	21	18
Connecticut	7	8	11	13	10	11	15
Other Areas	75	54	80	89	101	104	82
Total	2,826	2,398	2,428	2,542	2,463	2,747	2,711

Source: TU OIR

Almost 74 percent of students enrolling at TU in 2014 came from Maryland. The next most common states of residence were New Jersey (with just over 12 percent) and New York (with 5.6 percent).

While TU was founded as MSNS to educate teachers, and the College of Education is still a vital component of TU, the academic offerings are now much more comprehensive. Total enrollment by college is presented in Figure 22. The most popular majors by the number of Bachelor's degrees awarded are presented as well. More detailed information about the number of undergraduate degrees across all majors is presented in Appendix D.

Figure 22: Headcount Enrollment by College and Academic Career, Fall 2008—Fall 2014

College	Career	2008	2009	2010	2011	2012	2013	2014
Business & Economics (CBE)	Undergraduate	3,372	3,206	3,030	2,782	2,857	3,161	3,135
	Graduate	72	87	77	115	217	242	193
	Total	3,444	3,293	3,107	2,897	3,074	3,403	3,328
Education (CoE)	Undergraduate	1,477	1,486	1,548	1,505	1,608	1,561	1,493
	Graduate	1,185	1,242	1,398	1,328	1,319	1,205	1,008
	Total	2,662	2,728	2,946	2,833	2,927	2,766	2,501
Fine Arts & Communication (CFAC)	Undergraduate	2,975	2,991	3,008	2,880	2,782	2,741	2,590
	Graduate	174	196	206	184	170	140	150
	Total	3,149	3,187	3,214	3,064	2,952	2,881	2,740
Health Professions (CHP)	Undergraduate	2,635	2,733	3,039	3,174	3,268	3,792	4,103
	Graduate	572	593	638	681	717	707	669
	Total	3,207	3,326	3,677	3,855	3,985	4,499	4,772
Liberal Arts (CLA)	Undergraduate	3,303	3,374	3,526	3,762	3,820	3,768	3,712
	Graduate	463	545	558	582	535	511	578
	Total	3,766	3,919	4,084	4,344	4,355	4,279	4,290
Science & Mathematics (CSM)	Undergraduate	1,970	2,100	2,315	2,425	2,615	2,904	2,977
	Graduate	593	683	726	834	806	790	773
	Total	2,563	2,783	3,041	3,259	3,421	3,694	3,750
Undeclared & Non-Degree	Undergraduate	1,540	1,258	1,063	989	1,038	852	797
	Graduate	780	683	708	223	208	125	107
	Total	2,320	1,941	1,771	1,212	1,246	977	904
Grand Total	Undergraduate	17,272	17,148	17,529	17,517	17,988	18,779	18,807
	Graduate	3,839	4,029	4,311	3,947	3,972	3,720	3,478
	Total	21,111	21,177	21,840	21,464	21,960	22,499	22,285

Source: TU OIR

Diversity in the student body is an important goal of TU; enrollment by racial/ethnic group is presented in Figure 23.

Figure 23: Enrollment by Racial/Ethnic Group, 2014¹²⁰

Racial/Ethnic Group	Enrollment
African American/Black	3,456
American Indian/Alaska Native	33
Asian	1,049
Hispanic/Latino	1,196
Native Hawaiian/Pacific Islander	26
White	13,974
Two or More Races	813
Unknown	1,194
Foreign/Non-Resident Alien	544
Total	22,285

Source: TU OIR

Retention rate of full-time first-time degree seeking students by race/ethnicity is presented in Figure 24.

Figure 24: Retention Rate of Full-time First-Time Degree Seeking Students by Race/Ethnicity, 2013–2014¹²¹

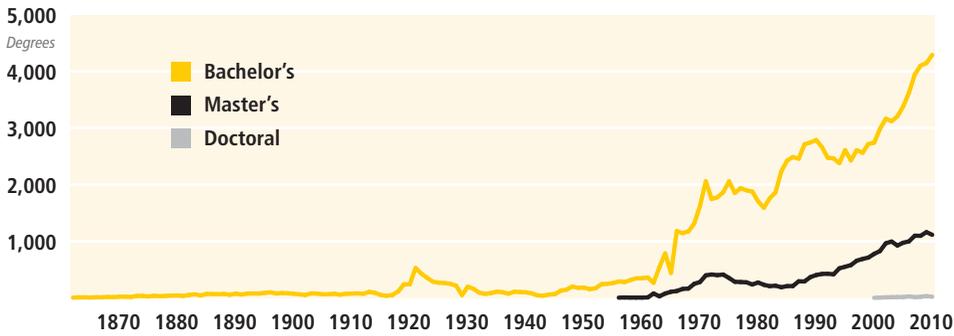
Race/Ethnicity	Retention Rate
African-American/Black	89.2 percent
Asian	84.6 percent
Foreign/Non-Resident Alien	83.8 percent
Hispanic/Latino	83.8 percent
White	84.7 percent
Unknown/Other	87.6 percent

Source: TU OIR

Trends in the number of degrees awarded follow the trends in increased enrollment. Data illustrating the degrees awarded by degree type since TU's inception to the most recent data available for TU are presented in Figure 25.

¹²⁰ Towson University, "Office of Institutional Research: Headcount Enrollment by Academic Career, College, & Ethnicity: Fall Term 2008 Through Fall 2014," October 3, 2014, accessed June 22, 2015, http://www.towson.edu/oir/documents/f_hdct_car_coll_eth.pdf.

¹²¹ Towson University, "Office of Institutional Research: Fall to Subsequent Fall Retention Rate for First-Time Full-Time Degree-Seeking Students by Ethnicity: Fall Term 2007 through 2014," October 3, 2014, accessed June 22, 2015, http://www.towson.edu/oir/documents/rp_f_f_ret_fff_eth.pdf.

Figure 25: Degrees Awarded by Degree Type, 1866–2014

Source: TU OIR

As shown in Figure 25, TU awarded almost 4,300 Bachelor's degrees, over 1,100 Master's degrees, and 20 doctoral degrees in 2014. In total, TU has awarded almost 147,000 degrees over the past 150 years. The breakdown of undergraduate degrees awarded in the most popular areas of study is presented in Figure 26.

Figure 26: Top Ten Most Popular Undergraduate Majors by Bachelor's Degrees Awarded, 2007–2008 to 2013–2014

Major	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014	Total
Business Administration	482	476	510	542	482	445	461	3,398
Psychology	260	267	271	288	324	345	335	2,090
Mass Communication	228	285	264	250	233	206	209	1,675
Sociology & Anthropology	147	167	154	163	212	219	228	1,290
Elementary Education	156	163	156	163	161	164	164	1,127
Nursing	131	128	153	152	162	184	186	1,096
Art + Design	109	103	122	145	148	145	181	953
Biology	130	99	104	125	128	147	154	887
Accounting	79	123	122	155	140	110	126	855
Electronic Media & Film	112	121	123	112	117	131	108	824

Sources: TU OIR, RESI

Figure 27: Bachelor's Degrees Awarded by Major, 2007–2008 to 2013–2014

College	First Major	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Business & Economics	Accounting	79	123	122	155	140	110	126
	Business Administration	482	476	510	542	482	445	461
	e-Business	10	11	11	15	16	14	18
	Economics	56	53	76	91	65	54	54
	Total Business & Economics	627	663	719	803	703	623	659
Education	Early Childhood Education	66	75	112	97	96	95	94
	Elementary Education	156	163	156	163	161	164	164
	Integrated Early Childhood Education - Special Education	n/a	n/a	n/a	n/a	n/a	n/a	27
	Integrated Elementary Education - Special Education	49	56	68	83	80	103	106
	Middle School Education	n/a	n/a	n/a	n/a	n/a	10	14
	Special Education	21	19	20	33	31	47	36
	Total Education	292	313	356	376	368	419	441
Fine Arts & Communication	Acting	n/a	n/a	n/a	n/a	n/a	n/a	8
	Art + Design	109	103	122	145	148	145	181
	Art Education	21	16	19	33	37	28	35
	Art History	9	12	11	9	13	14	9
	Communication Studies	50	54	83	123	135	107	126
	Dance Performance & Education	18	14	6	20	17	14	21
	Electronic Media & Film	112	121	123	112	117	131	108
	Mass Communication	228	285	264	250	233	206	209
	Music	23	28	19	23	37	33	25
	Music Education	23	16	15	23	25	23	29
	Theatre Arts	28	38	44	46	46	37	34
	Total Fine Arts & Communication	621	687	706	784	808	738	785
Health Professions	Allied Health	7	11	17	21	14	14	16
	Athletic Training	8	7	10	20	13	15	17
	Chemical Dependency, Counseling & Education	0	0	3	0	0	0	0
	Deaf Studies	21	36	27	24	40	29	46
	Exercise Science	64	79	113	107	131	116	141
	Gerontology	6	10	8	14	15	16	17
	Health Care Management	20	28	23	27	39	38	51
	Health Science	38	37	30	30	36	69	46
	Nursing	131	128	153	152	162	184	186
	Occupation & Well-Being	31	33	29	42	34	41	68
	Physical Education	38	28	18	25	23	29	22
	Speech-Language Pathology & Audiology	48	44	46	59	62	63	57
	Sport Management	93	96	87	91	115	100	109
	Sport Studies	11	6	n/a	n/a	n/a	n/a	n/a
Total Health Professions	516	543	564	612	684	714	776	

College	First Major	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Liberal Arts	Cultural Studies	1	4	5	3	5	2	5
	English	95	74	109	100	128	135	113
	Family & Human Services	59	65	78	80	85	110	100
	Family Science	n/a	n/a	n/a	n/a	n/a	9	8
	Foreign Languages	23	22	28	22	23	20	31
	Geography & Environmental Planning	22	21	28	15	40	41	35
	Geography & Land Surveying	0	1	2	2	1	1	1
	History	60	58	90	87	70	82	60
	Interdisciplinary Studies	14	16	15	19	26	21	18
	International Studies	31	26	24	24	34	38	34
	Jewish Studies	n/a	0	1	0	0	0	0
	Law & American Civilization	14	13	12	11	18	15	15
	Metropolitan Studies	2	4	1	1	5	3	6
	Philosophy	18	13	8	13	14	17	10
	Political Science	58	68	75	74	66	74	69
	Psychology	260	267	271	288	324	345	335
	Religious Studies	2	8	3	4	6	5	4
	Social Science	21	14	14	29	24	24	17
	Sociology & Anthropology	147	167	154	163	212	219	228
	Women's & Gender Studies	4	4	11	5	2	5	7
	Total Liberal Arts	831	845	929	940	1,083	1,166	1,096
Science & Mathematics	Biology	130	99	104	125	128	147	154
	Chemistry	33	28	43	54	47	45	34
	Computer Science	31	37	30	44	52	52	65
	Earth-Space Science	3	5	2	3	2	5	1
	Environmental Science & Studies	11	25	25	35	45	45	47
	Forensic Chemistry	6	6	2	3	6	10	12
	Geology	5	2	6	4	7	5	2
	Information Systems	42	55	59	79	72	39	54
	Information Technology	n/a	n/a	6	6	19	50	79
	Mathematics	42	36	48	47	47	52	47
	Medicinal Chemistry	0	1	1	0	0	2	0
	Molecular Biology, Biochemistry & Bioinformatics	8	29	14	22	18	18	27
	Physics	7	6	11	11	12	17	12
		Total Science & Mathematics	318	329	351	433	455	487
Grand Total		3,205	3,380	3,625	3,948	4,101	4,147	4,291

Source: TU OIR

As illustrated in Figure 27, TU awarded 4,291 Bachelor's degrees across numerous majors offered in six undergraduate colleges during the 2013–2014 academic year.

TU students across a variety of disciplines participate in service learning and community service activities. Data regarding the volunteer hours and service-learning courses completed are presented in Figure 28.

Figure 28: Student Volunteer Hours and Participation in Service Learning Courses, 2006–2015

Year	Student Volunteer Hours	Number of Students Enrolled in Service-learning Courses
2005–2006	13,000	
2006–2007	120,000	
2007–2008	250,000	
2008–2009	255,700	7,800
2009–2010	278,000	8,000
2010–2011	262,624	8,100
2011–2012	305,277	12,645
2012–2013	834,382	2,196
2013–2014	847,570	1,350

Source: TU Office of Civic Engagement

As shown in Figure 28, the number of hours that students dedicated to volunteering increased significantly from the 2005–2006 academic year to the 2013–2014 academic year. The number of students enrolled in service-learning courses increased from 2008 to 2012.

In addition to community service activities, students remain engaged with the TU community through the athletics program. Summary information about athletics at TU are presented in Figure 29.

Figure 29: Towson University Athletics Teams by First Season, All-time Record, and Conference Championship, 1921–2014¹²²

Sport	First Season	All-Time Record (W-L-T)	Conference Championships
Men's Basketball	1921	607-847	7
Baseball	1926	959-1011-13	5
Women's basketball	1947	556-615	1
Women's Field Hockey	1948	209-414-31	0
Men's Lacrosse	1959	414-312	10
Gymnastics	1967	642-243-2	14
Men's Golf	1968	1557-1155	7
Men's Swimming/Diving	1968	293-265	4
Football	1969	252-224-4	2
Tennis	1969	315-311	0
Volleyball	1970	720-612-4	3
Women's Swimming/Diving	1972	315-187-1	6
Women's Lacrosse	1973	316-299-4	9
Track and Field	1975	322-183-2	0
Softball	1976	715-705-1	0
Cross Country	1981	912-520-7	0
Soccer	1992	148-224-29	1
Women's Golf	2007	346-561-6	0

Sources: Towson Tigers, RESI

As shown in Figure 29, TU has offered a diverse array of athletic programs throughout its history. Men's Basketball was the first program implemented, and the Women's Gymnastics program has won the most conference championships.

122 Towson Tigers, "Towson Athletics Championship History," accessed July 1, 2015, http://towsontigers.com/sports/2014/8/4/gen_0804140237.aspx?id=88.

A.4.3 Faculty and Staff by the Numbers

TU's student-to-faculty ratio has remained constant and is shown in Figure 30.

Figure 30: Full-Time Equivalent Student to Full-Time Equivalent Faculty Ratio, FY 2010—FY 2014

	2010	2011	2012	2013	2014
FTE Student to FTE Faculty Ratio	15.3:1	15.3:1	15.5:1	15.8:1	15.4:1

Source: TU Administration and Finance

The number of faculty by type in each college is presented in Figure 31.

Figure 31: Faculty by Type by College, 2014

	Adjunct	Clinical	Lecturer	Tenured/ Tenure Track	Visiting	Total
College of Business and Economics	34	1	20	72	2	129
College of Education	111	7	66	54	3	241
College of Fine Arts and Communication	192	0	26	94	5	317
College of Health Professions	129	40	12	61	12	254
College of Liberal Arts	141	6	41	179	7	374
Fisher College of Science and Mathematics	167	8	37	135	2	349
Other	7	0	0	0	0	7
Total	781	62	202	595	31	1,671

Sources: TU OIR, RESI

The number of staff by occupational category is presented in Figure 32.

Figure 32: Staff by Occupational Category, 2014

Occupational Category	Full-time	Part-time	Graduate Assistants	Total
Management Occupations	280	4	0	284
Business and Financial Operations Occupations	272	83	12	367
Computer, Engineering, and Sciences Occupations	150	6	32	188
Community Service, Legal, Arts, and Media Occupations	109	4	84	197
Instruction	893	778	0	1,671
Research	0	0	23	23
Graduate Assistants - Teaching	n/a	n/a	54	54
Librarians	21	1	0	22
Library Technicians	12	0	0	12
Non-Postsecondary Teachers	25	15	0	40
Healthcare Practitioners and Technical Occupations	19	6	13	38
Service Occupations	69	6	0	75
Sales and Related Occupations	14	0	0	14
Office and Administrative Support Occupations	274	74	0	348
Natural Resources, Construction, and Maintenance Occupations	94	0	0	94
Production, Transportation, and Material Moving Occupations	48	1	0	49
Total	2,280	978	218	3,476

Source: TU OIR

Diversity within the faculty and staff of TU is also important. The breakdown of faculty and staff by gender and racial/ethnic group is presented in Figures 33 and 34.

Figure 33: All Faculty by Gender and Racial/Ethnic Group, 2008–2015

	2008–2009		2012–2013		2013–2014		2014–2015	
	Male	Female	Male	Female	Male	Female	Male	Female
African American/Black	23	52	29	68	32	73	39	79
American Indian or Alaska Native	2	3	2	2	3	2	3	0
Asian	54	33	56	44	54	55	58	57
Hispanic/Latino	9	20	12	21	15	21	16	22
White	600	660	625	737	608	747	598	755
Native Hawaiian or other Pacific Islander	N/A	N/A	2	1	2	0	2	0
Two or more races	N/A	N/A	2	2	3	4	2	7
Did not self-identify	8	14	11	18	11	13	14	13
Foreign	6	8	6	5	8	3	4	2
Total by Gender	702	790	745	898	736	918	736	935
Grand Total	1,492		1,463		1,654		1,671	

Source: TU Office of the President

Figure 34: All Staff by Gender and Racial/Ethnic Group, 2008–2015

	2008–2009		2012–2013		2013–2014		2014–2015	
	Male	Female	Male	Female	Male	Female	Male	Female
African American/Black	107	140	125	156	116	149	115	151
American Indian or Alaska Native	2	1	3	0	2	0	1	0
Asian	7	21	11	28	12	24	16	23
Hispanic/Latino	11	6	17	10	16	12	21	16
White	485	676	509	680	519	662	542	656
Native Hawaiian or other Pacific Islander	N/A	N/A	0	0	0	0	0	0
Two or more races	N/A	N/A	2	1	4	2	8	3
Did not self-identify	4	12	8	13	9	17	11	20
Foreign	0	1	2	0	0	2	0	4
Total by Gender	616	857	677	888	678	868	714	873
Grand Total	1,473		1,565		1,546		1,587	

Source: TU Office of the President

As enrollment has grown, so has the number of faculty teaching in TU's colleges. Figure 35 contains information on the number of faculty by department within TU's colleges.

Figure 35: Faculty by Department and College, 2008–2014

College	Department	Type	2008	2009	2010	2011	2012	2013	2014
College of Business & Economics (CBE)	Accounting	Adjunct	15	9	3	7	9	10	7
		Clinical	0	0	0	1	1	1	1
		Lecturer	3	3	2	2	2	4	4
		Tenured/Tenure-Track	15	18	19	19	18	17	16
		Visiting	3	2	1	1	1	0	1
	Total	36	32	25	30	31	32	29	
	CBE, Other	Adjunct	3	5	5	4	4	1	3
		Clinical	0	0	0	0	0	0	0
		Lecturer	3	4	4	4	4	4	4
		Tenured/Tenure-Track	0	0	0	0	0	0	0
Visiting		0	0	0	0	0	0	0	
Total	6	9	9	8	8	5	7		
e-Business & Technology Management	Adjunct	2	3	4	5	8	8	6	
	Clinical	0	0	0	0	0	0	0	
	Lecturer	0	1	1	2	2	3	3	
	Tenured/Tenure-Track	9	8	9	10	10	11	11	
	Visiting	0	1	0	0	0	0	0	
Total	11	13	14	17	20	22	20		
Economics	Adjunct	4	4	2	2	3	3	5	
	Clinical	0	0	0	0	0	1	0	
	Lecturer	7	6	5	5	6	5	6	
	Tenured/Tenure-Track	16	16	16	16	14	12	13	
	Visiting	1	0	0	0	0	1	1	
Total	28	26	23	23	23	22	25		
Finance	Adjunct	4	5	3	2	2	1	1	
	Clinical	0	0	0	0	0	0	0	
	Lecturer	1	1	1	1	2	1	1	
	Tenured/Tenure-Track	7	7	9	9	7	9	9	
	Visiting	1	0	0	0	1	0	0	
Total	13	13	13	12	12	11	11		
Management	Adjunct	9	8	9	9	5	3	4	
	Clinical	0	0	0	0	0	0	0	
	Lecturer	4	3	5	2	2	3	2	
	Tenured/Tenure-Track	11	13	11	13	12	13	14	
	Visiting	1	0	0	0	2	1	0	
Total	25	24	25	24	21	20	20		
Marketing	Adjunct	12	12	12	9	7	6	8	
	Clinical	0	0	0	0	0	0	0	
	Lecturer	1	0	0	0	0	0	0	
	Tenured/Tenure-Track	9	10	9	10	10	9	9	

College	Department	Type	2008	2009	2010	2011	2012	2013	2014
		Visiting	0	0	0	0	0	1	0
		Total	22	22	21	19	17	16	17
	Total CBE	Adjunct	49	46	38	38	38	32	34
		Clinical	0	0	0	1	1	2	1
		Lecturer	19	18	18	16	18	20	20
		Tenured/Tenure-Track	67	72	73	77	71	71	72
		Visiting	6	3	1	1	4	3	2
		Total	141	139	130	133	132	128	129
College of Education (COE)	COE, Other	Adjunct	45	54	55	40	18	14	13
		Clinical	0	0	0	0	0	0	0
		Lecturer	3	4	6	3	1	1	0
		Tenured/Tenure-Track	0	0	0	0	0	0	0
		Visiting	0	0	0	0	0	0	0
		Total	48	58	61	43	19	15	13
	Early Childhood Education	Adjunct	11	15	15	22	30	32	30
		Clinical	0	0	1	1	1	0	0
		Lecturer	4	7	7	9	8	8	7
		Tenured/Tenure-Track	9	9	8	8	9	8	7
		Visiting	2	2	1	1	0	0	0
		Total	26	33	32	41	48	48	44
	Educational Technology & Literacy	Adjunct	16	12	12	16	11	9	11
		Clinical	0	0	0	0	0	1	1
		Lecturer	18	16	16	16	16	14	13
		Tenured/Tenure-Track	15	15	15	15	16	13	12
		Visiting	0	0	0	1	0	1	2
		Total	49	43	43	48	43	38	39
	Elementary Education	Adjunct	3	2	7	20	18	18	29
		Clinical	0	0	1	0	0	1	1
		Lecturer	18	16	15	18	21	19	16
		Tenured/Tenure-Track	15	17	17	15	14	11	13
		Visiting	0	2	1	1	0	0	0
		Total	36	37	41	54	53	49	59
	Instructional Leadership & Professional Development	Adjunct	3	5	6	8	10	7	6
		Clinical	0	0	1	1	1	1	2
		Lecturer	5	6	5	5	5	4	4
		Tenured/Tenure-Track	4	5	5	6	4	4	6
		Visiting	1	1	0	0	0	0	0
		Total	13	17	17	20	20	16	18
	Secondary Education	Adjunct	4	6	1	5	6	13	9
		Clinical	0	0	0	0	0	0	0
		Lecturer	4	5	6	5	5	6	9

College	Department	Type	2008	2009	2010	2011	2012	2013	2014
		Tenured/Tenure-Track	7	7	7	7	6	5	7
		Visiting	1	0	0	0	0	0	0
		Total	16	18	14	17	17	24	25
	Special Education	Adjunct	3	0	7	13	17	14	13
		Clinical	0	0	2	2	2	3	3
		Lecturer	6	11	14	17	16	18	17
		Tenured/Tenure-Track	5	7	6	8	7	8	9
		Visiting	5	4	1	1	2	0	1
		Total	19	22	30	41	44	43	43
	Total COE	Adjunct	85	94	103	124	110	107	111
		Clinical	0	0	5	4	4	6	7
		Lecturer	58	65	69	73	72	70	66
		Tenured/Tenure-Track	55	60	58	59	56	49	54
		Visiting	9	9	3	4	2	1	3
		Total	207	228	238	264	244	233	241
College of Fine Arts & Communication (COFAC)	Art + Design, Art History, Art Education	Adjunct	36	43	60	63	66	73	61
		Clinical	0	0	0	0	0	0	0
		Lecturer	2	2	1	1	4	5	8
		Tenured/Tenure-Track	20	21	19	20	20	20	20
		Visiting	2	2	4	4	2	2	1
		Total	60	68	84	88	92	100	90
	COFAC, Other	Adjunct	2	4	1	2	2	3	1
		Clinical	0	0	0	0	0	0	0
		Lecturer	0	0	0	0	0	0	0
		Tenured/Tenure-Track	0	0	0	0	0	0	0
		Visiting	0	0	0	0	0	0	0
		Total	2	4	1	2	2	3	1
	Dance	Adjunct	7	8	6	8	8	8	9
		Clinical	0	0	0	0	0	0	0
		Lecturer	2	2	2	2	2	2	2
		Tenured/Tenure-Track	6	6	7	7	8	8	8
		Visiting	0	0	0	0	0	0	0
		Total	15	16	15	17	18	18	19
	Electronic Media & Film	Adjunct	11	10	12	20	20	18	21
		Clinical	0	0	0	0	0	0	0
		Lecturer	2	2	2	2	2	3	1
		Tenured/Tenure-Track	10	10	11	11	10	9	9
		Visiting	0	1	0	0	0	1	2
		Total	23	23	25	33	32	31	33
	Mass Communication & Communication Studies	Adjunct	42	44	44	37	29	29	37
		Clinical	0	0	0	0	0	0	0

College	Department	Type	2008	2009	2010	2011	2012	2013	2014
		Lecturer	5	8	7	7	10	8	9
		Tenured/Tenure-Track	20	18	21	23	20	21	18
		Visiting	1	4	1	0	1	1	1
		Total	68	74	73	67	60	59	65
	Music	Adjunct	46	52	53	49	49	49	44
		Clinical	0	0	0	0	0	0	0
		Lecturer	6	3	5	6	4	4	6
		Tenured/Tenure-Track	26	22	27	24	27	28	26
		Visiting	0	0	0	1	0	0	0
		Total	78	77	85	80	80	81	76
	Theatre Arts	Adjunct	15	20	18	21	19	19	19
		Clinical	0	0	0	0	0	0	0
		Lecturer	1	2	1	2	1	1	0
		Tenured/Tenure-Track	13	12	13	13	13	13	13
		Visiting	0	0	0	0	0	0	1
		Total	29	34	32	36	33	33	33
	Total COFAC	Adjunct	159	181	194	200	193	199	192
		Clinical	0						
		Lecturer	18	19	18	20	23	23	26
		Tenured/Tenure-Track	95	89	98	98	98	99	94
		Visiting	3	7	5	5	3	4	5
		Total	275	296	315	323	317	325	317
College of Health Professions (CHP)	Audiology/Speech-Language Pathology/Deaf Studies	Adjunct	6	6	9	12	11	14	16
		Clinical	5	5	5	5	5	6	6
		Lecturer	3	3	3	4	3	3	3
		Tenured/Tenure-Track	13	13	14	13	12	13	13
		Visiting	0	0	0	0	1	0	0
		Total	27	27	31	34	32	36	38
	CHP, Other	Adjunct	3	2	3	5	4	4	3
		Clinical	1	2	1	2	1	1	1
		Lecturer	0	0	0	0	0	0	0
		Tenured/Tenure-Track	0	0	0	0	0	0	0
		Visiting	0	0	0	0	0	0	0
		Total	4	4	4	7	5	5	4
	Health Sciences	Adjunct	16	17	13	25	21	16	23
		Clinical	2	2	3	3	2	2	2
		Lecturer	0	0	0	1	1	1	2
		Tenured/Tenure-Track	12	12	11	12	13	12	7
		Visiting	0	1	0	0	2	1	2
		Total	30	32	27	41	39	32	36

College	Department	Type	2008	2009	2010	2011	2012	2013	2014
	Interprofessional Health Studies	Adjunct	0	2	2	2	4	12	7
		Clinical	2	2	2	3	3	4	5
		Lecturer	0	0	0	0	0	2	2
		Tenured/Tenure-Track	0	1	1	1	1	2	8
		Visiting	1	1	1	1	1	2	2
		Total	3	6	6	7	9	22	24
	Kinesiology	Adjunct	11	12	16	17	13	10	12
		Clinical	2	3	3	5	5	5	6
		Lecturer	5	5	5	3	4	5	5
		Tenured/Tenure-Track	18	19	16	18	17	18	19
		Visiting	4	4	5	3	3	1	1
		Total	40	43	45	46	42	39	43
	Nursing	Adjunct	37	41	51	50	44	43	56
		Clinical	17	12	16	19	15	15	15
		Lecturer	2	1	0	1	0	1	0
		Tenured/Tenure-Track	8	10	9	9	10	9	7
		Visiting	4	7	4	3	5	5	6
		Total	68	71	80	82	74	73	84
	Occupational Therapy & Occupational Science	Adjunct	10	11	10	12	8	9	12
		Clinical	5	4	4	4	5	4	5
		Lecturer	3	2	1	1	1	0	0
		Tenured/Tenure-Track	8	10	9	9	9	8	7
		Visiting	1	1	2	1	1	3	1
		Total	27	28	26	27	24	24	25
	Total CHP	Adjunct	83	91	104	123	105	108	129
		Clinical	34	30	34	41	36	37	40
		Lecturer	13	11	9	10	9	12	12
		Tenured/Tenure-Track	59	65	60	62	62	62	61
		Visiting	10	14	12	8	13	12	12
		Total	199	211	219	244	225	231	254
College of Liberal Arts (CLA)	CLA, Other	Adjunct	3	5	5	4	7	6	6
		Clinical	0	0	0	0	0	0	0
		Lecturer	0	1	0	0	0	0	0
		Tenured/Tenure-Track	0	0	0	0	0	0	0
		Visiting	0	0	0	0	1	0	0
		Total	3	6	5	4	8	6	6
English		Adjunct	37	34	38	34	28	27	21
		Clinical	0	0	0	0	0	0	0
		Lecturer	18	18	18	18	15	19	19
		Tenured/Tenure-Track	32	32	32	23	27	32	31
		Visiting	0	0	4	8	6	1	2

College	Department	Type	2008	2009	2010	2011	2012	2013	2014
		Total	87	84	92	83	76	79	73
	Family & Human Services	Adjunct	10	8	14	11	16	11	9
		Clinical	1	2	2	2	1	2	4
		Lecturer	2	1	1	2	2	3	2
		Tenured/Tenure-Track	6	7	7	8	10	11	10
		Visiting	3	0	1	1	1	0	1
		Total	22	18	25	24	30	27	26
	Foreign Languages	Adjunct	11	12	12	12	12	14	12
		Clinical	0	0	0	0	0	0	0
		Lecturer	3	4	4	2	3	3	3
		Tenured/Tenure-Track	15	14	14	14	14	14	14
		Visiting	0	0	0	1	0	0	0
		Total	29	30	30	29	29	31	29
	Geography & Environmental Planning	Adjunct	7	8	8	8	9	7	11
		Clinical	0	0	0	0	0	0	0
		Lecturer	0	0	0	1	2	1	2
		Tenured/Tenure-Track	13	13	13	12	12	13	13
		Visiting	0	0	0	0	0	0	0
		Total	20	21	21	21	23	21	26
	History	Adjunct	13	10	7	8	5	5	1
		Clinical	0	0	0	0	0	0	0
		Lecturer	2	2	2	2	2	2	3
		Tenured/Tenure-Track	16	17	17	18	19	19	18
		Visiting	3	3	1	2	0	1	1
		Total	34	32	27	30	26	27	23
	Philosophy & Religious Studies	Adjunct	6	8	10	10	10	7	7
		Clinical	0	0	0	0	0	0	0
		Lecturer	2	1	1	1	1	2	2
		Tenured/Tenure-Track	11	15	15	16	14	16	16
		Visiting	0	0	0	0	0	0	0
		Total	19	24	26	27	25	25	25
	Political Science	Adjunct	7	11	8	9	10	9	8
		Clinical	0	0	0	0	0	0	0
		Lecturer	1	1	1	1	1	3	3
		Tenured/Tenure-Track	14	15	15	15	16	15	15
		Visiting	2	1	0	1	0	0	0
		Total	24	28	24	26	27	27	26
	Psychology	Adjunct	74	39	39	38	41	40	45
		Clinical	0	0	0	0	0	0	1
		Lecturer	3	3	2	2	2	2	3
		Tenured/Tenure-Track	31	32	32	32	34	34	35

College	Department	Type	2008	2009	2010	2011	2012	2013	2014
		Visiting	2	3	3	5	4	4	2
		Total	110	77	76	77	81	80	86
	Sociology, Anthropology & Criminal Justice	Adjunct	17	23	20	23	22	20	16
		Clinical	0	0	0	0	1	1	1
		Lecturer	1	3	3	3	3	4	4
		Tenured/Tenure-Track	22	20	23	22	23	23	22
		Visiting	0	1	0	2	0	0	1
		Total	40	47	46	50	49	48	44
	Women's & Gender Studies	Adjunct	7	8	7	4	5	4	5
		Clinical	0	0	0	0	0	0	0
		Lecturer	0	0	0	0	0	1	0
		Tenured/Tenure-Track	5	6	6	6	6	4	5
		Visiting	0	0	0	0	0	0	0
		Total	12	14	13	10	11	9	10
	Total CLA	Adjunct	192	166	168	161	165	150	141
		Clinical	1	2	2	2	2	3	6
		Lecturer	32	34	32	32	31	40	41
		Tenured/Tenure-Track	165	171	174	166	175	181	179
		Visiting	10	8	9	20	12	6	7
		Total	400	381	385	381	385	380	374
Jess and Mildred Fisher College of Science & Mathematics (FCSM)	Biological Sciences	Adjunct	13	14	15	18	24	25	26
		Clinical	0	0	0	0	0	0	0
		Lecturer	6	6	6	8	7	11	11
		Tenured/Tenure-Track	34	36	34	32	36	35	34
		Visiting	0	0	2	1	0	0	0
		Total	53	56	57	59	67	71	71
	Chemistry	Adjunct	8	11	14	12	15	17	19
		Clinical	0	0	0	0	0	0	0
		Lecturer	5	3	2	4	3	5	6
		Tenured/Tenure-Track	16	17	18	18	20	19	19
		Visiting	0	1	1	0	0	1	0
		Total	29	32	35	34	38	42	44
	FCSM, Other	Adjunct	1	1	1	0	0	0	0
		Clinical	0	0	0	0	1	1	1
		Lecturer	0	0	0	0	0	0	0
		Tenured/Tenure-Track	0	0	0	0	0	0	1
		Visiting	0	0	0	0	0	0	0
		Total	1	1	1	0	1	1	2
	Computer & Information Sciences	Adjunct	19	19	20	29	28	34	33

College	Department	Type	2008	2009	2010	2011	2012	2013	2014
		Clinical	0	0	3	3	3	3	5
		Lecturer	7	9	8	8	8	7	7
		Tenured/Tenure-Track	26	25	25	25	28	28	27
		Visiting	0	0	1	0	0	0	0
		Total	52	53	57	65	67	72	72
	Mathematics	Adjunct	52	59	62	66	66	64	64
		Clinical	0	0	0	0	0	1	1
		Lecturer	6	6	7	6	6	8	9
		Tenured/Tenure-Track	34	35	35	37	37	37	35
		Visiting	0	1	1	1	1	0	1
		Total	92	101	105	110	110	110	110
	Physics, Astronomy, & Geosciences	Adjunct	20	25	23	34	30	27	25
		Clinical	0	0	0	0	0	0	1
		Lecturer	3	2	2	2	2	6	4
		Tenured/Tenure-Track	17	19	19	21	21	20	19
		Visiting	1	0	0	0	0	2	1
		Total	41	46	44	57	53	55	50
	Total College of Science & Mathematics	Adjunct	113	129	135	159	163	167	167
		Clinical	0	0	3	3	4	5	8
		Lecturer	27	26	25	28	26	37	37
		Tenured/Tenure-Track	127	132	131	133	142	139	135
		Visiting	1	2	5	2	1	3	2
		Total	268	289	299	325	336	351	349
Other	Other	Adjunct	2	1	2	1	4	6	7
		Clinical	0	0	0	0	0	0	0
		Lecturer	0	0	0	0	0	0	0
		Tenured/Tenure-Track	0	0	0	0	0	0	0
		Visiting	0	0	0	0	0	0	0
		Total	2	1	2	1	4	6	7
Grand Total		Adjunct	683	708	744	806	778	769	781
		Clinical	35	32	44	51	47	53	62
		Lecturer	167	173	171	179	179	202	202
		Tenured/Tenure-Track	568	589	594	595	604	601	595
		Visiting	39	43	35	40	35	29	31
		Total	1,492	1,545	1,588	1,671	1,643	1,654	1,671

Source: TU OIR

Over the past seven years, TU has seen increasing numbers of faculty throughout its colleges. The Colleges of Education, Fine Arts and Communication, Health Professions, and the Fisher College of Science and Mathematics all experienced an over 15 percent increase in the number of faculty during this time frame.



Appendix B—Methodology

To analyze the economic and fiscal impacts associated with TU's 150 years, RESI compiled data from TU departments and archives. This appendix details the methodology that RESI used to determine the inputs for the REMI PI+ model.

- Section B.1 discusses the types of data that RESI used, the limitations of some data sets, and any assumptions that bridged these limitations to analyze 150 years of impacts.
- Section B.2 discusses the transformation of data into inputs within the REMI PI+ model as well as a detailed explanation of the REMI PI+ model.

B.1 Data and Assumptions

To complete the impact analysis, RESI collected data and information from various departments and offices across TU. Data for RESI's analysis came from the following sources:

- Office of Institutional Research,
- TU Archives,
- TU Advancement Services,
- TU Civic Engagement,
- TU Foundation,
- TU Community Dance,
- TU Theatre Department, and
- TU Athletics.

Data were compiled for as many years as possible. However, given the significant time span, some gaps remained. Data prior to 1963 was less complete than data between 1963 and 2014. In some

cases, RESI was able to procure handwritten data back to the early 1900s with the help of TU Archives. However, to bridge some of the missing data years, RESI made a few assumptions regarding graduate impacts, operations, student spending, and alumni giving.

Graduate Impacts

For graduates, RESI assumed a certain percentage would remain within Maryland upon graduation. For the period between 1866 and 1962, RESI assumed nearly 100 percent would remain within Maryland upon graduation. Archives data showed that during the earlier years of TU's history, out-of-state student attendance accounted for roughly 5 to 10 percent in some years. However, after the 1930s, this number steadily increased. As TU became more comprehensive, RESI assumed a percentage based on the alumni information and the fall enrollment headcount by resident state. These data were then cross-reference against budget data for out-of-state tuition receipts and alumni giving data to estimate a percentage of in-state and out-of-state students attending and graduating from TU. The combined in-state and out-of-state percentages of those attending and graduating from TU who were likely to remain within Maryland upon graduation was roughly 68 percent on average between 1963 and 2014.

After determining the level of graduates remaining with Maryland and earning wages, RESI determined the annualized earnings of each graduate in 2015 adjusted dollars. RESI assumed that the lifetime earnings differential of each graduate would increase as the difference between the previous degree and the newly earned degree—for example, if a college student graduates with a Bachelor's degree from the College of Business and Economics at Towson University in 2014. All earnings information was based on American Community Survey 2013 3-year estimates then adjusted for 2015 dollars.¹²³

1. High school degree average earnings in 2014 = \$34,681
2. College of business and economics average Bachelor's degree earnings in 2014 = \$45,807
3. Earnings differential attributable to the additional education between a Bachelor's degree from college of business and economics and a high school degree = \$45,807 - \$34,682 = \$11,125

The additional education differential was then multiplied by the total number of all recipients of Bachelor's degrees from the College of Business and Economics in FY 2014 to obtain the annual income differential from education.

4. Annual income differential (\$7,331,442) = income differential (\$11,125) x all recipients of Bachelor's degrees from the College of Business and Economics in 2014 (659)

The total annual additional income was calculated using the potential Bachelor's degree earnings of those in the College of Business and Economics multiplied by the number total number of all recipients of Bachelor's degrees from the College of Business and Economics in 2014.

5. Total annual income (\$30,186,528) = Bachelor's degree earnings (\$45,807) x all recipients of Bachelor's degrees from the College of Business and Economics in 2014 (659)

RESI then used the annual income differential multiplied by potential years spent working, with no periods of unemployment, assumed to be approximately 43 years. The period of 43 years was calculated using the average age of a TU graduate (24) for a Bachelor's degree subtracted from the age of full retirement (67). RESI used a study conducted regarding experience and earnings to obtain a potential average increase for each year of experience (2.4 percent) and factored this into their lifetime income differential.¹²⁴

6. Total lifetime income differential (\$376,094,187) = (Bachelor's degree earnings (\$45,807) x $((1+0.024)^{(64-24)})$ - Bachelor's degree earnings (\$45,807)) x all recipients of Bachelor's degrees from the College of Business and Economics in 2014 (659) + potential working lifetime (67-22) + (annual income differential (\$7,331,442)*(67-24))

The same process was repeated with all recipients of Bachelor's, Master's, and doctoral degrees by

123 For data prior to 2013, RESI used ACS 3-year estimates back to 2009. These data were then forecasted backward and adjusted for inflation. Degrees prior to 1963 were estimated based on average annual teaching salaries. Prior to 1963, degree holders may not have had earnings prior to their becoming a teacher. The income differential applies primarily to post-1963, when TU became a more comprehensive university.

124 Arthur H. Goldsmith and Jonathan R. Veum, "Wages and the Composition of Experience," *Southern Economic Journal* 69, no. 2 (2002).

college between 1963 and 2014. For Master's degree and doctoral degrees, RESI assumed years of working under the previous degree from age of completion of prior degree to age of completion of next degree. This was included into the lifetime earnings differential since those obtaining these degrees may continue working at the level of their previous degree until they have obtained their new educational status.

Operations

RESI assumed that all operational expenditures were used in conjunction with TU operations. Operational impacts do not include those impacts associated with the construction or expansion of facilities. These impacts are considered one-time impacts and were captured within the "construction" impacts. Operational expenditures are more closely related to the impacts associated with faculty and staff employment, maintenance employment, and any employment that is needed to maintain operations. All operational expenditure data were collected from USM budgets and archived Maryland state budget records back to the 1900s.

Student Spending

Student spending data assumed that students are active around the TU community for the academic year. RESI used the fall headcount as the total number of students who would purchase goods and services within the area, then applied Consumer Expenditure Survey estimates to the spending categories for each input. Student spending totals between 1866 and 1962 are lower mainly due to the number of students enrolled. The greatest difference between the two periods was the enrollment totals, which increased significantly after TU began offering a wider variety of degree programs.

Towson University Foundation

TU Foundation came to fruition in the 1970s and therefore is not captured between 1866 and 1962.

B.2 REMI PI+ Model Overview

To quantify the economic impacts of a specific economic event or events, RESI uses the Regional Economic Models, Inc. (REMI) PI+ model version 1.5. The REMI PI+ model is a high-end dynamic modeling tool used by various federal and state government agencies in economic policy analysis. Utilization of REMI PI+ helps RESI to build a sophisticated model that is calibrated to the specific demographic features of the study area. This model enumerates the economic and fiscal impacts of each dollar earned and spent by the following: employees relating to the economic events, other supporting vendors (business services, retail, etc.), each dollar spent by these vendors on other firms, and each dollar spent by the households of the event's employees, other vendors' employees, and other businesses' employees. For more information of these types of impacts, please refer to Figure 36.

REMI PI+ features the ability to capture price effects, wage changes, and behavioral effects through time. Another benefit of the model compared to traditional static models, such as IMPLAN, is the regional constraint is built in to account for limited resources over time. A situation like this is built into the model using current industry data and employment information from Bureau of Economic Analysis (BEA) data. The REMI PI+ model also allows RESI to capture the effects occurring between industries and minimize the potential for double-counting in employment, output, and wages. The ability to capture effects throughout a span of time provides a detailed representative of an economic event over time and its effects on the study area.

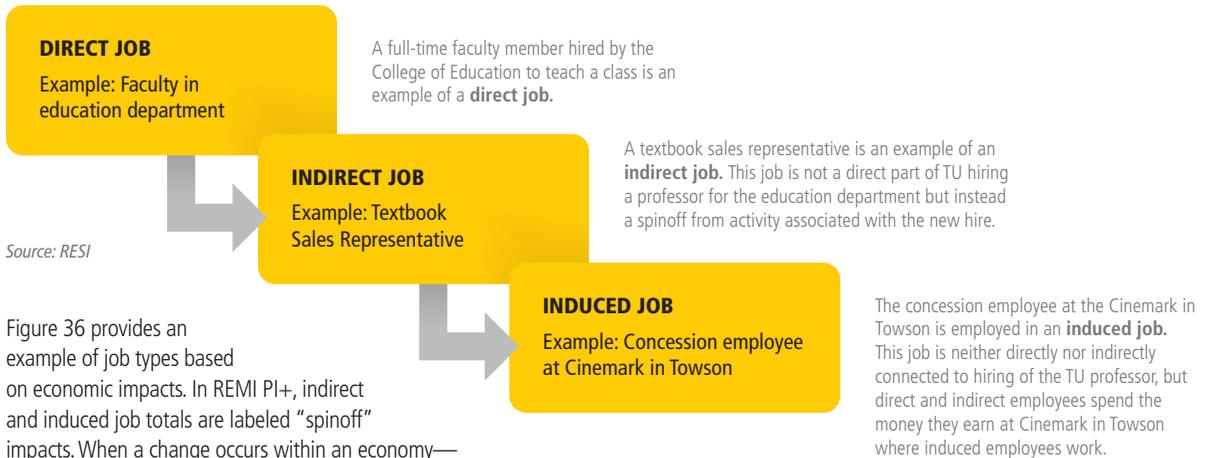
Figure 36: Examples of Employment Impacts by Type

Figure 36 provides an example of job types based on economic impacts. In REMI PI+, indirect and induced job totals are labeled “spinoff” impacts. When a change occurs within an economy—for example, TU opening a position within the College of Education—additional impacts referred to as “indirect,” and “induced” impacts occur. The “direct” impact is the driver of the economic change, in this case the hiring of a new professor within the College of Education. An “indirect” job as a result of this new professor may be the hire of a textbook sales representative at a publisher to support increased textbook sales to that professor’s classes. The textbook representative is not hired by TU, but may be assigned the account to work with the College of Education based on the professor’s decision to purchase the publisher’s books for his/her classes. Finally, as a result of new income for both the professor and the textbook sales representative, both may desire to spend more within the region. Going to a movie and buying concessions is an example of an “induced” impact, and the concession employee serving the professor and textbook sales representative is considered an induced job. Although this job is not hired by either the direct or indirect employer, the concession job is a result of the increased wealth of these individuals.

Throughout Appendix B, the results will be categorized as “direct,” “indirect/induced,” and “total.” When reviewing the impacts from Appendix B onward, note that the impacts for wages and output are adjusted for 2015 dollars, and totals may reflect those jobs created and supported throughout the period.

Appendix C—Detailed Impact Findings

C.1 Graduate Career Impacts, 1866–1962

Figure 37: Average Annual Graduate Career Detailed Employment Impacts, 1866–1962

Industry	Direct	Indirect/Induced	Total
Accommodation and Food Services	0.0	63.6	63.6
Administrative and Waste Management Services	0.0	41.4	41.4
Arts, Entertainment, and Recreation	0.0	3.2	3.2
Construction	0.0	153.3	153.3
Educational Services	1,683.2	-8.2	1,675.1
Finance and Insurance	0.0	6.2	6.2
Forestry, Fishing, and Related Activities	0.0	0.0	0.0
Health Care and Social Assistance	0.0	103.6	103.6
Information	0.0	4.3	4.3
Management of Companies and Enterprises	0.0	1.1	1.1
Manufacturing	0.0	7.5	7.5
Mining	0.0	2.3	2.3
Other Services, except Public Administration	0.0	22.0	22.0
Professional, Scientific, and Technical Services	0.0	67.1	67.1
Real Estate and Rental and Leasing	0.0	43.4	43.4
Retail Trade	0.0	106.7	106.7
Transportation and Warehousing	0.0	5.7	5.7
Utilities	0.0	2.5	2.5
Wholesale Trade	0.0	12.3	12.3
Government	0.0	143.6	143.6
Total	1,683.2	781.5	2,464.7

Sources: REMI PI+, RESI

Figure 38: Average Annual Graduate Career Detailed Output Impacts, 1866–1962

Industry	Direct	Indirect/Induced	Total
Accommodation and Food Services	\$0	\$3,823,313	\$3,823,313
Administrative and Waste Management Services	\$0	\$2,753,130	\$2,753,130
Arts, Entertainment, and Recreation	\$0	\$162,541	\$162,541
Construction	\$0	\$21,702,015	\$21,702,015
Educational Services	\$92,630,979	\$12,535	\$92,643,513
Finance and Insurance	\$0	\$2,243,931	\$2,243,931
Forestry, Fishing, and Related Activities	\$0	-\$9,041	-\$9,041
Health Care and Social Assistance	\$0	\$8,346,929	\$8,346,929
Information	\$0	\$3,798,654	\$3,798,654
Management of Companies and Enterprises	\$0	\$387,756	\$387,756
Manufacturing	\$0	\$3,834,409	\$3,834,409
Mining	\$0	\$351,796	\$351,796
Other Services, except Public Administration	\$0	\$1,062,990	\$1,062,990
Professional, Scientific, and Technical Services	\$0	\$11,948,520	\$11,948,520
Real Estate and Rental and Leasing	\$0	\$13,938,878	\$13,938,878
Retail Trade	\$0	\$11,342,535	\$11,342,535
Transportation and Warehousing	\$0	\$467,486	\$467,486
Utilities	\$0	\$2,753,952	\$2,753,952
Wholesale Trade	\$0	\$3,859,068	\$3,859,068
Government	\$0	\$17,741,025	\$17,741,025
Total	\$92,630,979	\$110,522,421	\$203,153,400

Sources: REMI PI+, RESI

Figure 39: Average Annual Graduate Career Detailed Wage Impacts, 1866–1962

Industry	Direct	Indirect/Induced	Total
Accommodation and Food Services	\$0	\$2,899,666	\$2,899,666
Administrative and Waste Management Services	\$0	\$2,997,193	\$2,997,193
Arts, Entertainment, and Recreation	\$0	\$456,717	\$456,717
Construction	\$0	\$16,959,746	\$16,959,746
Educational Services	\$10,586,701	\$76,985,531	\$87,572,232
Finance and Insurance	\$0	\$2,765,618	\$2,765,618
Forestry, Fishing, and Related Activities	\$0	\$5,188	\$5,188
Health Care and Social Assistance	\$0	\$10,261,505	\$10,261,505
Information	\$0	\$1,881,649	\$1,881,649
Management of Companies and Enterprises	\$0	\$1,056,197	\$1,056,197
Manufacturing	\$0	\$1,916,510	\$1,916,510
Mining	\$0	\$126,163	\$126,163
Other Services, except Public Administration	\$0	\$1,686,388	\$1,686,388
Professional, Scientific, and Technical Services	\$0	\$14,705,211	\$14,705,211
Real Estate and Rental and Leasing	\$0	\$1,781,425	\$1,781,425
Retail Trade	\$0	\$8,213,022	\$8,213,022
Transportation and Warehousing	\$0	\$734,773	\$734,773
Utilities	\$0	\$900,984	\$900,984
Wholesale Trade	\$0	\$3,404,524	\$3,404,524
Government	\$0	\$26,431,489	\$26,431,489
Total	\$10,586,701	\$176,169,499	\$186,756,200

Sources: REMI PI+, RESI

C.2 Graduate Career Impacts, 1963–2014

Figure 40: Average Annual Graduate Career Detailed Employment Impacts, 1963–2014

Industry	Direct	Indirect/Induced	Total
Accommodation and Food Services	0.0	1,858.2	1,858.2
Administrative and Waste Management Services	291.1	611.2	902.2
Arts, Entertainment, and Recreation	131.0	309.3	440.4
Construction	0.0	4,985.4	4,985.4
Educational Services	100.7	296.0	396.8
Finance and Insurance	171.0	501.8	672.8
Forestry, Fishing, and Related Activities	0.0	7.3	7.3
Health Care and Social Assistance	1,319.1	3,092.9	4,412.0
Information	56.7	117.0	173.7
Management of Companies and Enterprises	19.6	36.1	55.7
Manufacturing	0.0	238.3	238.3
Mining	0.0	21.3	21.3
Other Services, except Public Administration	0.0	2,006.6	2,006.6
Professional, Scientific, and Technical Services	321.0	630.5	951.5
Real Estate and Rental and Leasing	0.0	1,117.0	1,117.0
Retail Trade	0.0	4,639.7	4,639.7
Transportation and Warehousing	95.6	200.7	296.3
Utilities	0.0	46.1	46.1
Wholesale Trade	0.0	516.5	516.5
Government	0.0	1,909.4	1,909.4
Total	2,070.0	23,577.2	25,647.2

Sources: REMI PI+, RESI

Figure 41: Average Annual Graduate Career Detailed Output Impacts, 1963–2014

Industry	Direct	Indirect/Induced	Total
Accommodation and Food Services	\$0	\$206,527,141	\$206,527,141
Administrative and Waste Management Services	\$32,349,758	\$67,927,298	\$100,277,056
Arts, Entertainment, and Recreation	\$14,565,070	\$34,379,754	\$48,944,825
Construction	\$0	\$554,089,436	\$554,089,436
Educational Services	\$11,194,075	\$32,902,396	\$44,096,471
Finance and Insurance	\$19,003,452	\$55,776,568	\$74,780,021
Forestry, Fishing, and Related Activities	\$0	\$806,335	\$806,335
Health Care and Social Assistance	\$146,603,076	\$343,757,620	\$490,360,696
Information	\$6,296,880	\$13,006,526	\$19,303,407
Management of Companies and Enterprises	\$2,179,732	\$4,010,969	\$6,190,701
Manufacturing	\$0	\$26,489,894	\$26,489,894
Mining	\$0	\$2,362,220	\$2,362,220
Other Services, except Public Administration	\$0	\$223,022,534	\$223,022,534
Professional, Scientific, and Technical Services	\$35,677,263	\$70,079,908	\$105,757,171
Real Estate and Rental and Leasing	\$0	\$124,143,795	\$124,143,795
Retail Trade	\$0	\$515,670,712	\$515,670,712
Transportation and Warehousing	\$10,623,457	\$22,306,898	\$32,930,355
Utilities	\$0	\$5,128,138	\$5,128,138
Wholesale Trade	\$0	\$57,402,094	\$57,402,094
Government	\$0	\$212,210,932	\$212,210,932
Total	\$278,492,764	\$2,572,001,169	\$2,850,493,933

Sources: REMI PI+, RESI

Figure 42: Average Annual Graduate Career Detailed Wage Impacts, 1963–2014

Industry	Direct	Indirect/Induced	Total
Accommodation and Food Services	\$0	\$130,930,523	\$130,930,523
Administrative and Waste Management Services	\$20,508,543	\$43,063,380	\$63,571,923
Arts, Entertainment, and Recreation	\$9,233,712	\$21,795,485	\$31,029,198
Construction	\$0	\$351,272,087	\$351,272,087
Educational Services	\$7,096,627	\$20,858,895	\$27,955,522
Finance and Insurance	\$12,047,482	\$35,360,269	\$47,407,751
Forestry, Fishing, and Related Activities	\$0	\$511,186	\$511,186
Health Care and Social Assistance	\$92,940,896	\$217,929,541	\$310,870,437
Information	\$3,991,988	\$8,245,654	\$12,237,642
Management of Companies and Enterprises	\$1,381,869	\$2,542,805	\$3,924,674
Manufacturing	\$0	\$16,793,607	\$16,793,607
Mining	\$0	\$1,497,560	\$1,497,560
Other Services, except Public Administration	\$0	\$141,387,989	\$141,387,989
Professional, Scientific, and Technical Services	\$22,618,058	\$44,428,054	\$67,046,112
Real Estate and Rental and Leasing	\$0	\$78,702,547	\$78,702,547
Retail Trade	\$0	\$326,916,046	\$326,916,046
Transportation and Warehousing	\$6,734,877	\$14,141,743	\$20,876,620
Utilities	\$0	\$3,251,048	\$3,251,048
Wholesale Trade	\$0	\$36,390,792	\$36,390,792
Government	\$0	\$134,533,835	\$134,533,835
Total	\$176,554,051	\$1,630,553,049	\$1,807,107,100

Sources: REMI PI+, RESI

C.3 Operations Impacts, 1866–1962

Figure 43: Average Annual Operations Detailed Employment Impacts, 1866–1962

Industry	Direct	Indirect/Induced	Total
Accommodation and Food Services	1.2	1.8	3.0
Administrative and Waste Management Services	1.2	2.0	3.2
Arts, Entertainment, and Recreation	0.2	0.2	0.4
Construction	4.1	6.6	10.7
Educational Services	0.1	0.1	0.2
Finance and Insurance	0.2	0.4	0.6
Forestry, Fishing, and Related Activities	0.0	0.0	0.0
Health Care and Social Assistance	2.4	3.9	6.3
Information	0.1	0.1	0.2
Management of Companies and Enterprises	0.0	0.0	0.0
Manufacturing	0.1	0.2	0.3
Mining	0.1	0.1	0.1
Other Services, except Public Administration	0.7	1.0	1.7
Professional, Scientific, and Technical Services	1.1	1.7	2.8
Real Estate and Rental and Leasing	0.7	1.0	1.7
Retail Trade	1.7	2.8	4.5
Transportation and Warehousing	0.2	0.4	0.6
Utilities	0.0	0.0	0.1
Wholesale Trade	0.6	0.0	0.7
Government	0.0	56.2	56.2
Total	14.8	78.7	93.5

Sources: REMI PI+, RESI

Figure 44: Average Annual Operations Detailed Output Impacts, 1866–1962

Industry	Direct	Indirect/Induced	Total
Accommodation and Food Services	\$343,936	\$528,838	\$872,775
Administrative and Waste Management Services	\$402,111	\$653,363	\$1,055,474
Arts, Entertainment, and Recreation	\$41,693	\$45,341	\$87,034
Construction	\$2,829,423	\$4,598,606	\$7,428,029
Educational Services	\$27,441	\$42,329	\$69,769
Finance and Insurance	\$378,678	\$617,792	\$996,470
Forestry, Fishing, and Related Activities	\$622	\$901	\$1,523
Health Care and Social Assistance	\$852,874	\$1,320,532	\$2,173,406
Information	\$354,306	\$576,356	\$930,662
Management of Companies and Enterprises	\$20,581	\$32,634	\$53,215
Manufacturing	\$192,631	\$313,424	\$506,055
Mining	\$18,989	\$30,265	\$49,255
Other Services, except Public Administration	\$176,115	\$256,921	\$433,036
Professional, Scientific, and Technical Services	\$868,126	\$1,239,573	\$2,107,699
Real Estate and Rental and Leasing	\$1,033,592	\$1,480,332	\$2,513,924
Retail Trade	\$894,929	\$1,446,147	\$2,341,075
Transportation and Warehousing	\$66,120	\$105,510	\$171,630
Utilities	\$151,016	\$243,632	\$394,648
Wholesale Trade	\$905,671	\$123,501	\$1,029,171
Government	\$0	\$23,214,850	\$23,214,850
Total	\$9,558,853	\$36,870,847	\$46,429,700

Sources: REMI PI+, RESI

Figure 45: Average Annual Operations Detailed Wage Impacts, 1866–1962

Industry	Direct	Indirect/Induced	Total
Accommodation and Food Services	\$462,025	\$689,654	\$1,151,680
Administrative and Waste Management Services	\$463,044	\$748,030	\$1,211,075
Arts, Entertainment, and Recreation	\$67,922	\$82,723	\$150,645
Construction	\$1,545,002	\$2,503,790	\$4,048,792
Educational Services	\$35,153	\$56,374	\$91,527
Finance and Insurance	\$88,217	\$143,827	\$232,044
Forestry, Fishing, and Related Activities	\$4,496	\$6,164	\$10,660
Health Care and Social Assistance	\$909,927	\$1,475,702	\$2,385,628
Information	\$30,779	\$50,170	\$80,949
Management of Companies and Enterprises	\$4,951	\$8,010	\$12,961
Manufacturing	\$43,521	\$70,757	\$114,278
Mining	\$18,973	\$29,558	\$48,531
Other Services, except Public Administration	\$256,078	\$386,604	\$642,682
Professional, Scientific, and Technical Services	\$417,806	\$651,861	\$1,069,667
Real Estate and Rental and Leasing	\$259,501	\$374,250	\$633,751
Retail Trade	\$649,543	\$1,040,976	\$1,690,518
Transportation and Warehousing	\$91,694	\$149,322	\$241,016
Utilities	\$9,691	\$15,802	\$25,493
Wholesale Trade	\$243,057	\$4,669	\$247,727
Government	\$0	\$21,236,126	\$21,236,126
Total	\$5,601,382	\$29,724,368	\$35,325,750

Sources: REMI PI+, RESI

C.4 Operations Impacts, 1963–2014

Figure 46: Average Annual Operations Detailed Employment Impacts, 1963–2014

Industry	Direct	Indirect/Induced	Total
Accommodation and Food Services	204.4	54.5	259.0
Administrative and Waste Management Services	215.8	57.5	273.3
Arts, Entertainment, and Recreation	29.6	7.9	37.6
Construction	749.5	199.8	949.3
Educational Services	19.2	5.1	24.3
Finance and Insurance	49.7	13.3	63.0
Forestry, Fishing, and Related Activities	2.3	0.6	3.0
Health Care and Social Assistance	372.0	99.2	471.1
Information	18.3	4.9	23.2
Management of Companies and Enterprises	3.8	1.0	4.9
Manufacturing	25.3	6.8	32.1
Mining	9.4	2.5	11.9
Other Services, except Public Administration	125.3	33.4	158.7
Professional, Scientific, and Technical Services	187.2	49.9	237.0
Real Estate and Rental and Leasing	108.4	28.9	137.2
Retail Trade	318.7	85.0	403.7
Transportation and Warehousing	46.7	12.4	59.1
Utilities	5.5	1.5	7.0
Wholesale Trade	50.2	13.4	63.6
Government	0.0	4,723.0	4,723.0
Total	2,541.4	5,400.5	7,941.8

Sources: REMI PI+, RESI

Figure 47: Average Annual Operations Detailed Output Impacts, 1963–2014

Industry	Direct	Indirect/Induced	Total
Accommodation and Food Services	\$23,827,068	\$6,351,776	\$30,178,844
Administrative and Waste Management Services	\$25,150,624	\$6,704,607	\$31,855,231
Arts, Entertainment, and Recreation	\$3,455,360	\$921,123	\$4,376,482
Construction	\$87,351,458	\$23,285,991	\$110,637,449
Educational Services	\$2,236,262	\$596,138	\$2,832,400
Finance and Insurance	\$5,795,466	\$1,544,944	\$7,340,410
Forestry, Fishing, and Related Activities	\$271,714	\$72,433	\$344,146
Health Care and Social Assistance	\$43,348,401	\$11,555,737	\$54,904,139
Information	\$2,133,100	\$568,638	\$2,701,738
Management of Companies and Enterprises	\$446,368	\$118,992	\$565,359
Manufacturing	\$2,951,561	\$786,822	\$3,738,383
Mining	\$1,091,803	\$291,051	\$1,382,853
Other Services, except Public Administration	\$14,598,372	\$3,891,607	\$18,489,980
Professional, Scientific, and Technical Services	\$21,811,590	\$5,814,494	\$27,626,083
Real Estate and Rental and Leasing	\$12,628,421	\$3,366,461	\$15,994,882
Retail Trade	\$37,143,484	\$9,901,642	\$47,045,127
Transportation and Warehousing	\$5,440,245	\$1,450,251	\$6,890,496
Utilities	\$643,316	\$171,494	\$814,810
Wholesale Trade	\$5,855,383	\$1,560,918	\$7,416,300
Government	\$0	\$550,427,369	\$550,427,369
Total	\$296,179,997	\$629,382,488	\$925,562,482

Sources: REMI PI+, RESI

Figure 48: Average Annual Operations Detailed Wage Impacts, 1963–2014

Industry	Direct	Indirect/Induced	Total
Accommodation and Food Services	\$7,275,177	\$421,417	\$7,696,595
Administrative and Waste Management Services	\$10,512,790	\$608,957	\$11,121,747
Arts, Entertainment, and Recreation	\$1,204,908	\$69,795	\$1,274,703
Construction	\$61,900,234	\$3,585,595	\$65,485,829
Educational Services	\$3,302,121	\$191,277	\$3,493,398
Finance and Insurance	\$8,619,404	\$499,282	\$9,118,686
Forestry, Fishing, and Related Activities	\$69,732	\$4,039	\$73,771
Health Care and Social Assistance	\$26,580,802	\$1,539,703	\$28,120,506
Information	\$3,978,766	\$230,472	\$4,209,237
Management of Companies and Enterprises	\$2,001,118	\$115,916	\$2,117,034
Manufacturing	\$3,373,457	\$195,409	\$3,568,866
Mining	\$125,518	\$7,271	\$132,789
Other Services, except Public Administration	\$5,670,074	\$328,441	\$5,998,515
Professional, Scientific, and Technical Services	\$27,702,397	\$1,604,672	\$29,307,069
Real Estate and Rental and Leasing	\$3,721,316	\$215,559	\$3,936,874
Retail Trade	\$18,146,711	\$1,051,155	\$19,197,866
Transportation and Warehousing	\$2,933,391	\$169,918	\$3,103,309
Utilities	\$1,615,016	\$93,550	\$1,708,566
Wholesale Trade	\$9,489,477	\$549,682	\$10,039,158
Government	\$0	\$349,874,982	\$349,874,982
Total	\$198,222,409	\$361,357,091	\$559,579,500

Sources: REMI PI+, RESI

C.5 Student Spending Impacts, 1866–1962

Figure 49: Average Annual Student Spending Detailed Employment Impacts, 1866–1962

Industry	Direct	Indirect/Induced	Total
Accommodation and Food Services	0.0	1.5	1.5
Administrative and Waste Management Services	0.0	1.2	1.2
Arts, Entertainment, and Recreation	0.0	0.2	0.2
Construction	0.0	3.9	3.9
Educational Services	0.0	0.2	0.2
Finance and Insurance	0.0	0.4	0.4
Forestry, Fishing, and Related Activities	0.0	0.0	0.0
Health Care and Social Assistance	0.0	4.5	4.5
Information	0.0	0.1	0.1
Management of Companies and Enterprises	0.0	0.0	0.0
Manufacturing	0.0	0.5	0.5
Mining	0.0	0.0	0.0
Other Services, except Public Administration	0.0	9.5	9.5
Professional, Scientific, and Technical Services	0.0	1.3	1.3
Real Estate and Rental and Leasing	0.0	4.7	4.7
Retail Trade	0.0	6.7	6.7
Transportation and Warehousing	0.0	30.1	30.1
Utilities	0.0	0.0	0.0
Wholesale Trade	0.0	0.5	0.5
Government	0.0	3.9	3.9
Total	0.0	69.1	69.1

Sources: REMI PI+, RESI

Figure 50: Average Annual Student Spending Detailed Output Impacts, 1866–1962

Industry	Direct	Indirect/Induced	Total
Accommodation and Food Services	\$0	\$245,644	\$245,644
Administrative and Waste Management Services	\$0	\$194,016	\$194,016
Arts, Entertainment, and Recreation	\$0	\$21,449	\$21,449
Construction	\$0	\$1,462,222	\$1,462,222
Educational Services	\$0	\$26,162	\$26,162
Finance and Insurance	\$0	\$359,060	\$359,060
Forestry, Fishing, and Related Activities	\$0	\$612	\$612
Health Care and Social Assistance	\$0	\$1,010,660	\$1,010,660
Information	\$0	\$164,586	\$164,586
Management of Companies and Enterprises	\$0	\$43,395	\$43,395
Manufacturing	\$0	\$481,889	\$481,889
Mining	\$0	\$14,847	\$14,847
Other Services, except Public Administration	\$0	\$986,148	\$986,148
Professional, Scientific, and Technical Services	\$0	\$542,600	\$542,600
Real Estate and Rental and Leasing	\$0	\$4,409,068	\$4,409,068
Retail Trade	\$0	\$1,973,276	\$1,973,276
Transportation and Warehousing	\$0	\$2,925,152	\$2,925,152
Utilities	\$0	\$93,791	\$93,791
Wholesale Trade	\$0	\$457,551	\$457,551
Government	\$0	\$1,194,245	\$1,194,245
Total	\$0	\$16,606,375	\$16,606,375

Sources: REMI PI+, RESI

Figure 51: Average Annual Student Spending Detailed Wage Impacts, 1866–1962

Industry	Direct	Indirect/Induced	Total
Accommodation and Food Services	\$0	\$266,137	\$266,137
Administrative and Waste Management Services	\$0	\$328,587	\$328,587
Arts, Entertainment, and Recreation	\$0	\$42,711	\$42,711
Construction	\$0	\$1,771,747	\$1,771,747
Educational Services	\$0	\$69,612	\$69,612
Finance and Insurance	\$0	\$360,016	\$360,016
Forestry, Fishing, and Related Activities	\$0	\$1,166	\$1,166
Health Care and Social Assistance	\$0	\$1,472,193	\$1,472,193
Information	\$0	\$121,794	\$121,794
Management of Companies and Enterprises	\$0	\$121,746	\$121,746
Manufacturing	\$0	\$266,073	\$266,073
Mining	\$0	\$8,895	\$8,895
Other Services, except Public Administration	\$0	\$1,045,304	\$1,045,304
Professional, Scientific, and Technical Services	\$0	\$998,672	\$998,672
Real Estate and Rental and Leasing	\$0	\$507,808	\$507,808
Retail Trade	\$0	\$1,851,181	\$1,851,181
Transportation and Warehousing	\$0	\$2,807,222	\$2,807,222
Utilities	\$0	\$51,423	\$51,423
Wholesale Trade	\$0	\$682,127	\$682,127
Government	\$0	\$1,849,959	\$1,849,959
Total	\$0	\$14,624,375	\$14,624,375

Sources: REMI PI+, RESI

C.6 Student Spending Impacts, 1963–2014

Figure 52: Average Annual Student Spending Detailed Employment Impacts, 1963–2014

Industry	Direct	Indirect/Induced	Total
Accommodation and Food Services	0.0	68.2	68.2
Administrative and Waste Management Services	0.0	55.0	55.0
Arts, Entertainment, and Recreation	0.0	9.1	9.1
Construction	0.0	150.5	150.5
Educational Services	0.0	9.5	9.5
Finance and Insurance	0.0	22.2	22.2
Forestry, Fishing, and Related Activities	0.0	0.7	0.7
Health Care and Social Assistance	0.0	187.5	187.5
Information	0.0	4.0	4.0
Management of Companies and Enterprises	0.0	2.7	2.7
Manufacturing	0.0	23.3	23.3
Mining	0.0	1.6	1.6
Other Services, except Public Administration	0.0	384.1	384.1
Professional, Scientific, and Technical Services	0.0	54.0	54.0
Real Estate and Rental and Leasing	0.0	227.0	227.0
Retail Trade	0.0	337.6	337.6
Transportation and Warehousing	0.0	1,124.7	1,124.7
Utilities	0.0	1.8	1.8
Wholesale Trade	0.0	25.6	25.6
Government	0.0	185.1	185.1
Total	0.0	2,873.9	2,873.9

Sources: REMI PI+, RESI

Figure 53: Average Annual Student Spending Detailed Output Impacts, 1963–2014

Industry	Direct	Indirect/Induced	Total
Accommodation and Food Services	\$0	\$4,987,001	\$4,987,001
Administrative and Waste Management Services	\$0	\$4,045,915	\$4,045,915
Arts, Entertainment, and Recreation	\$0	\$436,730	\$436,730
Construction	\$0	\$22,762,595	\$22,762,595
Educational Services	\$0	\$566,661	\$566,661
Finance and Insurance	\$0	\$7,823,070	\$7,823,070
Forestry, Fishing, and Related Activities	\$0	\$35,998	\$35,998
Health Care and Social Assistance	\$0	\$19,977,228	\$19,977,228
Information	\$0	\$3,198,201	\$3,198,201
Management of Companies and Enterprises	\$0	\$822,132	\$822,132
Manufacturing	\$0	\$10,021,177	\$10,021,177
Mining	\$0	\$269,128	\$269,128
Other Services, except Public Administration	\$0	\$17,104,022	\$17,104,022
Professional, Scientific, and Technical Services	\$0	\$9,747,978	\$9,747,978
Real Estate and Rental and Leasing	\$0	\$94,091,924	\$94,091,924
Retail Trade	\$0	\$38,337,045	\$38,337,045
Transportation and Warehousing	\$0	\$52,387,394	\$52,387,394
Utilities	\$0	\$2,001,680	\$2,001,680
Wholesale Trade	\$0	\$8,995,671	\$8,995,671
Government	\$0	\$25,596,849	\$25,596,849
Total	\$0	\$323,208,400	\$323,208,400

Sources: REMI PI+, RESI

Figure 54: Average Annual Student Spending Detailed Wage Impacts, 1963–2014

Industry	Direct	Indirect/Induced	Total
Accommodation and Food Services	\$0	\$2,539,137	\$2,539,137
Administrative and Waste Management Services	\$0	\$2,981,334	\$2,981,334
Arts, Entertainment, and Recreation	\$0	\$379,351	\$379,351
Construction	\$0	\$11,907,295	\$11,907,295
Educational Services	\$0	\$735,718	\$735,718
Finance and Insurance	\$0	\$3,320,139	\$3,320,139
Forestry, Fishing, and Related Activities	\$0	\$12,355	\$12,355
Health Care and Social Assistance	\$0	\$13,408,120	\$13,408,120
Information	\$0	\$1,046,582	\$1,046,582
Management of Companies and Enterprises	\$0	\$1,006,699	\$1,006,699
Manufacturing	\$0	\$2,259,498	\$2,259,498
Mining	\$0	\$71,904	\$71,904
Other Services, except Public Administration	\$0	\$8,677,010	\$8,677,010
Professional, Scientific, and Technical Services	\$0	\$7,945,095	\$7,945,095
Real Estate and Rental and Leasing	\$0	\$4,953,242	\$4,953,242
Retail Trade	\$0	\$17,001,034	\$17,001,034
Transportation and Warehousing	\$0	\$24,324,055	\$24,324,055
Utilities	\$0	\$525,759	\$525,759
Wholesale Trade	\$0	\$5,803,313	\$5,803,313
Government	\$0	\$17,814,294	\$17,814,294
Total	\$0	\$126,711,933	\$126,711,933

Sources: REMI PI+, RESI

C.7 Alumni Giving, 1866–1962

Figure 55: Average Annual Alumni Giving Detailed Employment Impacts, 1866–1962

Industry	Direct	Indirect/Induced	Total
Accommodation and Food Services	0.0	0.5	0.5
Administrative and Waste Management Services	0.0	0.3	0.3
Arts, Entertainment, and Recreation	0.0	0.0	0.0
Construction	0.0	1.2	1.2
Educational Services	10.2	0.0	10.2
Finance and Insurance	0.0	0.1	0.1
Forestry, Fishing, and Related Activities	0.0	0.0	0.0
Health Care and Social Assistance	0.0	0.7	0.7
Information	0.0	0.0	0.0
Management of Companies and Enterprises	0.0	0.0	0.0
Manufacturing	0.0	0.1	0.1
Mining	0.0	0.0	0.0
Other Services, except Public Administration	0.0	0.2	0.2
Professional, Scientific, and Technical Services	0.0	0.5	0.5
Real Estate and Rental and Leasing	0.0	0.3	0.3
Retail Trade	0.0	0.8	0.8
Transportation and Warehousing	0.0	0.0	0.0
Utilities	0.0	0.0	0.0
Wholesale Trade	0.0	0.1	0.1
Government	0.0	1.1	1.1
Total	10.2	5.8	16.0

Sources: REMI PI+, RESI

Figure 56: Average Annual Alumni Giving Detailed Output Impacts, 1866–1962

Industry	Direct	Indirect/Induced	Total
Accommodation and Food Services	\$0	\$31,677	\$31,677
Administrative and Waste Management Services	\$0	\$20,092	\$20,092
Arts, Entertainment, and Recreation	\$0	\$1,544	\$1,544
Construction	\$0	\$175,589	\$175,589
Educational Services	\$790,795	\$328	\$791,123
Finance and Insurance	\$0	\$19,828	\$19,828
Forestry, Fishing, and Related Activities	\$0	-\$62	-\$62
Health Care and Social Assistance	\$0	\$60,579	\$60,579
Information	\$0	\$28,752	\$28,752
Management of Companies and Enterprises	\$0	\$3,591	\$3,591
Manufacturing	\$0	\$38,062	\$38,062
Mining	\$0	\$3,374	\$3,374
Other Services, except Public Administration	\$0	\$9,726	\$9,726
Professional, Scientific, and Technical Services	\$0	\$99,861	\$99,861
Real Estate and Rental and Leasing	\$0	\$121,303	\$121,303
Retail Trade	\$0	\$89,431	\$89,431
Transportation and Warehousing	\$0	\$3,836	\$3,836
Utilities	\$0	\$27,039	\$27,039
Wholesale Trade	\$0	\$31,201	\$31,201
Government	\$0	\$150,454	\$150,454
Total	\$790,795	\$916,205	\$1,707,000

Sources: REMI PI+, RESI

Figure 57: Average Annual Alumni Giving Detailed Wage Impacts, 1866–1962

Industry	Direct	Indirect/Induced	Total
Accommodation and Food Services	\$0	\$25,233	\$25,233
Administrative and Waste Management Services	\$0	\$22,806	\$22,806
Arts, Entertainment, and Recreation	\$0	\$3,487	\$3,487
Construction	\$0	\$132,179	\$132,179
Educational Services	\$99,834	\$702,209	\$802,043
Finance and Insurance	\$0	\$21,238	\$21,238
Forestry, Fishing, and Related Activities	\$0	\$47	\$47
Health Care and Social Assistance	\$0	\$76,763	\$76,763
Information	\$0	\$14,258	\$14,258
Management of Companies and Enterprises	\$0	\$8,407	\$8,407
Manufacturing	\$0	\$17,016	\$17,016
Mining	\$0	\$1,269	\$1,269
Other Services, except Public Administration	\$0	\$14,769	\$14,769
Professional, Scientific, and Technical Services	\$0	\$118,679	\$118,679
Real Estate and Rental and Leasing	\$0	\$14,830	\$14,830
Retail Trade	\$0	\$67,804	\$67,804
Transportation and Warehousing	\$0	\$5,507	\$5,507
Utilities	\$0	\$9,108	\$9,108
Wholesale Trade	\$0	\$27,591	\$27,591
Government	\$0	\$221,916	\$221,916
Total	\$99,834	\$1,505,116	\$1,604,950

Sources: REMI PI+, RESI

C.8 Alumni Giving, 1963–2014

Figure 58: Average Annual Alumni Giving Detailed Employment Impacts, 1963–2014

Industry	Direct	Indirect/Induced	Total
Accommodation and Food Services	0.0	2.8	2.8
Administrative and Waste Management Services	0.0	1.9	1.9
Arts, Entertainment, and Recreation	0.0	0.3	0.3
Construction	0.0	11.8	11.8
Educational Services	68.3	0.0	68.3
Finance and Insurance	0.0	0.5	0.5
Forestry, Fishing, and Related Activities	0.0	0.0	0.0
Health Care and Social Assistance	0.0	3.9	3.9
Information	0.0	0.3	0.3
Management of Companies and Enterprises	0.0	0.1	0.1
Manufacturing	0.0	0.5	0.5
Mining	0.0	0.2	0.2
Other Services, except Public Administration	0.0	1.5	1.5
Professional, Scientific, and Technical Services	0.0	3.1	3.1
Real Estate and Rental and Leasing	0.0	2.1	2.1
Retail Trade	0.0	5.1	5.1
Transportation and Warehousing	0.0	0.3	0.3
Utilities	0.0	0.2	0.2
Wholesale Trade	0.0	0.7	0.7
Government	0.0	6.6	6.6
Total	68.3	41.9	110.2

Sources: REMI PI+, RESI

Figure 59: Average Annual Alumni Giving Detailed Output Impacts, 1963–2014

Industry	Direct	Indirect/Induced	Total
Accommodation and Food Services	\$0	\$177,398	\$177,398
Administrative and Waste Management Services	\$0	\$132,126	\$132,126
Arts, Entertainment, and Recreation	\$0	\$17,331	\$17,331
Construction	\$0	\$1,696,798	\$1,696,798
Educational Services	\$5,011,495	\$9,785	\$5,021,279
Finance and Insurance	\$0	\$177,898	\$177,898
Forestry, Fishing, and Related Activities	\$0	\$78	\$78
Health Care and Social Assistance	\$0	\$336,860	\$336,860
Information	\$0	\$191,316	\$191,316
Management of Companies and Enterprises	\$0	\$28,001	\$28,001
Manufacturing	\$0	\$262,537	\$262,537
Mining	\$0	\$30,602	\$30,602
Other Services, except Public Administration	\$0	\$82,272	\$82,272
Professional, Scientific, and Technical Services	\$0	\$585,176	\$585,176
Real Estate and Rental and Leasing	\$0	\$818,525	\$818,525
Retail Trade	\$0	\$519,716	\$519,716
Transportation and Warehousing	\$0	\$35,180	\$35,180
Utilities	\$0	\$167,728	\$167,728
Wholesale Trade	\$0	\$196,426	\$196,426
Government	\$0	\$848,654	\$848,654
Total	\$5,011,495	\$6,314,405	\$11,325,900

Sources: REMI PI+, RESI

Figure 60: Average Annual Alumni Giving Detailed Wage Impacts, 1963–2014

Industry	Direct	Indirect/Induced	Total
Accommodation and Food Services	\$0	\$93,895	\$93,895
Administrative and Waste Management Services	\$0	\$106,227	\$106,227
Arts, Entertainment, and Recreation	\$0	\$17,937	\$17,937
Construction	\$0	\$937,334	\$937,334
Educational Services	\$2,415,533	\$773,130	\$3,188,663
Finance and Insurance	\$0	\$116,266	\$116,266
Forestry, Fishing, and Related Activities	\$0	\$365	\$365
Health Care and Social Assistance	\$0	\$310,090	\$310,090
Information	\$0	\$66,856	\$66,856
Management of Companies and Enterprises	\$0	\$43,740	\$43,740
Manufacturing	\$0	\$92,022	\$92,022
Mining	\$0	\$7,804	\$7,804
Other Services, except Public Administration	\$0	\$70,754	\$70,754
Professional, Scientific, and Technical Services	\$0	\$542,744	\$542,744
Real Estate and Rental and Leasing	\$0	\$64,437	\$64,437
Retail Trade	\$0	\$269,619	\$269,619
Transportation and Warehousing	\$0	\$33,593	\$33,593
Utilities	\$0	\$35,845	\$35,845
Wholesale Trade	\$0	\$129,159	\$129,159
Government	\$0	\$800,619	\$800,619
Total	\$2,415,533	\$4,512,434	\$6,927,967

Sources: REMI PI+, RESI

C.9 TU Foundation Impacts, 1963–2014

Figure 61: Average Annual TU Foundation Detailed Employment Impacts, 1963–2014

Industry	Direct	Indirect/Induced	Total
Accommodation and Food Services	0.0	0.3	0.3
Administrative and Waste Management Services	0.0	0.2	0.2
Arts, Entertainment, and Recreation	0.0	0.0	0.0
Construction	0.0	1.1	1.1
Educational Services	0.0	7.6	7.6
Finance and Insurance	0.0	0.0	0.0
Forestry, Fishing, and Related Activities	0.0	0.0	0.0
Health Care and Social Assistance	0.0	0.4	0.4
Information	0.0	0.0	0.0
Management of Companies and Enterprises	0.0	0.0	0.0
Manufacturing	0.0	0.0	0.0
Mining	0.0	0.0	0.0
Other Services, except Public Administration	0.0	0.1	0.1
Professional, Scientific, and Technical Services	0.0	0.4	0.4
Real Estate and Rental and Leasing	0.0	0.2	0.2
Retail Trade	0.0	0.5	0.5
Transportation and Warehousing	0.0	0.0	0.0
Utilities	0.0	0.0	0.0
Wholesale Trade	0.0	0.1	0.1
Government	0.0	0.7	0.7
Total	0.0	11.9	11.9

Sources: REMI PI+, RESI

Figure 62: Average Annual TU Foundation Detailed Output Impacts, 1963–2014

Industry	Direct	Indirect/Induced	Total
Accommodation and Food Services	\$0	\$24,785	\$24,785
Administrative and Waste Management Services	\$0	\$17,343	\$17,343
Arts, Entertainment, and Recreation	\$0	\$1,703	\$1,703
Construction	\$0	\$204,464	\$204,464
Educational Services	\$0	\$690,712	\$690,712
Finance and Insurance	\$0	\$20,118	\$20,118
Forestry, Fishing, and Related Activities	\$0	\$0	\$0
Health Care and Social Assistance	\$0	\$46,417	\$46,417
Information	\$0	\$25,479	\$25,479
Management of Companies and Enterprises	\$0	\$3,595	\$3,595
Manufacturing	\$0	\$33,993	\$33,993
Mining	\$0	\$3,910	\$3,910
Other Services, except Public Administration	\$0	\$9,082	\$9,082
Professional, Scientific, and Technical Services	\$0	\$84,195	\$84,195
Real Estate and Rental and Leasing	\$0	\$107,971	\$107,971
Retail Trade	\$0	\$72,969	\$72,969
Transportation and Warehousing	\$0	\$4,099	\$4,099
Utilities	\$0	\$22,578	\$22,578
Wholesale Trade	\$0	\$26,488	\$26,488
Government	\$0	\$115,098	\$115,098
Total	\$0	\$1,515,000	\$1,515,000

Sources: REMI PI+, RESI

Figure 63: Average Annual TU Foundation Detailed Wage Impacts, 1963–2014

Industry	Direct	Indirect/Induced	Total
Accommodation and Food Services	\$0	\$20,160	\$20,160
Administrative and Waste Management Services	\$0	\$20,799	\$20,799
Arts, Entertainment, and Recreation	\$0	\$3,336	\$3,336
Construction	\$0	\$166,322	\$166,322
Educational Services	\$0	\$678,206	\$678,206
Finance and Insurance	\$0	\$21,438	\$21,438
Forestry, Fishing, and Related Activities	\$0	\$0	\$0
Health Care and Social Assistance	\$0	\$62,184	\$62,184
Information	\$0	\$13,204	\$13,204
Management of Companies and Enterprises	\$0	\$8,376	\$8,376
Manufacturing	\$0	\$16,966	\$16,966
Mining	\$0	\$1,207	\$1,207
Other Services, except Public Administration	\$0	\$13,487	\$13,487
Professional, Scientific, and Technical Services	\$0	\$105,628	\$105,628
Real Estate and Rental and Leasing	\$0	\$12,991	\$12,991
Retail Trade	\$0	\$56,008	\$56,008
Transportation and Warehousing	\$0	\$6,247	\$6,247
Utilities	\$0	\$7,525	\$7,525
Wholesale Trade	\$0	\$25,413	\$25,413
Government	\$0	\$171,504	\$171,504
Total	\$0	\$1,411,000	\$1,411,000

Sources: REMI PI+, RESI

C.10 TU Event Spending Impacts, 1963–2014

Figure 64: Average Annual TU Event Spending Detailed Employment Impacts, 1963–2014

Industry	Direct	Indirect/Induced	Total
Accommodation and Food Services	0.0	68.1	68.1
Administrative and Waste Management Services	0.0	54.3	54.3
Arts, Entertainment, and Recreation	579.1	386.0	965.1
Construction	0.0	147.2	147.2
Educational Services	0.0	9.4	9.4
Finance and Insurance	0.0	21.5	21.5
Forestry, Fishing, and Related Activities	0.0	0.6	0.6
Health Care and Social Assistance	0.0	188.3	188.3
Information	0.0	3.8	3.8
Management of Companies and Enterprises	0.0	2.6	2.6
Manufacturing	0.0	22.8	22.8
Mining	0.0	1.6	1.6
Other Services, except Public Administration	0.0	377.4	377.4
Professional, Scientific, and Technical Services	0.0	54.0	54.0
Real Estate and Rental and Leasing	0.0	227.0	227.0
Retail Trade	0.0	332.2	332.2
Transportation and Warehousing	0.0	161.0	161.0
Utilities	0.0	1.7	1.7
Wholesale Trade	0.0	24.8	24.8
Government	0.0	0.3	0.3
Total	579.1	2,084.8	2,663.8

Sources: REMI PI+, RESI

Figure 65: Average Annual TU Event Spending Detailed Output Impacts, 1963–2014

Industry	Direct	Indirect/Induced	Total
Accommodation and Food Services	\$0	\$270,020	\$270,020
Administrative and Waste Management Services	\$0	\$479,084	\$479,084
Arts, Entertainment, and Recreation	\$13,737,318	\$2,836,377	\$16,573,694
Construction	\$0	\$1,363,145	\$1,363,145
Educational Services	\$0	\$42,376	\$42,376
Finance and Insurance	\$0	\$383,476	\$383,476
Forestry, Fishing, and Related Activities	\$0	\$0	\$0
Health Care and Social Assistance	\$0	\$669,778	\$669,778
Information	\$0	\$312,500	\$312,500
Management of Companies and Enterprises	\$0	\$162,617	\$162,617
Manufacturing	\$0	\$418	\$418
Mining	\$0	\$17,013	\$17,013
Other Services, except Public Administration	\$0	\$56,989	\$56,989
Professional, Scientific, and Technical Services	\$0	\$889,906	\$889,906
Real Estate and Rental and Leasing	\$0	\$1,084,358	\$1,084,358
Retail Trade	\$0	\$737,935	\$737,935
Transportation and Warehousing	\$0	\$41,020	\$41,020
Utilities	\$0	\$142,264	\$142,264
Wholesale Trade	\$0	\$227,539	\$227,539
Government	\$0	\$1,817,701	\$1,817,701
Total	\$13,737,318	\$11,534,516	\$25,271,833

Sources: REMI PI+, RESI

Figure 66: Average Annual TU Event Spending Detailed Wage Impacts, 1963–2014

Industry	Direct	Indirect/Induced	Total
Accommodation and Food Services	\$0	\$528,074	\$528,074
Administrative and Waste Management Services	\$0	\$978,424	\$978,424
Arts, Entertainment, and Recreation	\$3,360,794	\$2,355,519	\$5,716,312
Construction	\$0	\$2,123,832	\$2,123,832
Educational Services	\$0	\$274,663	\$274,663
Finance and Insurance	\$0	\$754,160	\$754,160
Forestry, Fishing, and Related Activities	\$0	\$0	\$0
Health Care and Social Assistance	\$0	\$1,614,582	\$1,614,582
Information	\$0	\$387,200	\$387,200
Management of Companies and Enterprises	\$0	\$417,358	\$417,358
Manufacturing	\$0	\$159,292	\$159,292
Mining	\$0	\$11,537	\$11,537
Other Services, except Public Administration	\$0	\$310,894	\$310,894
Professional, Scientific, and Technical Services	\$0	\$2,218,153	\$2,218,153
Real Estate and Rental and Leasing	\$0	\$307,250	\$307,250
Retail Trade	\$0	\$1,211,999	\$1,211,999
Transportation and Warehousing	\$0	\$179,938	\$179,938
Utilities	\$0	\$108,691	\$108,691
Wholesale Trade	\$0	-\$1	-\$1
Government	\$0	\$3,767,358	\$3,767,358
Total	\$3,360,794	\$17,708,923	\$21,069,717

Sources: REMI PI+, RESI



Appendix D—Interviews

D.1 Interview Approach

To interview individuals representing a unique cross-section of the TU community, RESI identified types of TU affiliations as targeted areas. In addition, as part of its data collection process for this study, RESI solicited recommendations for potential interviewees from those providing TU data. From this combined approach, RESI identified individuals to approach for interviews.

Next, RESI submitted interview documentation to TU's Institutional Review Board (IRB) for review. Upon IRB's approval, RESI emailed the potential participants and provided them with information regarding the study, interview questions, and consent forms. These materials outlined the objectives and guidelines of the interview process and detailed how the information they would provide in the interview would be collected, documented, utilized, and published. Prior to their participation in interviews, individuals signed the consent forms to acknowledge that they received and consented to these materials.

RESI conducted interviews over the phone in May, June, and July 2015. Each interview lasted approximately ten to twenty minutes. RESI digitally recorded interviews with the consent of the participants. Quotations included in this study were lightly cleaned to remove pauses and extraneous language. A list of interviewees and their affiliations with TU can be found in Figure 67.

Figure 67: Interview Participants and Affiliations

Participant	Current Affiliation	Past Affiliation
Frances T. Bond	Treasurer, Alumni Association, TU 150th Anniversary Advisory Board, Executive Committee, TU Retired Faculty Association	Undergraduate student, Graduate student, Faculty and Associate Dean, College of Education
Jennifer Dodson	Alumna; Incubator company graduate and Vendor	Undergraduate student
Aaron Guy	Associate Director, Center for Professional Studies	Graduate student
Jennifer Judy	Associate Director, Executive Operations (Athletics)	
Scott Knowles	Undergraduate student; Honors College student	
Katya Krasnova	Graduate student; graduate assistant	International undergraduate transfer student
Kevin Kutner	Undergraduate student	SGA President
Raymond Lorion	Dean, College of Education	
Ken Moreland	Alumnus; member, Board of Visitors; chair, Athletics Advisory Board	Undergraduate student; President and Treasurer, TU Foundation; Accounting Advisory Board
Wangui Muthaka	Graduate student	Undergraduate student, international student
Derek Pittman	Alumnus	Undergraduate student, member of the football team
Marlene Riley	Clinical Associate Professor	Undergraduate student
Calvin Smith	Coordinator of Fraternity and Sorority Life	
Saleha Suleman	Assistant Vice President for International Initiatives	
Paris Thalheimer	Undergraduate student; non-traditional student	
David Vanko	Dean, Fisher College of Science and Mathematics	Chair, Department of Physics, Astronomy, and Geosciences

Source: RESI

D.2 Interview Questions

The following are the questions that RESI asked participants during the interview process:

1. What is your current affiliation with Towson University?
2. Have you been affiliated with Towson University in a different manner in the past?
3. What attributes of Towson University attracted you to work/attend/etc. here?
4. Since working/attending/etc. here, what do you like about Towson University?
5. What do you think you have gained from being affiliated with Towson University?
6. What does Towson University's 150th anniversary mean to you?
7. Over the last 150 years, what do you consider Towson University's biggest contribution to be?

D.3 Interview Analysis

As can be seen from the comments made during the interview process, members of TU community value many characteristics of the institution. These common themes reflect TU's legacy as a normal school and its evolution into a full university, which highlights the significance of the milestone that is TU's 150th anniversary.

A common theme throughout the interviews was the excellence in education programs at TU. While this is a direct link back to TU's founding as the Maryland State Normal School, it also represents TU's ability to sustain excellence in light of a greatly changing society. Related to this emphasis on education is the theme of TU's strong commitment to students, as it shows that TU values both sides of the educational process. Furthermore, TU's overall academic reputation links these two components.

Another aspect of TU that was commonly discussed during the interviews was the campus itself. While some participants lauded TU's 329-acre campus—the library, the layout of the buildings, the walkability, and the trees, others mentioned Towson's convenient location to resources—for example, internships, service learning, and community partnerships—in Baltimore City and County, as well as the easy access to other metropolitan areas along the East Coast.

Interview participants noted that TU's overall impact on the region, especially with respect to the economy and workforce, is one of its most significant contributions over the past 150 years. Given TU's legacy as an institution that prepares educators, this contribution holds extra significance as teachers prepare future citizens and contributors to society.





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