

# 2011-2012 ECONOMIC IMPACT REPORT



## President's Message



*Dr. Susan A. Cole*

The growth of Montclair State University — from its first class of 187 students in 1908 to its current stature as a university community of 18,500 students — is also a story of growth for the State of New Jersey.

The University makes a significant, positive contribution to the economy and quality of life of its surrounding communities, the region, and the state as a whole. It employs thousands of people, purchases millions of dollars in supplies and services from state vendors, and attracts tens of millions of dollars in out-of-state funding.

The past year has seen the opening of New Jersey's largest university residence facility, The Heights, as part of the first public-private partnership initiated under the 2009 New Jersey Economic Stimulus Act. Montclair State's expanded academic programs, continued growth in enrollment, and a broad range of new and renovated facilities has meant a significant increase in high-quality educational opportunities for New Jerseyans.

We are determined to ensure that Montclair State continues to be an outstanding educational resource and engine of growth for New Jersey and the nation.

A handwritten signature in black ink that reads "Susan A. Cole". The signature is written in a cursive style and is contained within a white rectangular box.



## ***2011-2012 Economic Impact***

Montclair State University can take pride in its rich history of bold educational innovation and vital service to the state. Although the University's core mission lies in higher education, it is also an integral part of the New Jersey economy and a steady driver of its growth. In fact, its impact extends well beyond its students and employees to create income and employment for thousands of people throughout the state, many of whom have no direct connection to the University. Now more than ever, when our state and nation are undergoing serious economic difficulties, this tangible economic benefit makes Montclair State an exceptional investment for New Jersey.

# 2011-2012

Almost 8,500  
New Jersey  
jobs were  
attributable to  
Montclair State  
in 2011.

- **The economic activity traceable to Montclair State (\$396.6 million) was four times its total state funding (\$98.7 million) in 2011.**
- **Montclair State accounts for a large and growing number of jobs.** Including both jobs at the University and jobs that result from its in-state expenditures, almost 8,500 New Jersey jobs were attributable to Montclair State in 2011. To meet expanding student enrollments, the number of full-time faculty and staff positions rose 40% between 2000 and 2011.
- **Montclair State supports New Jersey vendors,** making almost 82% of its \$126 million in purchases from in-state vendors.
- **Montclair State serves as a major source of funds available for investment,** about \$250 million.
- **Montclair State brings significant amounts of money into New Jersey,** more than \$39 million from out-of-state sources in 2011.

# Highlights

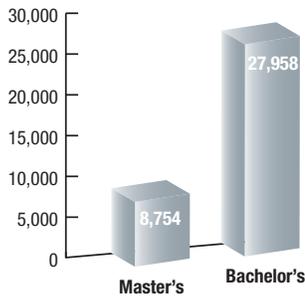
- **Montclair State has expanded to meet the state's educational needs**, boosting undergraduate enrollments by more than 43% and graduate enrollments by almost 18% since fall 2000.
- **The skills Montclair State provides its students stay in New Jersey.** About 91% of students who have earned degrees since 2000 still live and work in New Jersey.
- **Montclair State achieved all of these positive outcomes as New Jersey's share of the University's total revenue declined** from 55.2% in 1995 to 24.5% in 2010. Just between FY00 and FY11, the University's state allocation per full-time-equivalent student plummeted by 44% from \$4,699 to only \$2,606.

\*Unless otherwise noted, all references are to fiscal years.

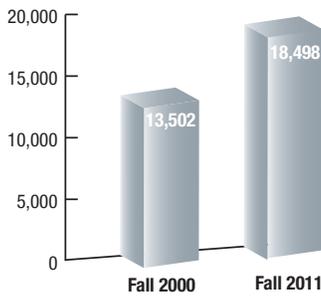
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## Training a Work Force

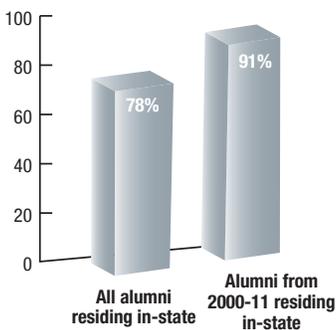
**Total Degrees Conferred  
AY2000-11**



**Growth in Enrollment**



**Montclair State Graduates  
Remain in New Jersey**



New Jersey cannot compete economically without a sophisticated work force, but it ranks a disappointing 49<sup>th</sup> in the nation in seats in public, four-year institutions of higher education per high school graduate. As a result, New Jersey is far and away the largest net exporter of college students in the United States. In the fall of 2008, of the 97,000 freshmen from New Jersey enrolled in degree-granting institutions, over 36,000 students, or more than 37%, enrolled in out-of-state institutions. Their loss to New Jersey was not replaced by a comparable number of students from other states. Many of these expatriates never return to live or work in New Jersey, thereby denying the state the benefits of their intelligence, energy, and ambition. With its knowledge-driven economy, New Jersey has no choice but to increase capacity in its historically under-built system of higher education.

The second largest university in New Jersey, Montclair State has been doing its part to address this grave problem. From 2000 through 2011, it conferred 27,958 baccalaureate and 8,754 graduate degrees. The University has served comparable numbers of non-degree students. During those same years, non-degree undergraduate enrollments in the fall and spring totaled 5,177, visiting summer enrollments amounted to 10,624, and non-degree, post-baccalaureate enrollments in the fall and spring numbered 30,092.

Montclair State has been growing quickly. Between fall 2000 and fall 2011, it boosted undergraduate enrollments by more than 43% and graduate enrollments by almost 18%. Now enrolling 18,498 students, the University granted 68% more degrees in 2011 than it did in 2000. The University's growing reputation has brought an even swifter increase in applications. The College Board reports that Montclair State is the second most popular destination of New Jersey students' SAT scores. In 2011, Montclair State received close to 13,000

applications for 2,300 places in its freshman class, double the number of applications it received a decade ago. More than 4,000 students applied to transfer to the University, another increase of 100% over ten years.

This very significant increase in educational opportunity for New Jersey students has been supported by significant academic and campus life enhancements, including: new degree programs; a 68% increase in classrooms, laboratories, and specialized academic facilities and a 118% increase in on-campus housing for students since 1999; a new performing arts center and art gallery; a new student recreation center; a renovated athletic center; and extensive improvements to campus technology and infrastructure. As a result of expansion of the University's degree offerings, in the fall of 2011, Montclair State offered 54 distinct bachelor's degrees, 40 master's degrees, and 6 doctoral degrees. If concentrations are included, the count rises to 123 different bachelor's and 85 master's degrees.

Montclair State is a true opportunity university. In the fall of 2011, about 42% of freshmen were minority students, and only 35% of their fathers and 35% of their mothers had earned a four-year college degree, so many students were the first member of their family to attend college. In the fall of 2010, more than 38% of freshmen estimated that their family income was below \$50,000.

Although it attracts growing numbers of out-of-state applicants, Montclair State's primary contribution is to the human capital of New Jersey, amply repaying the state for its investment in their education. Of students who earned degrees between 2000 and 2011 for whom data is available, 91% live in New Jersey. Of the 101,402 living graduates for whom data is available, 78% still reside in New Jersey. The skills of many of these graduates would have been lost to New Jersey if they had attended out-of-state universities.

# Quality Gets Noticed

Getting beyond the numbers, outside observers have repeatedly called attention to the quality of the education offered by Montclair State:

## 2011

- *U.S. News & World Report* ranked Montclair State's graduate programs in elementary and secondary teacher education in the top 20 in the nation. The report also ranked Montclair State in the top tier of Northern Regional Universities.
- Montclair State was one of 12 colleges and universities — and the only academic institution in New Jersey — selected to participate in a National Genomics Research Initiative by the Howard Hughes Medical Institute and its Science Education Alliance.
- *Diverse Issues in Higher Education* magazine ranked Montclair State in the top 2% of all schools as a producer of undergraduate degrees for minorities. *Hispanic Outlook in Higher Education* magazine placed the University on its "Top 100 Colleges for Hispanics" list for the 14<sup>th</sup> year in a row, awarding Montclair State the top ranking in New Jersey.
- For the third consecutive year, *G.I. Jobs* magazine awarded Montclair State the designation of "Military Friendly School," which honors the top 20 percent of colleges, universities, and trade schools that do the most to embrace America's soldiers and veterans.

## 2010

- *U.S. News & World Report* included Montclair State on its list of "Best Business Schools." *The Princeton Review* also named Montclair State "A Best Business School."
- The nonprofit Education Trust labeled Montclair State a "Top Gainer" and listed it among the top 25 public four-year colleges and universities in the nation for its improvements in minority graduation rates. Montclair State was the only New Jersey institution to break into the top 25. The

University was also ranked in the top 25 nationally in a companion report of "Top Gap Closers," which listed those institutions that were most successful in closing the gap between the graduation rates of minority and non-minority students.

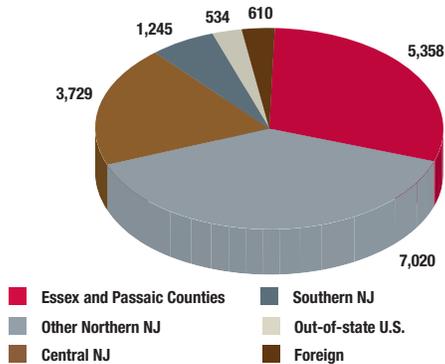
- Montclair State was the only state college in New Jersey to make *Sierra* magazine's list of "Coolest Schools," which recognizes America's most environmentally responsible and forward-looking colleges and universities. Montclair State was also included in the first release of *The Princeton Review's Guide to 286 Green Colleges*.

## 2009

- The *Forbes* list of "America's Best Public Colleges" ranked Montclair State as #1 in New Jersey and #54 in the nation. A separate listing of "Best Buys" jointly compiled by *Forbes* and the non-profit Center for College Affordability and Productivity ranked Montclair State as #2 in New Jersey and #15 in the Northeast.
- *U.S. News & World Report* ranked Montclair State in the top tier of master's universities in the North.
- Montclair State was named to the 2009 President's Higher Education Community Service Honor Roll — the highest federal recognition a college or university can receive — for its commitment to volunteering, service-learning, and civic engagement.

Montclair State has earned accreditation from 12 different agencies, including the most prestigious accreditation agencies in the fields of business, the arts, teacher education, and audiology.

Sources of Montclair State Students  
Fall 2011



Montclair State draws students from an ever-widening geographic base. In the fall of 2011, although 29% of all students hailed from the University's home in Essex and Passaic Counties, 38% came from the rest of northern New Jersey (Bergen, Hudson, Morris, and Sussex Counties), more than 20% from central New Jersey, and almost 7% from the south of the state. Every one of New Jersey's 21 counties was represented. The 6% of students who came from elsewhere were particularly diverse: 30 states and the District of Columbia and 85 foreign countries were represented, with the largest international contingents coming from China (201), India (45), and the Republic of Korea (37).

# Collaboration with the Corporate Community

Companies need employees who can communicate, solve problems, and continue to learn in response to evolving economic and social conditions. Montclair State's Center for Career Services and Cooperative Education offers programs designed to produce just such graduates. Between June 2005 and fall 2011, 2,784 students worked an average of 31 hours per week for more than 1,377 organizations in special internship and cooperative education programs. While students gained hands-on experience, they provided their labor and ideas to such well-known (as well as numerous smaller) institutions as:

A.G. Edwards & Sons, Inc.	<i>Dan Rather Reports</i>	Montclair Public Schools	SIRIUS XM Radio
ABC News, <i>Good Morning America</i>	Daughters of Israel	Montclair YMCA	Six Flags Great Adventure
ABC NewsOne	Deloitte & Touche	Montel Williams Show	Smith Barney, Inc.
AFT Local 1904	Disney Worldwide Services, Inc.	Moody's Corporation	Sodexo
Albert Einstein College of Medicine	Donna Karan International	Morgan Stanley Dean Witter	Solomon R. Guggenheim Museum
<i>All My Children</i>	Drug Enforcement Agency	Mountainside Hospital	Sony BMG Music Entertainment, Inc.
American Cancer Society	Duff & Phelps, LLC	Movado Group, Inc	Sony Pictures
Ameriprise Financial Services	EMI Music North America	MSNBC	Sports Authority
Anthropologie	Englewood Hospital and Medical	National Academy of Television Arts & Sciences	Sports Radio 66 WFAN
Apple Montessori Schools	Enterprise Rent-A-Car	National Organization for Women	Standard & Poor's
Applebee's	Entertainment Tonight /Insider	NBA	Standard Chartered Bank
Armani Exchange	Ernst & Young, LLP	NBC Sports	Sundance Channel
Atlantic Health System	ESPN Radio 1050AM	NBC Universal	Superior Court Of New Jersey – Essex
Atlantic Records	Esprit	Neiman Marcus	Superior Court Of New Jersey – Bergen
Avalon Publishing Group	Essex County Hospital Center	Nets Basketball	Target
Avis Budget Group	Extended Stay Hotels	<i>New Jersey Business</i> magazine	TGI Friday's
Baer Consulting	Fair Isaac Corporation	New Jersey Jackals	<i>The Colbert Report</i>
Bally Total Fitness	Fairlawn Health Center	New Jersey Network (NJN)	The Conference Board
Barclay's PGA Tour	<i>Family Circle</i>	New Jersey Performing Arts Center	<i>The Daily Show with Jon Stewart</i>
Barneys New York	Fort Lee Police Department	New Jersey Sports & Exposition	The Donna Karan Company
BASF Corporation	Fox News Channel	New Jersey State Police	The Estee Lauder Companies, Inc.
Bauer Media Group	Fred Astaire Dance Studios	New Line Cinema	<i>The Martha Stewart Show</i>
Bayer HealthCare	GNC	New York Football Giants	The NASDAQ OMX Group Inc.
BBDO	Gold's Gym	New York Life	<i>The New York Times</i>
Bear Stearns	<i>Good Housekeeping</i>	New York Red Bulls	<i>The Rachael Ray Show</i>
Bellevue Hospital Center	<i>Guiding Light</i> (CBS)	New York Sports Club	The Salvation Army
Bergen County Health Department	Hampton Inn & Suites	Newark Beth Israel Medical Center	<i>The View</i>
Bergen County Prosecutor's Office	Harrah's Entertainment Inc.	Newark Liberty International Airport	The Weinstein Company
Berlex Laboratories, Inc.	HealthCare Institute of New Jersey	Newark Public Schools	Time Warner Cable
Best Buy/Geek Squad	Hearst Magazines	NFL Films	TriStar Studios
BET Networks	Hilton Short Hills	New Jersey Department of Corrections	U. S. Department of State
<i>Billboard</i> magazine	<i>Hispanic Outlook in Higher Education</i> magazine	New Jersey Performing Arts Center	U.S. District Court of New Jersey
Bleecker and Sullivan Advertising	Holy Name Hospital	Northwest Airlines	UBS Financial Services, Inc.
Bloomingdale's	Homewood Suites	Norwegian Cruise Line America	United Airlines
Cablevision	Horizon Blue Cross Blue Shield of NJ	Novartis Pharmaceutical Corporation	United Health Group
Capitol Records	Houlihan's	NY1 News	United Nations
Cardinal Health Healthcare Marketing	ITT	NYC Board of Education	United Parcel Service
Care Plus NJ, Inc	John Wiley & Sons, Inc.	NYU Medical Center	Universal Music Group
Catholic Charities	Johnson & Johnson	Oppenheimer & Co., Inc.	Universal Pictures
CBS News	Kenneth Cole Productions, Inc.	Outback Steakhouse	<i>USA Today</i>
CBS Sports	King World Productions	Overlook Hospitals	Valley National Bank
Cendant	KPMG	Oxygen Media	Verizon Wireless
Cerebral Palsy of North Jersey	L'Oreal USA	Passaic County Prosecutor's Office	Virgin Mobile USA
Cesna Group,	La Quinta Inns & Suites	Passaic County Superior Court	WABC-TV
Charlie Brown's	LabCorp of America	Pathmark Pharmacy	Wachovia Securities, LLC
Chili's Southwest Grill & Bar	Lea & Perrins, Inc.	<i>People</i> magazine	Walgreens Pharmacy
Chubb Group of Insurance Companies	Liberty Health	Pfizer, Inc.	Walmart
Citigroup	Liberty Science Center	PGA Tour	Walt Disney World Resort
Classic Rock 102.9	Lifetime Television (NY)	Polo Ralph Lauren	Warner Music Group
CNBC	Liz Claiborne, Inc.	PriceWaterhouse Coopers LLP	WCBS-TV
CNN New York	Louis Vuitton North America	Progressive	Wegmans
Coach	Madison Square Garden Network	Prudential Financial	Wells Fargo
Colgate-Palmolive Company	Maimonides Medical Center	Public Relations Society of America	Westchester County Forensic Laboratory
Columbia University	Major League Baseball	Radio Disney 1560 AM	Western Union
Commerce Bank	March of Dimes	Ralph Lauren Childrenswear	Westwood One Radio Sports
Community Food Bank of New Jersey	Marriott Vacation Club International	Rasmussen Reports	Whole Foods Market
Conde Nast Publications	Marvel Comics	Rite Aid Pharmacy	Whoop, Inc.
<i>Cosmopolitan</i> magazine	MBNA	Robert Wood Johnson University	WPIX-TV /CW11 WPLJ FM Radio 95.5
Costco Wholesale	Meadowlands Hospital Medical Center	Roche	Wyeth
County of Middlesex Public Health	Mellon Financial	Saint Barnabas Medical Center	YMCA of Greater Bergen County
Courtyard by Marriott	Mercedes-Benz USA	Scottrade	Yogi Berra Museum
Covenant House – New Jersey	Merck & Co. Inc	<i>Seventeen</i> magazine	Z100/WHTZ Radio
Crane's Mill Retirement Community	Merrill Lynch	Shop Rite Supermarkets, Inc.	
Crowne Plaza	Metropolitan Opera Guild	Showtime Networks, Inc.	
CVS Pharmacy	Miramax	Siemens Corporation	



As Montclair State's Mission Statement declares, "The University will serve as a center for the creation of new knowledge and for the development of innovative applications of existing knowledge." Given Montclair State's growing collaboration with industry, its experience sponsoring highly regarded conferences focusing on issues related to business and the environment, and the breadth of expertise represented by its faculty, the University is a major resource supporting the New Jersey business community. Not only do businesses consult faculty members on topics ranging from economic forecasting to forensic accounting, but students themselves advise local companies.

The **PSEG Institute for Sustainability Studies** was founded in 2009 to play a transformative role in cross-disciplinary research and education to address the sustainability issues of our time. The mission of the Institute is to conduct research, education, and outreach to balance preservation of the Earth's life-support systems with the production of sustainable goods and services.

The **Bristol-Myers Squibb Science Teaching and Learning Center** houses Montclair State's Professional Resources in Science and Math (PRISM) program, which helps numerous school districts improve science and mathematics teaching by designing professional development programs. PRISM scientists, educators, and classroom teachers are content-area specialists in curriculum, professional development, and pedagogy. PRISM is also home to an interactive science broadcasting program for K-12 students, "The Rainforest Connection Live," a collaborative venture with the Smithsonian Tropical Research Institute in Panama and the New Jersey Education Research and Education Network.

Generously funded by grants from Roche and Merck, the **Science Honors Innovation Program (SHIP)** is a research-intensive program for undergraduates majoring in one of the disciplines of the College of Science and Mathematics. Because SHIP provides financial support for student research, travel to conferences and workshops, summer stipends, and scholarships, it is an unparalleled opportunity for undergraduates to get involved in the research community, get a head start on graduate school, and compete for awards, fellowships, and admission to doctoral programs.

The **Novartis Graduate Fellows** program recruits the best graduate student with a focus on programs that would steer him or her to the pharmaceutical industry and covers the full cost of tuition for a master's degree plus an annual research stipend.

The **Sokol Institute for Pharmaceutical Life Sciences** is home to a research partnership with Celgene Corporation, the fifth largest biopharma company in the world, to identify new drug targets for treating neglected parasitic diseases like river blindness and elephantiasis. These diseases affect the lives of over 120 million people and place over one billion people at risk of infection in endemic areas.

The **Battelle Memorial Institute** has opened a regional office on the campus of Montclair State to house the Battelle Environmental Assessment & Monitoring Section of its Environmental Solutions product line. Battelle is the world's largest independent research and development organization.

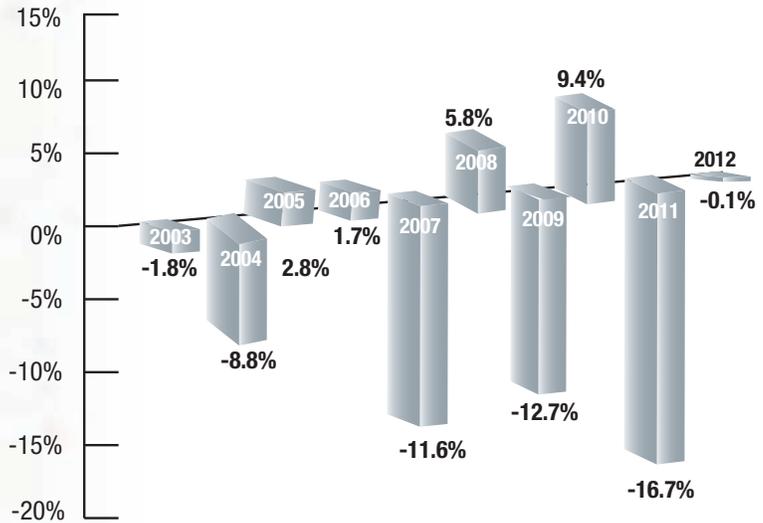
**SIROM Scientific Solutions** is an incubator company located at Montclair State specializing in cost-effective, environmentally friendly solutions to problems of environmental contamination.

Under the auspices of their instructors, a group of 50 students are providing technical and managerial assistance to four local companies as part of **The Strategist** program of the School of Business. This 16-week program is assisting the precision device company Topcon America, the manufacturing firm Marcal, America's largest party supply company Party City, and Lincoln Park Medical Center. Teams of students address strategic issues for these organizations by conducting market analysis, developing data collection protocols, employing analytical tools, and making recommendations to their executive teams.

## Revenue — An Increasingly Self-Reliant Institution

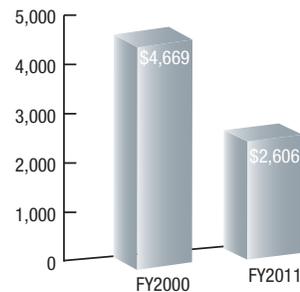
University revenue in 2011 was \$332 million. New Jersey has cut inflation-adjusted direct appropriations for its public colleges and universities six times in the last ten years. Between 2005 and 2010, New Jersey ranked 45th in the nation in its percentage increase in appropriations per full-time-equivalent student in higher education, -16.9% compared to a national average of -3.2%.

**Change in Inflation-Adjusted Direct State Appropriations for New Jersey's Public Colleges and Universities, FY2001-11**



As a result of declining state support for higher education and growing enrollment demand by New Jersey's high school graduates, the University's state allocation per full-time-equivalent student plummeted by more than 44% – from \$4,669 to \$2,606 – between 2000 and 2011, and that figure is not adjusted for inflation. As a result, Montclair State receives less state support per full-time-equivalent student than any other senior public institution of higher education in New Jersey. Its support is only two-thirds that of the average of other colleges and universities in the sector.

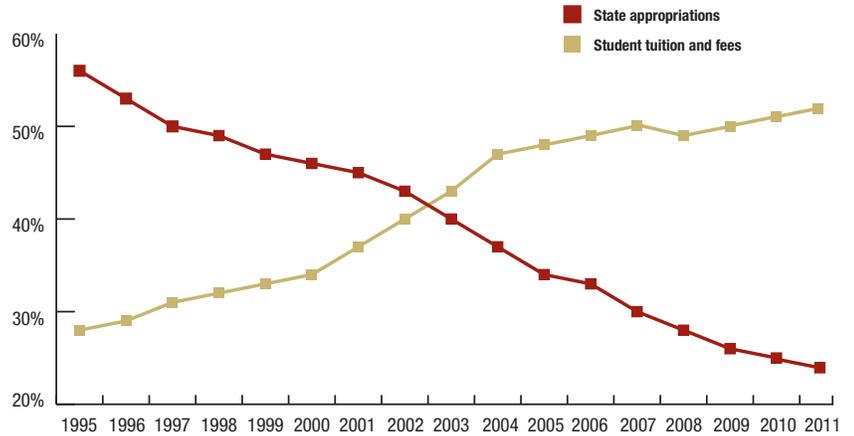
**Montclair State's Declining Per-Student State Allocation**



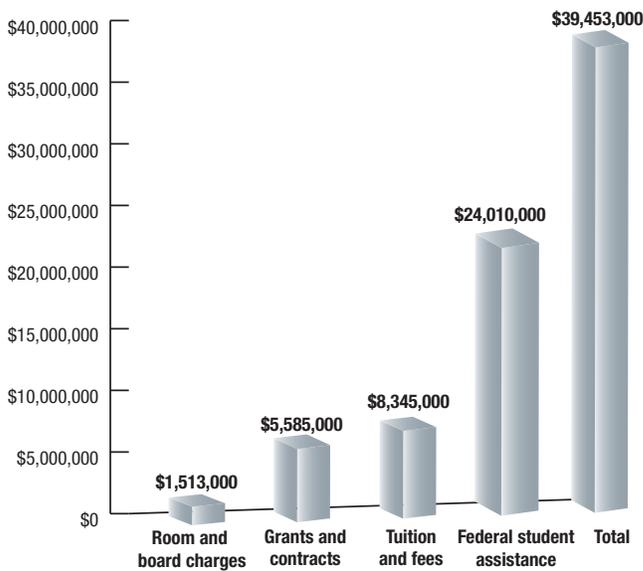
*The share of total University revenue derived from state appropriations declined from 55.2% in 1995 to only 24.5% in 2011.*

The share of total University revenue derived from state appropriations declined from 55.2% in 1995 to only 24.5% in 2011. Montclair State has necessarily become more dependent on other sources of revenue. Student tuition and fees in particular rose from about one-third of revenue in 2000 to more than half in 2011. Even so, the University's 2012 annual tuition of \$7,690 for full-time, in-state undergraduates is the fourth lowest among New Jersey's senior public institutions.

**Major Sources of Revenue, 1995-2011**



**Revenue from Out-of-State Sources, FY2011**

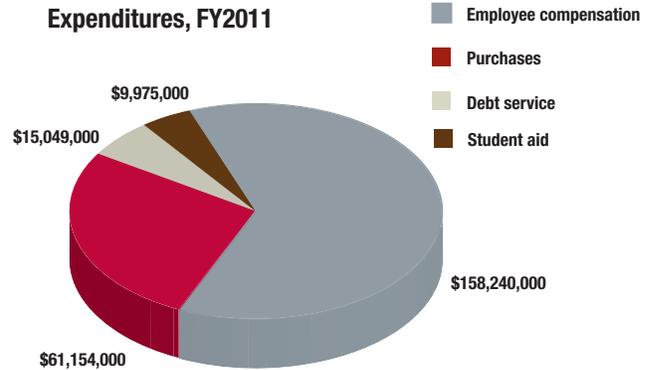


The University has redoubled its efforts to attract private money. To mark its centennial, Montclair State succeeded in raising \$60.3 million – 20% above its target – from over 23,000 donors during its “Campaign for a Second Century,” which ran from July 2001 through September 2008. Since then, the University has received another \$18.8 million. Montclair State is also aggressively seeking external grants. It succeeded in attracting almost \$70 million of such money from 2000 to 2011, of which more than half came from the federal government. During that period, the University’s annual income from external grants shot up almost 230%. Montclair State brought more than \$39 million into New Jersey from all out-of-state sources in 2011. Federal student assistance exceeded \$24 million and charges to out-of-state students approached \$10 million.

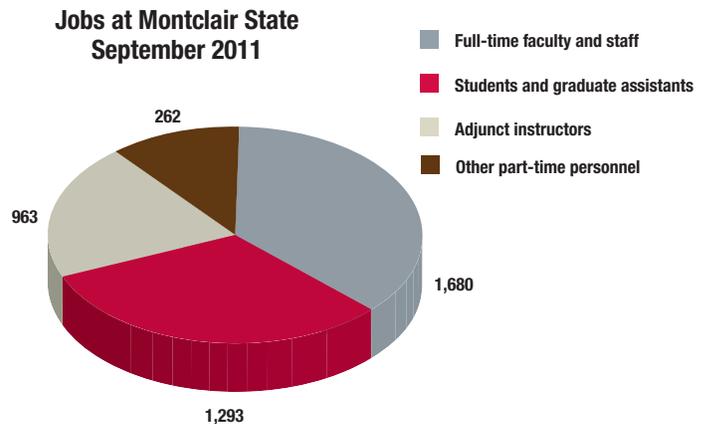
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## Expenditures — A Major New Jersey Employer

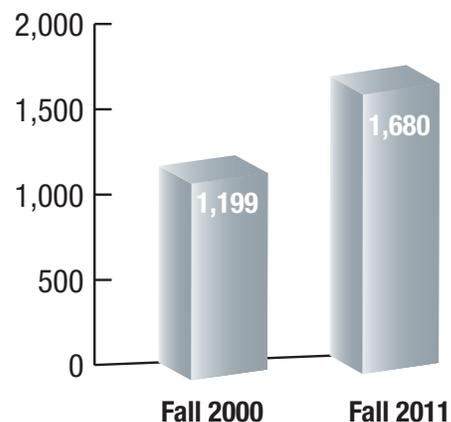
Montclair State spent more than \$244 million on operating expenditures and another \$65 million on capital expenditures in 2011. Gross employee compensation accounted for 64.7% of the operating budget, followed by purchases from vendors (25%), debt service (6.2%), and student aid (4.1%).



The University has a strong, direct impact on the state economy by means of the jobs it provides. In September 2011, Montclair State employed almost 4,200 people. To meet expanding student enrollments, the number of full-time faculty and staff positions rose 40% between 2000 and 2011.



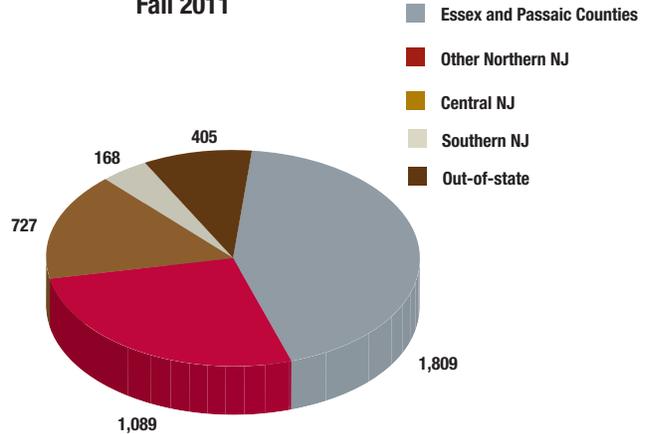
### Full-Time Faculty and Staff Positions



More than 90% of Montclair State's employees live in-state, paying New Jersey property, income, and sales taxes. And the University draws its employees from across New Jersey. Many employees live in Essex and Passaic Counties, but about 47% live elsewhere in the state, including 895 employees from central and southern New Jersey.

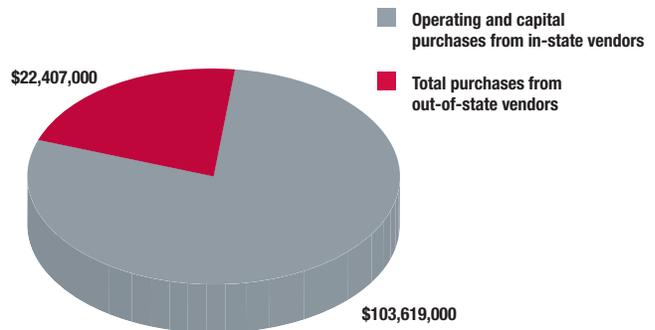
*Of the \$126 million of purchases from vendors for both operating and capital expenditures in 2011, more than 82% went to New Jersey vendors.*

**Homes of Montclair State Employees  
Fall 2011**



Of the \$126 million of purchases from vendors for both operating and capital expenditures in 2011, more than 82% went to New Jersey vendors.

**Supporting New Jersey Vendors, FY2011**



Disinterested outside observers have repeatedly praised Montclair State's financial management. Moody's Investor Services and Fitch Ratings have assigned the University credit ratings of A2 and A respectively, and in a debt capacity review, Barclays Capital cited such factors as:

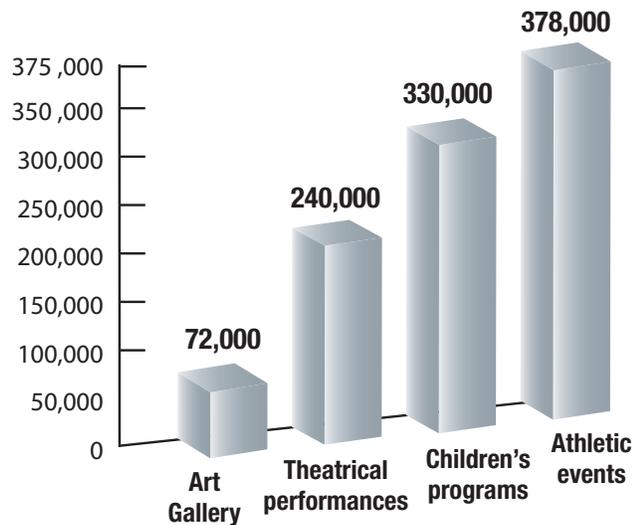
- strong student demand;
- consistently positive financial operations despite a tight state funding environment, reflecting diligent financial management;
- demonstrated growth in financial resources and liquidity; and
- a strategically focused management team.



## Stimulating New Jersey's Economy

To calculate their short-term economic impact, many universities rely on the Ryan-New Jersey Model, a modified form of the classic Caffrey and Isaacs Model developed for the American Council on Education. These models estimate an institution's economic impact by means of the direct and indirect contributions it makes to cash flow in its host economy. Montclair State's direct, in-state expenditures (including capital expenditures) totaled \$103.9 million in 2011. University employees and students accounted for another \$59.9 million and \$34.5 million respectively, making for total direct expenditures within New Jersey of \$198.3 million.\*

Attendance of Events, FY2000-11



This figure underestimates the University's true impact. It does not attempt to include the effects of hosting visitors at athletic, artistic, and other events. From 2000 through 2011, athletic events at Montclair State enjoyed attendance of almost 378,000 spectators. Theatrical performances drew about 240,000 guests to the campus during the same period and, in addition, 330,000 children attended special programs on campus. Attendance at the University's George Segal Gallery between 2000 and 2011 added another 72,000 visitors.

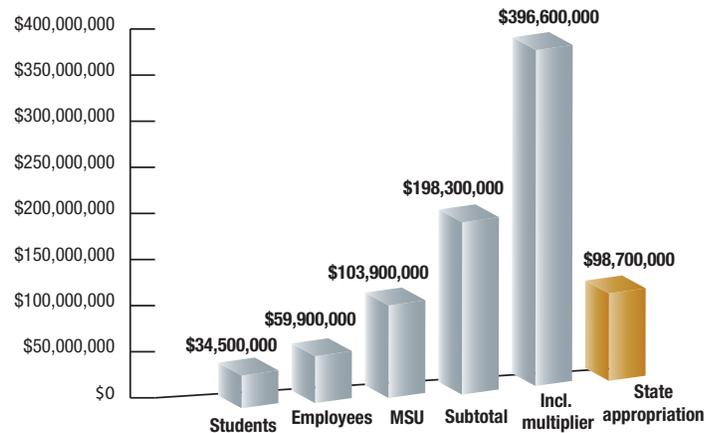
*Montclair State's direct, capital, and university employee and student spending totaled \$198.3 million in 2011.*

\* This report relies on data from the U.S. Census Bureau, the U.S. Department of Labor's Bureau of Labor Statistics, and the U.S. Department of Commerce's Bureau of Economic Analysis to derive conservative estimates of consumer spending.

In addition, to measure short-term economic impact accurately, it is necessary to apply a multiplier to direct spending to capture the indirect, “ripple effect” of an institution’s expenditures. The individuals and businesses whose incomes are directly affected by an institution’s spending themselves spend or invest some of those dollars locally, creating additional income and employment for thousands of people, many of whom have no direct connection to the institution. Economic impact studies produced by other universities in the region conservatively estimate that every dollar spent generates another dollar’s worth of in-state economic activity. If this multiplier of 2 is applied to estimate the combined effect of direct and indirect spending, Montclair State’s total short-term economic impact on New Jersey in 2011 becomes \$396.6 million — four times the state’s \$98.7 million total funding of the University.

*Montclair State’s total short-term economic impact on New Jersey in 2011 was \$396.6 million — four times the state’s \$98.7 million total funding of the University.*

**In-State Expenditures Attributable to Montclair State, FY2011**



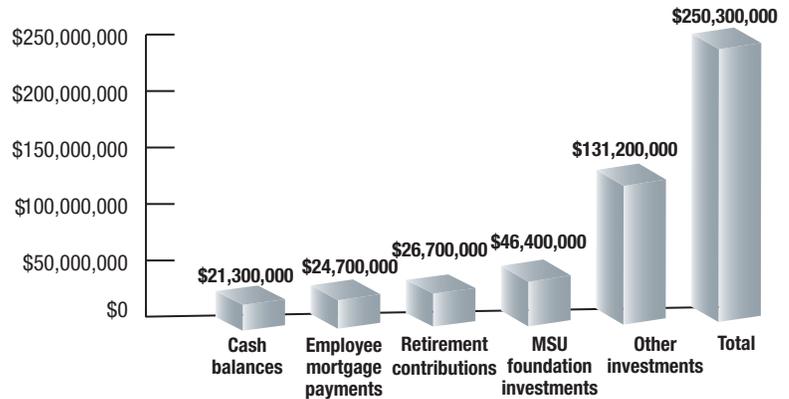
Spending naturally translates into jobs. Applying a conservative coefficient to expenditures of \$199 million yields an estimate of 5,512 jobs attributable to direct spending by the University, its employees, and its students. Even without counting graduate assistants and student workers, when its own employees are included, a total of 8,497 New Jersey jobs were attributable to Montclair State in 2011. Montclair State not only drives job growth, but also heightens wages and salaries throughout the state. Because the University both stimulates demand for local businesses and directly competes with them for employees, average compensation in the area is higher than would be the case without it. As a result, Montclair State’s presence benefits all workers in New Jersey.

*Almost 8,500 New Jersey jobs were attributable to Montclair State in 2011.*

There is a powerful relationship between education and economic success.

The University also makes a sizeable contribution to New Jersey's credit base. At the end of fiscal year 2011, Montclair State's cash balance in banks totaled \$21.3 million, and the market value of Montclair State University Foundation investments and other University investments amounted to \$46.4 million and \$131.2 million respectively. Employee mortgage payments and University and employee contributions to retirement systems added another \$24.7 million and \$26.7 million. All told, the University was thus a source of about \$250.3 million in investment funds.

**Montclair State as a Source of Investments Funds, FY2011**



### The Long-Term Economic Impact of Higher Education

The facts and figures cited above speak only to Montclair State's short-term impact. The University's long-term impact is measured by its contribution to students' earnings. There is a powerful relationship between education and economic success. The U.S. Census Bureau estimated in 2003 that, compared to the lifetime earnings of a high school graduate, holders of a bachelor's degree earn an additional \$900,000 and holders of a master's degree earn an additional \$1.3 million. University graduates are thus likely to spend, save, and invest more and pay more in taxes than peers who lack university degrees, and more than 79,000 Montclair State alumni are spending, saving, and investing their money and paying taxes here in New Jersey.

*All told, the University was a source of about \$250.3 million in investment funds.*



## Conclusion

Montclair State University is committed to serving the educational needs of New Jersey. The University has also had a significant impact on New Jersey by serving as an engine of economic growth for the entire state. And because Montclair State's impact has only grown over time, with enrollments and investments steadily increasing, the University has continued to make a positive and stabilizing contribution to New Jersey's economy even as other sectors have experienced downturns. Although this contribution comes as a by-product of the University's core mission of teaching and scholarship, it represents a tangible economic impact that materially benefits the citizens of New Jersey and returns their investment many times over.

## Montclair State People in the 21 Counties of New Jersey

<b>county</b>	<b>employees</b>	<b>students</b>	<b>alumni</b>
Atlantic	27	173	522
Bergen	461	3,652	15,438
Burlington	29	213	806
Camden	21	159	537
Cape May	3	43	196
Cumberland	9	55	146
Essex	1,306	2,989	13,703
Gloucester	14	102	270
Hudson	190	1,241	3,422
Hunterdon	32	145	1,120
Mercer	49	189	968
Middlesex	214	1,120	3,920
Monmouth	131	788	4,585
Morris	336	1,632	10,086
Ocean	64	471	3,252
Passaic	503	2,369	9,854
Salem	1	24	66
Somerset	68	355	2,575
Sussex	102	495	2,652
Union	200	940	4,191
Warren	33	192	1,096

## Appendix: A Note on Methodology

The methodology used to calculate short-term economic impact is commonly referred to as the Ryan/New Jersey model. It represents a modified form of the classic economic impact model developed by John Caffrey and Herbert Isaacs for the American Council on Education.\* A number of institutions have relied on the Ryan/New Jersey model over the past two decades, and it has undergone several modifications.†

The major difference between the Caffrey and Isaacs and Ryan/New Jersey models is that the latter substitutes estimated values derived from available data for information collected from surveys of faculty, staff, and students. Many institutions found that they needed to make this substitution because survey response rates were often very low due to the sensitive nature of the information being requested. The calculation variables substituted for survey data are:

1. an estimate of non-housing expenditures for an average middle-income family in New Jersey;
2. an estimate of in-state expenditures for employees and students;
3. an estimate of the percentage of New Jersey residents who rent;
4. an estimate of the median rent in New Jersey;
5. an estimate of in-state spending on non-housing items by non-local, full-time employees;
6. an estimate of average annual college-related expenditures by full-time students;
7. an estimate of average annual college-related expenditures by part-time students;
8. the coefficient for estimating jobs attributable to University expenditures; and
9. a multiplier.

\* John Caffrey and Herbert H. Isaacs, 1971, *Estimating the Impact of a College or University on the Local Economy*, Washington, D.C.: American Council on Education.

† Research and Planning Committee, 1983, *Handbook for Conducting a Study of the Economic Impact of a Community College*, Lincroft, NJ: Council of County Colleges of New Jersey. G. Jeremiah Ryan, 1985, "A Shortcut to Estimating Economic Impact," *Community/Junior College Quarterly* 9:197-214. College Outcomes Evaluation Program, 1989, *Procedures Manual for the Assessment of Community/Society Impact at New Jersey Institutions of Higher Education*, Trenton, NJ: New Jersey Department of Higher Education. College Outcomes Evaluation Program, 1990, *Handbook for Calculating Short-Term Economic Impact at New Jersey's Institutions of Higher Education*, Trenton, NJ: New Jersey Department of Higher Education. G. Jeremiah Ryan and Patricia Malgieri, 1992, *Economic Impact Studies in Community Colleges: The Short Cut Method, Second Edition*, Resource Paper No. 48, National Council for Resource Development.

The data for the charts in this report were obtained from the following Montclair State University offices: Institutional Research, Advancement Services, Budget and Planning, Research and Sponsored Programs, Treasury and Finance, and Human Resources, as well as the New Jersey Association for State Colleges and Universities.

Calculation Variables Used in 2011 Economic Impact Study		
	Estimate	Source
Estimate of non-housing expenditures for "all consumer units" in the New York Metropolitan Statistical Area (MSA)	0.74	2009-10 Consumer Expenditure Survey, Bureau of Labor Statistics, U.S. Dept. of Labor (Table 21—Northeast MSAs)
Estimate of in-state expenditures for employees and students	0.75	2007 Economic Census, U.S. Census Bureau
Estimate of the percentage of state residents who rent	0.34	2010 American Community Survey, U.S. Census Bureau
Estimate of the state-wide median monthly rent	\$1,114	2010 American Community Survey, U.S. Census Bureau
Estimate of annual in-state spending on non-housing items by non-local, full-time employees	\$2,435	Equals 5% of disposable income of non-local, full-time employees
Estimate of average annual college-related expenditures by full-time students	\$2,200	Montclair State Financial Aid Office (as reported in the 2010-11 Common Data Set)
Estimate of average annual college-related expenditures by part-time students	\$870	Equals 36% of estimated expenditures for full-time students based on FT versus PT credit loads.
Coefficient for estimating jobs attributable to expenditures	0.0000278	2003 Bureau of Economic Analysis, U.S. Dept. of Commerce via American Assoc. of Universities
Multiplier	2.0	Conservative figure used by Rutgers and other regional universities in their economic impact studies

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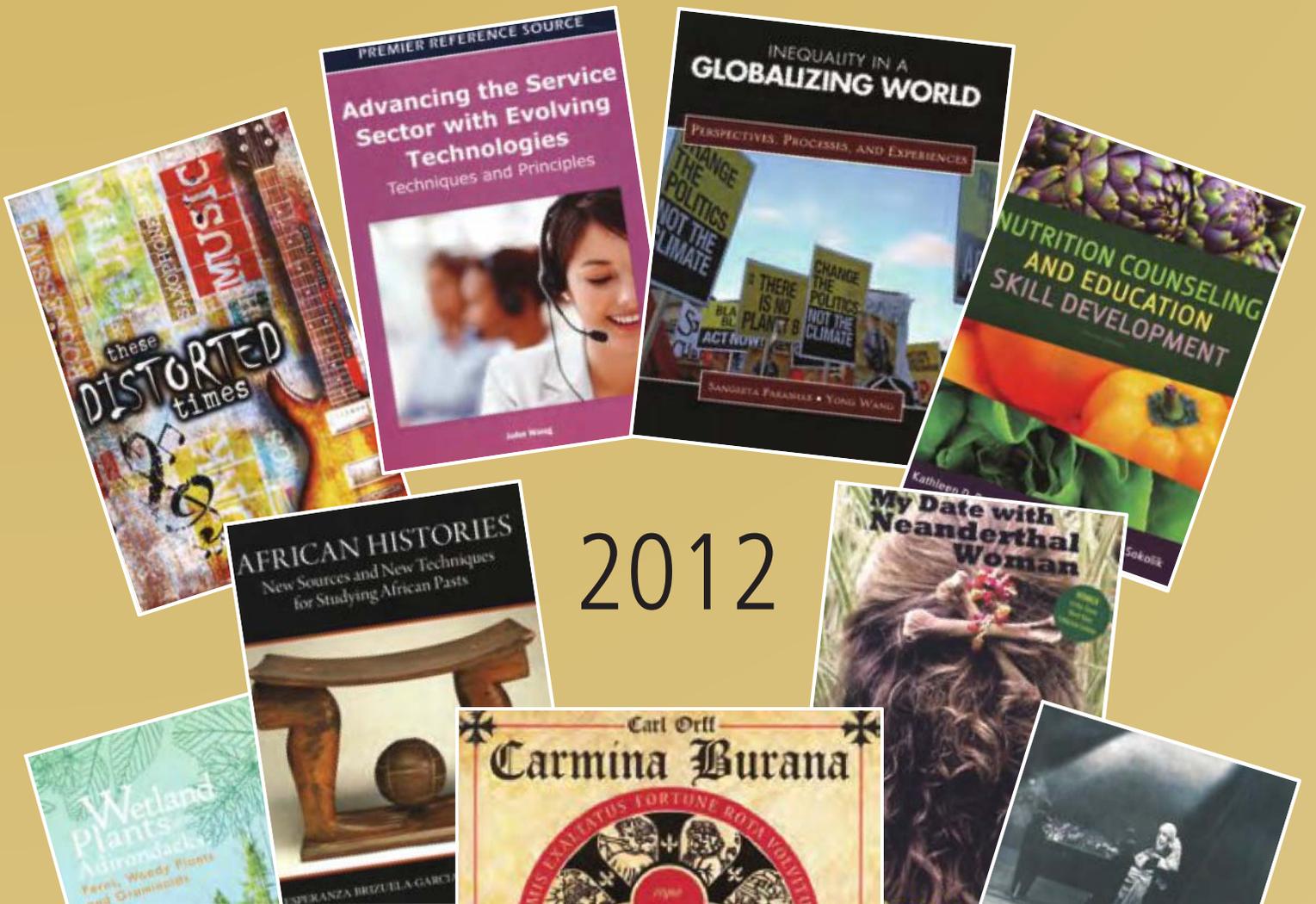


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MONTCLAIR STATE UNIVERSITY

# UNIVERSITY AUTHORS



2012



# MONTCLAIR STATE UNIVERSITY

April 23, 2011

Dear Colleagues:

On behalf of Judith Lin Hunt, Dean of Library Services, and myself, I am pleased to welcome you once again to this fourth celebration of Montclair State University authors. These forty-nine publications, produced in recent years and including those which were not included in last year's brochure, are the reward and evidence of our very significant academic and scholarly gifts, the permanent record of the best we have felt and thought as investigators, thinkers, performers, novelists, and poets. Once again, they make an impressive and extraordinary display, of which all Montclair State University faculty and staff may be truly proud since they reflect a large part of our collective community of scholarship.

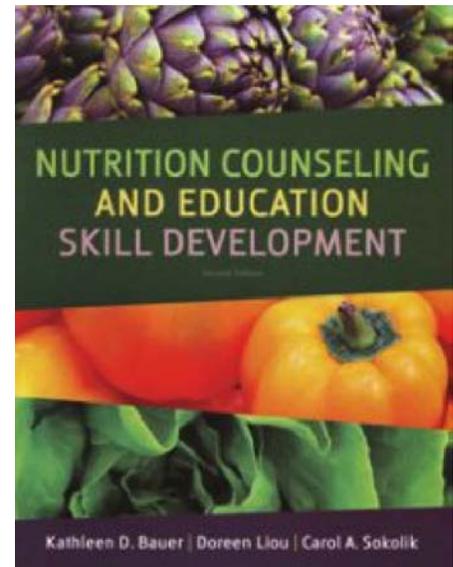
And it matters that here, at home as it were, we each have a current acquaintance with one another as members of an intellectual family, a clan in which we are energized, challenged and affirmed by the scholarly achievements of each other. The reputation of the University is always finally and only a collective reputation to which we each contribute and each lay claim.

To each of our current authors, congratulations, and to all our colleagues, we look forward to honoring you in future years.

Willard Gingerich  
Provost & Vice President for Academic Affairs

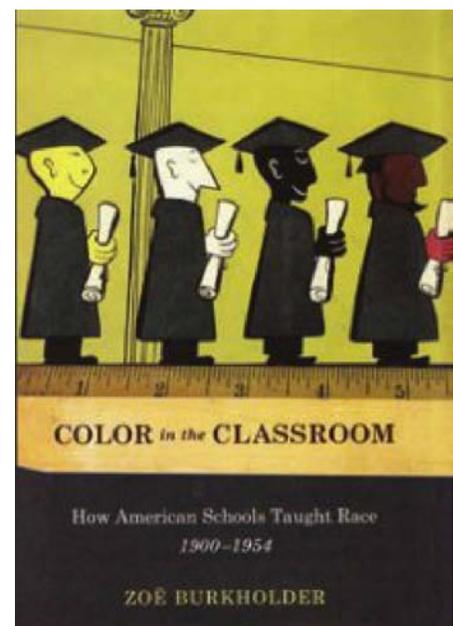
# COLLEGE OF EDUCATION AND HUMAN SERVICES

**Kathleen D. Bauer, Doreen Liou, Carol A. Sokolik**  
*Nutrition Counseling and Education Skill Development*  
Wadsworth, Cengage Learning, 2012  
RM 218.7 .B38 2012  
*Professors Bauer and Liou are in the Health and Nutrition Sciences Department.*



A step-by-step guide to help entry-level practitioners through the basic components involved in changing food behavior and improving nutritional status, this book provides nutrition professionals with a solid foundation of counseling and education principles. These include opportunities to practice new skills and knowledge of evaluation methodologies in an organized, accessible, and engaging approach. The authors' clear style helps readers translate theoretical perspectives on nutrition counseling into actual effective dialogues between client and counselor to influence client knowledge, skills, and attitudes. In addition, since the goals and objectives of nutrition counselors and educators complement each other, the scope of this text has expanded to include elements unique to nutrition education.

**Zoe Burkholder**  
*Color in the Classroom: How American Schools Taught Race 1900-1954*  
Oxford University Press, 2011  
HT 1506 .B87 2011  
*Professor Burkholder is in the Educational Foundations Department.*



Between the turn of the twentieth century and the Brown v. Board of Education decision in 1954, the way that American schools taught about “race” changed dramatically. This transformation was engineered by the nation’s most prominent anthropologists, including Franz Boas, Ruth Benedict, and Margaret Mead, during World War II. Drawing on hundreds of first-hand accounts written by teachers nationwide, Zoe Burkholder traces the influence of this anthropological activism on the way that teachers understood, spoke, and taught about race.

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**Jonathan Caspi**

*Sibling Aggression: Assessment and Treatment*

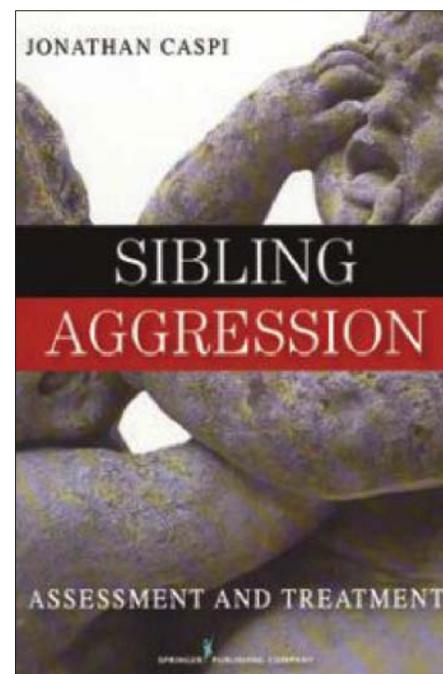
Springer Publishing Company, 2012

RJ 507 .S53 C37 2012

*Professor Caspi is in the Child and Family Studies Department.*

This volume addresses a significant void in family studies and child development literature by providing an empirically based guide to the causes, assessment, and treatment of sibling aggression. Caspi considers both extreme (severe physical and sexual abuse) and lesser (competition and antagonism) forms of aggression and provides a step-by-step treatment program for five family dynamics that commonly exacerbate sibling aggression. Treatment is based on task-centered and family systems models and bolstered by case studies.

[www.springerpub.com](http://www.springerpub.com)



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**David Schwarzer, Mary Petron, Christopher Luke (Eds.)**

*Research Informing Practice-Practice Informing Research: Innovation Teaching Methodologeis for World Language Teachers*

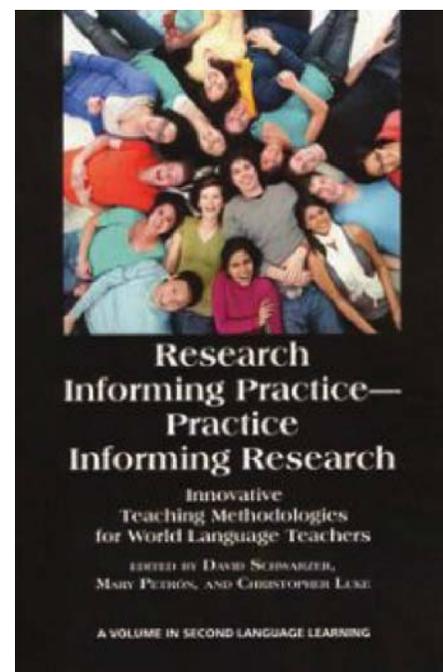
Information Age Publishing, 2011

R 53.82 .R47 2011

*Professor Schwarzer is in the Curriculum and Teaching Department.*

Using teacher-research projects, each author in the volume guides readers through their own personal journey and exploration of teaching methods, novelty, risk-taking, and reflection. Chapters include guiding questions, vignettes, and thick descriptions of classroom-based research in an assortment of instructional settings. Theoretical issues and an array of practical applications are presented, as well as additional research opportunities and guidelines for implementation in a variety of teaching and learning venues.

[www.infoagepub.com](http://www.infoagepub.com)



# COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

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## **Ellen Shaw Bakalian**

*Aspects of Love in John Gower's Confessio Amantis*

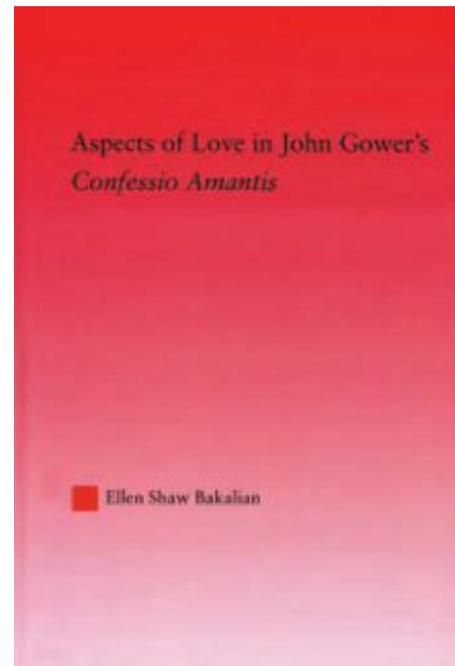
Routledge, 2004

PR 1984 .C63 B34 2004

*Professor Bakalian is in the Classics and  
General Humanities Department.*

An independent medieval scholar who holds a doctorate in English and American Literature from New York University, Ellen S. Bakalian also has one foot firmly planted in the world of journalism. Her articles have appeared in *The New Yorker* and *Ladies Home Journal*. She also writes for the A&E's literary website, creating teaching guides for their adaptations of literary classics.

[www.routledge.com](http://www.routledge.com)



## **Lociano Benjamin**

*500 Years of Exploration: A Study of Diplomacy & Economics in Haiti*

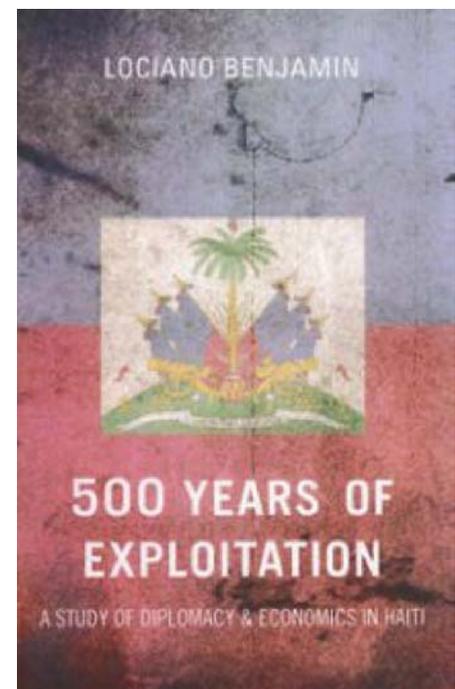
Tate Publishing & Enterprises, 2010

F 1921 W66 .B475 2010

*Professor Benjamin is in the Modern Languages and  
Literatures Department.*

This book explores the role that Haitian expatriates and the international community can play in this tragic nation's transition from survival to a developing country.

[www.tatepublishing.com](http://www.tatepublishing.com)



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**Esperanza Brizuela-Garcia, Trevor R. Getz**

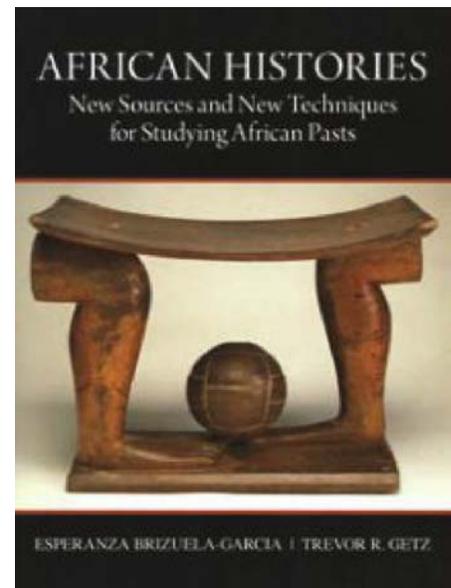
*African Histories: New Sources and New Techniques for Studying African Pasts*

Pearson Education, Inc., 2012

DT 19 .B75 2012

*Professor Brizuela-Garcia is in the History Department.*

The book gives students a rich understanding of Africa's complex history through a wide variety of sources while exposing them to the African voice. The text offers examples of how scholars have, over the past 60 years, demonstrated Africa's detailed history. It is about how historians interpret the past by giving full and adequate attention to the stories of Africans in ways that can be meaningful and acceptable to Africans and researchers alike. The text is titled *African Histories* in recognition of the diversity of sources and ways in which they are examined.



[www.pearsonhighered.com](http://www.pearsonhighered.com)

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**Elsa Davidson**

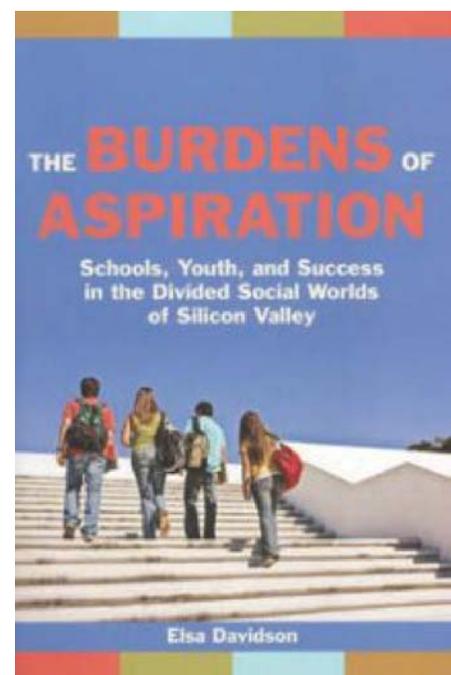
*The Burdens of Aspiration: Schools, Youth, and Success in the Divided Social Worlds of Silicon Valley*

New York University Press, 2011

LC 191.6 .C2 D38 2011

*Professor Davidson is in the Anthropology Department.*

This book explores the imprint of Silicon Valley's success-driven public culture, the realities of increasing social and economic insecurity, and models of success emphasized in contemporary public schools for the region's working and middle class youth. Focused on two disparate groups of students—low-income, “at-risk” Latino youth attending a specialized program exposing youth to high tech industry within an “under-performing” public high school, and middle-income white and Asian students attending a “high-performing” public school with informal connections to the tech elite—Elsa Davidson offers an in-depth look at the process of forming aspirations across lines of race and class.



[nyupress.org](http://nyupress.org)

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**Cynthia Eller**

*Gentlemen and Amazons*

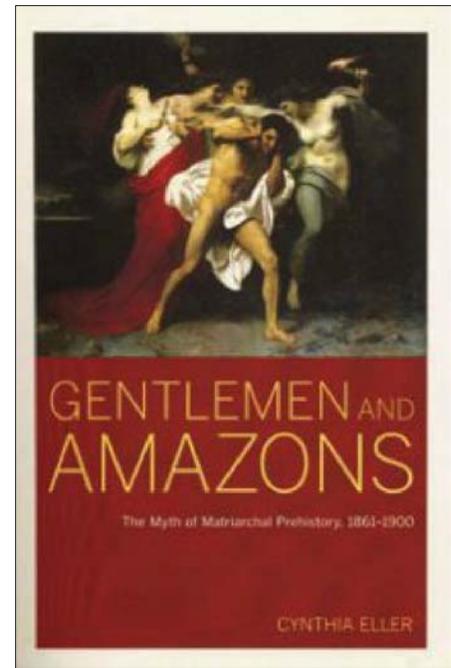
University of California Press, 2011

GN 799 W66 .E487 2011

*Professor Eller is in the Philosophy and Religion Department.*

The book traces the nineteenth-century genesis and development of an important contemporary myth about human origins: that of an original prehistoric matriarchy. The author explores the intellectual history of the myth, which arose from male scholars who mostly wanted to vindicate the patriarchal family model as a higher star of human development. The author tells the stories these men told, analyzes the gendered assumptions they made, and provides the necessary context for understanding how feminists of the 1970s and 1980 embraced as historical “fact” a discredited nineteenth-century idea.

[www.ucpress.edu](http://www.ucpress.edu)



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**Cynthia Eller**

*Revealing World Religions*

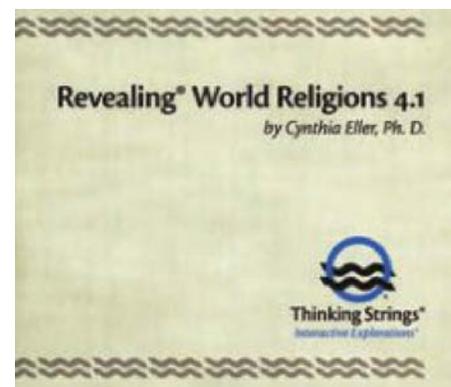
Thinking Strings, 2012

COMPUTER DISK NO. 20

*Professor Eller is in the Classics and General Humanities Department.*

The disk includes twelve modules (corresponding to textbook chapters) that cover the religions most often taught in introductory religion courses—Hinduism, Buddhism, Sikhism, Daoism, Confucianism, Shinto, Judaism, Christianity, and Islam—along with modules on the academic study of religion and on religious pluralism in the 21<sup>st</sup> century.

[support@thinkingstrings.com](mailto:support@thinkingstrings.com)



**Milton A. Fuentes** and Julia. M. Silva

*A Manual for ACT Facilitators: The Motivational Interviewing Companion Guide for the ACT/Parent Raising Safe Kids Program*

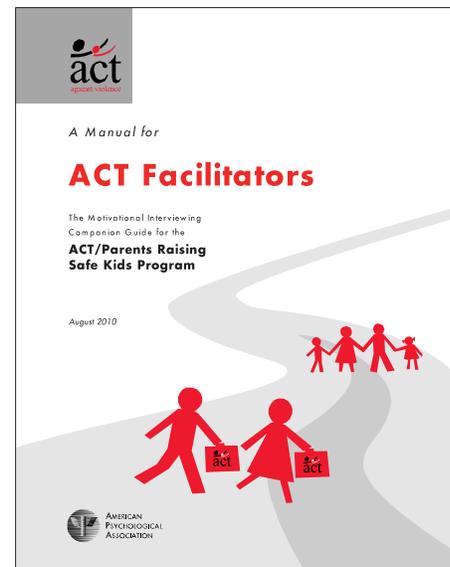
American Psychological Association, 2010

BF637 .I5 F83 2010

*Professor Fuentes is in the Psychology Department.*

The first section of the *Manual* describes Motivational Interviewing and presents a brief review of its concepts, principles, strategies, and skills to help facilitators get familiarized with the approach. The second section outlines a plan for the three proposed meetings of the program including instructions for activities and dynamics. The meetings will enable parents to focus on why it is important to change certain parenting behaviors and how to change them. Parents will also have the opportunity to envision what the positive results of the behavior change may look like. It will also allow parents to think about why violence prevention is important and how they personally can change from the very beginning of, and throughout, the ACT Parenting Program.

[www.apa.org](http://www.apa.org)



**Grover Furr**

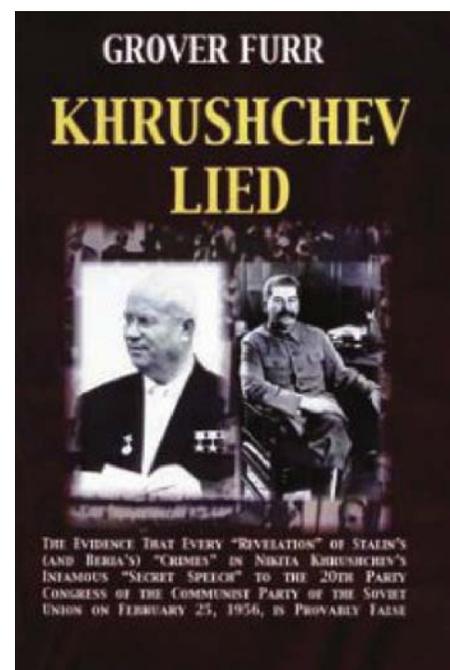
*Khrushchev Lied: The Evidence That Every "Revelation" of Stalin's (and Beria's) "Crimes" in Nikita Khrushchev's Infamous "Secret Speech" to the 20th Party Congress of the Communist Party of the Soviet Union on February 25, 1956, is Provably False.*

Erythros Press and Media, 2011

DK 275 .K5 F8713 2011

*Professor Furr is in the English Department.*

This is the first English edition of the book previously published in 2007 in Russian that examines the "Secret Speech" delivered by Khrushchev on February 22, 1956 and considered to be one of the most influential speeches of the 20th century. Sixty-one statements, or assertions, are examined followed by a discussion of some of the conclusions which flow from this study. Primary sources from former Soviet archives were consulted.



[www.erythrospress.com](http://www.erythrospress.com)

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## Grover Furr

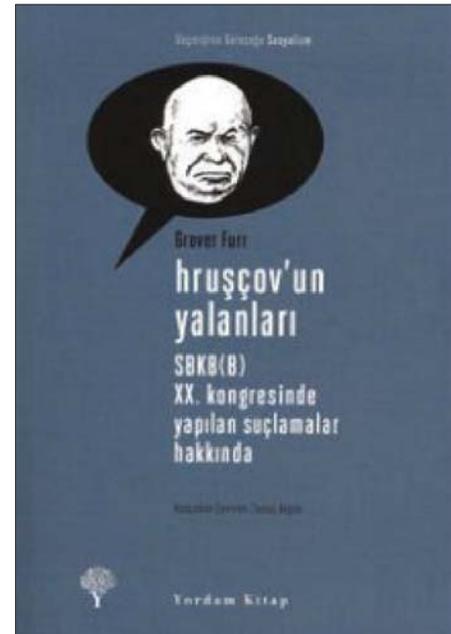
*Hruscov'un yalanlari: SBKP(B) XX.Kongresinde yapilan suçlamalar hakkında*

Yordam Kitap, 2011

DK 275.K5 F87719 2011

*Professor Furr is in the English Department.*

This book is the Turkish translation and edition of *Krushchev Lied*.



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Robert Duncan, **Marta Lopez-Luaces** (Translator)

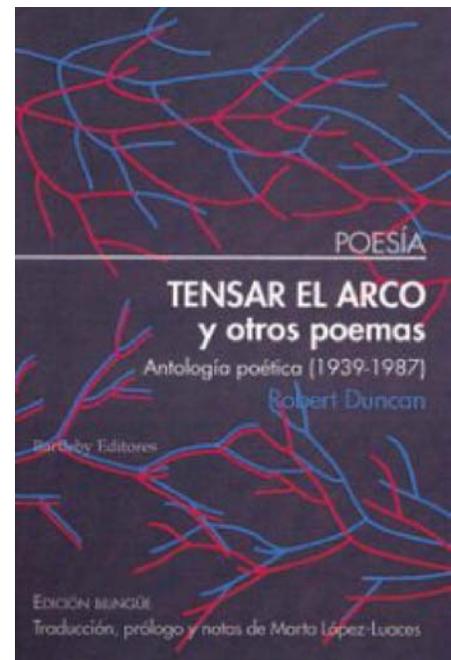
*Tensar el Arco y Otros Poemas*

Bartleby Editores, 2011

PS 3507 .U529 A2 2011

*Professor Lopez-Luaces is in the Spanish and Italian Department.*

Robert Duncan, uno de los más destacados poetas estadounidenses del siglo XX, es conocido como el poeta marginado y exiliado, un perfil que él mismo creó y promovió. La poesía, tal como él la entendía, es una celebración del poder del arte: a través del lenguaje simbólico, se propuso recrear arquitecturas capaces de revelarnos otras realidades del ser. De este modo, los cambios de registro, a veces repentinos, exigen un lector especializado, dedicado al estudio de la poesía y sus diferentes campos de referencia.



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**Mary C. English**, George L. Irby

*A Little Latin Reader*

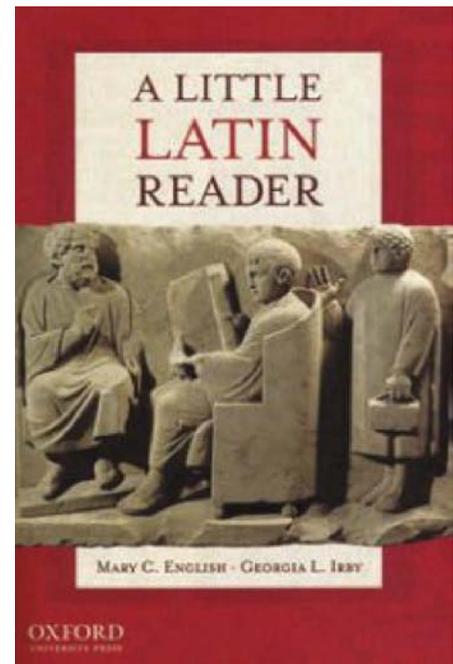
Oxford University Press, 2012

PA 2095 .E54 2012

*Professor English is in the Classics and General Humanities Department.*

Covering an extensive variety of grammatical constructions, *A Little Latin Reader* is an ideal supplement for undergraduate courses in beginning and intermediate Latin. It presents vivid, unadapted passages, each two to ten lines in length, drawn from the poetry and prose of various Classical authors—including Caesar, Catullus, Cicero, Martial, Ovid, and Vergil—and from inscriptions. The selections are arranged according to the specific points of grammar and syntax that they demonstrate.

[www.oup.com](http://www.oup.com)



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**Robert Freire**, Tamara Jones

*Q: Skills for Success: Listening and Speaking Level 4*

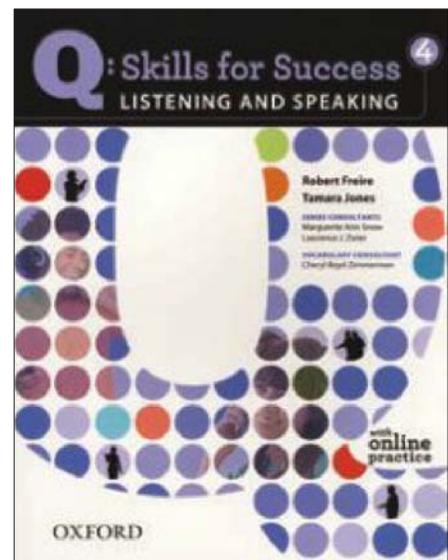
Oxford University Press, 2011

PE 1128 .Q294 2011 LEVEL 4

*Professor Freire is an Adjunct in the Linguistics Department.*

This book in the Oxford English Language Teaching Series connects critical thinking with explicit language skills and outcomes and empowers students with the skills needed to achieve academic success.

[www.oup.com](http://www.oup.com)



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**David Galef**

*My Date with Neanderthal Woman*

Dzanc Books, 2011

PS 3557 .A41148 M9 2011

*Professor Galef is in the English Department.*

Is it true that Neanderthal women have natural charm? How do you cope with a spouse who's a charismatic kleptomaniac? Does it matter if the souvenir you bring home from Africa is another human being? What can a wife do if all that remains of her husband is what he left in the bathroom that morning? Never mind waking up one morning as a giant insect. What about metamorphosing into your mother? David Galef's *My Date with Neanderthal Woman*, the winner of Dzanc Books' first Short Story Collection Competition, responds to these and other questions: thirty-three visions of lives that—let's hope—are far from your own.

[www.dzancbooks.org](http://www.dzancbooks.org)



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**Jefferson J.A. Gatrall** and Douglas Greenfield (Eds.)

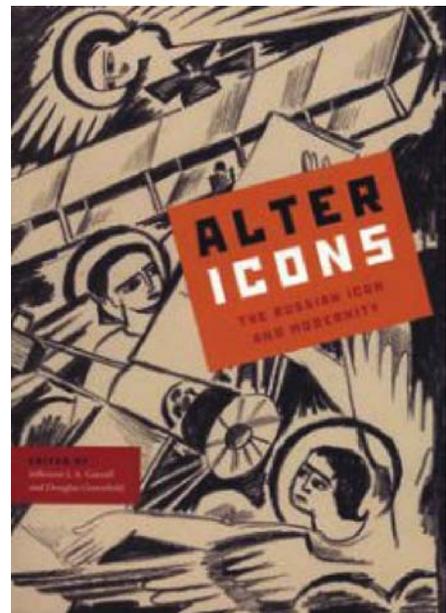
*Alter Icons: The Russian Icon and Modernity*

Pennsylvania State University Press, 2010

N 8189 .R9 A76 2010

*Professor Gatrall is in the Modern Languages and Literatures Department.*

Passage into the modern world left the Russian icon profoundly altered. It fell into new hands, migrated to new homes, and acquired new forms and meanings. Icons were made in the factories of foreign industrialists and destroyed by iconoclasts of the proletariat. Even the icon's traditional functions—whether in the feast days of the church or the pageantry of state power—were susceptible to the transformative forces of modernization. In *Alter Icons: The Russian Icon and Modernity*, eleven scholars of Russian history, art, literature, cinema, philosophy, and theology track key shifts in the production, circulation, and consumption of the Russian icon from Peter the Great's Enlightenment to the post-Soviet revival of Orthodoxy.



[www.psupress.org](http://www.psupress.org)

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**Jonathan Greenberg**

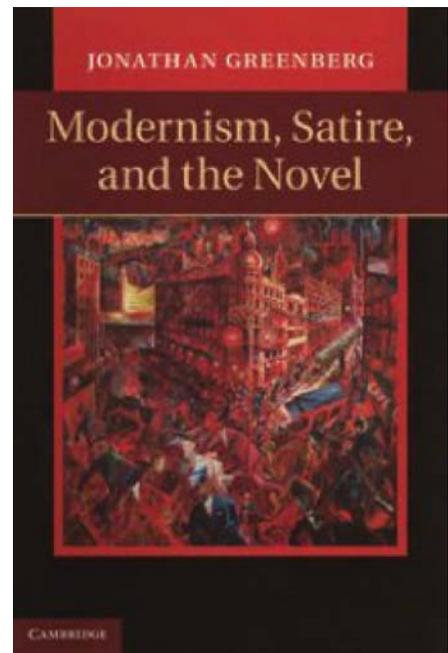
*Modernism, Satire, and the Novel*

Cambridge University Press, 2011

PN56 .M54 G75 2011

*Professor Greenberg is in the English Department.*

In this groundbreaking study, Professor Greenberg locates a satiric sensibility at the heart of the modern. By promoting an antisentimental education, modernism denied the authority of emotion to guarantee moral and literary value. Instead, it fostered sophisticated, detached and apparently cruel attitudes toward pain and suffering. This sensibility challenged the novel's humanistic tradition, set ethics and aesthetics into conflict and fundamentally altered the ways that we know and feel. Professor Greenberg offers not only a new chapter in the history of satire but a persuasive new idea of what made modernism modern.



[www.cambridge.org](http://www.cambridge.org)

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**Laura Kramer**

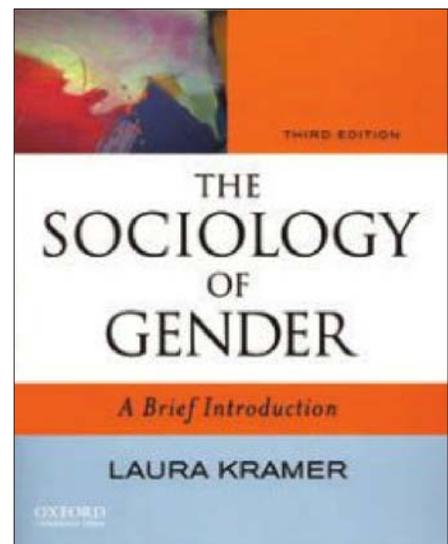
*The Sociology of Gender: A Brief Introduction*

Oxford University Press, 2011

HQ 1075.5 .U6 K73 2011

*Dr. Kramer is Professor Emerita of Sociology and Women's Studies.*

This book explores how race, ethnicity, and social class affect the meaning of gender. A chapter on culture provides a close look at traditionally dominant versions of femininities and masculinities and how they are communicated through language, mass media, and religion. The concepts of individual agency and resistance, introduced in the first chapter, resurface throughout in discussions of culture and socialization. The third edition provides increased coverage of such cutting-edge topics as men and masculinity, intersectionality, and the body and sexuality (including homosexuality). An updated *Instructor's Manual and Test Bank* is available to adopters.



[www.oup.com](http://www.oup.com)

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## Robert Livingston Aldridge

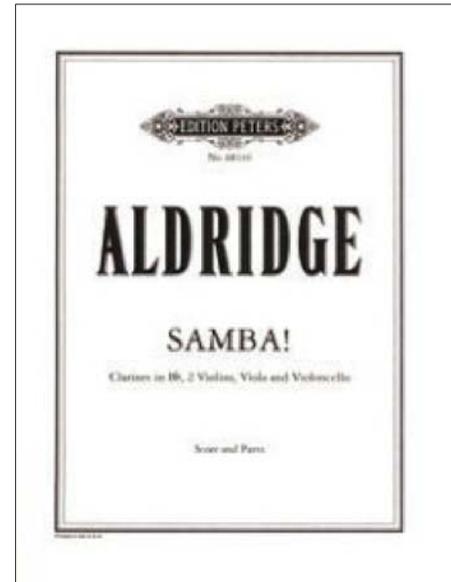
*Samba! Clarinet in B $\flat$ , 2 Violins, Viola and Violoncello*

C.F. Peters, 2010

M 74 .A53 S26 2010

*Professor Aldridge is in the John J. Cali School of Music.*

'Samba!' was composed in 1991 as a part of 'Three Folksongs,' a three-movement work for clarinet and string quartet. It was commissioned by Pacific Serenades and premiered in Los Angeles that year with the eminent Los Angeles clarinetist Gary Gray as clarinet soloist. The movement has been excerpted many times since its premier, and works very well as a concert encore. 'Samba!' is an attempt to picture the clarinet and string quartet instrumentation as a Latin big band, interspersed with more traditional sections. Samba is a fast, Brazilian dance form in duple meter. I have altered that to a 3/4 meter here, though it retains other characteristics of the style.



[www.edition-peters.com](http://www.edition-peters.com)

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## Robert Livingston Aldridge

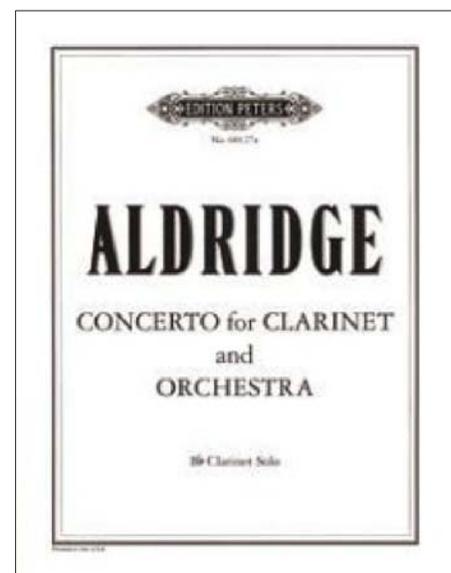
*Concerto for Clarinet and Orchestra, B $\flat$  Clarinet Solo (with rehearsal CD)*

C.F. Peters, 2005

M 1024 .A53 2005

*Professor Aldridge is in the John J. Cali School of Music.*

*Concerto for Clarinet and Orchestra* was composed in 2004 and premiered in April and May of 2005, a commission from Orpheus Chamber Orchestra and the Los Angeles Chamber Orchestra (conducted in Los Angeles by Jeffrey Kahane). The concerto was written for David Singer (principal clarinetist with Orpheus for the past thirty years), who premiered the work with both orchestras. In early 2003, David asked me to compose a clarinet concerto for him that would combine elements of classical music, folk, jazz, and klezmer. I wanted to compose a piece for him that would demonstrate his extraordinary range, depth, and virtuosity on the clarinet. Knowing that two first-rate chamber ensembles would be premiering the piece, I also wanted to engage the orchestra to a greater degree than perhaps is normally done in the



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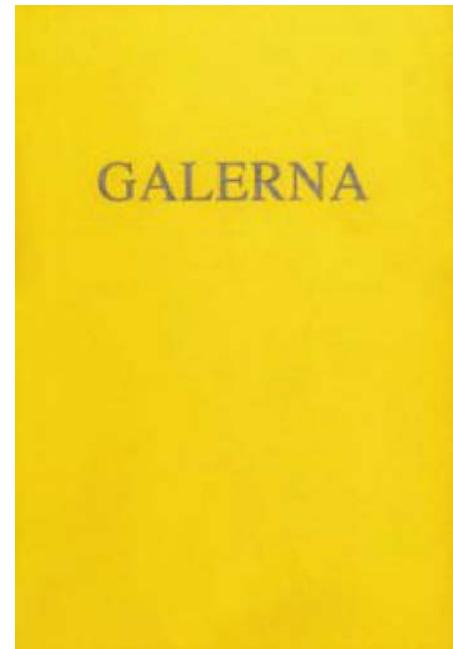
**Marta Lopez-Luaces**, Ernesto Garcia Lopez, Edwin M. Lamboy  
*Galerna V.9*

Montclair State University and The City College of New York,  
2011

AP 63 .G3V.9 2011

*Professor Lopez-Luaces is in the Spanish and  
Italian Department.*

*Galerna* is a scholarly and poetry journal dedicated to create a literary and critical bridge between the different Spanish American countries and the United States. The journal is divided into four sections: poetry, critical essays, American poets in translation, and book reviews. As a multicultural project, *Galerna* also wants to support the many minority languages in the so-called Spanish-speaking world. In its different issues *Galerna* published critical essays on Galician, Basque and Catalana and Zapoteca literatures.



[www.revistagalerna.com](http://www.revistagalerna.com)

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Cynthia Lucia, Roy Grundmann, **Art Simon** (Eds.)

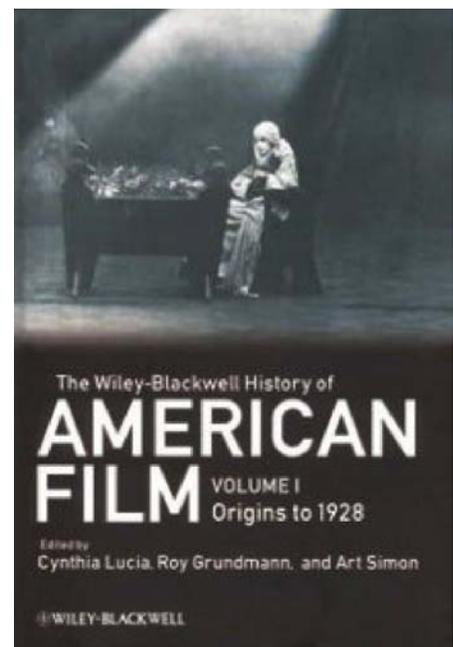
*The Wiley-Blackwell History of American Film*

Wiley-Blackwell, 2012

REF PN 1993.5.U6 W4942 2012 V.1-4

*Professor Simon is in the English Department.*

Comprising over 90 essays and richly illustrated with over 200 images, this book provides a chronological portrait of American film history from its origins to the present day. Taken as a whole, the essays in this collection represent a comprehensive and nuanced overview of American film history from the intersecting perspectives of industry, audiences, aesthetics, culture, politics, issues, and ideology.



[www.wiley.com](http://www.wiley.com)

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**Sangeeta Parashar, Yong Wang**

*Inequality in a Globalizing World: Perspectives, Processes, and Experiences*

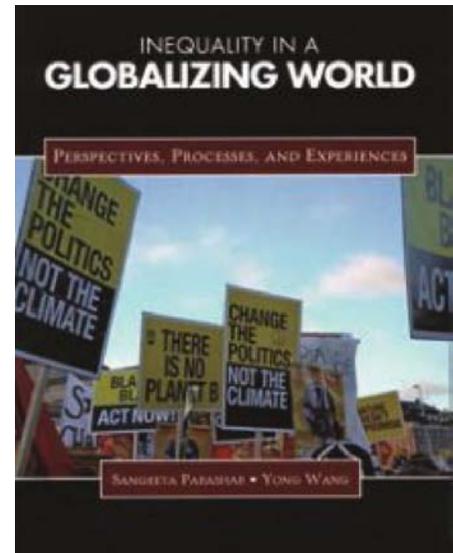
Kendall Hunt Publishing Company, 2011

HF 1365 .I53 2011

*Professors Parashar and Wang are in the Sociology Department*

What is globalization? Does it really make some more equal than the others? And why do I even care? The book addresses these questions by introducing students to a broad range of theoretical and empirical issues on social, economic, and political changes in a rapidly globalizing world economy. With a strong focus on historical events and case studies, it encourages readers to move away from a purely economic perspective of development and social change towards various alternative ones.

[www.kendallhunt.com](http://www.kendallhunt.com)



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**Leslie Rapparie**

*Writing and Experiential Education : Practical Activities and Lesson Plans to Enrich Learning*

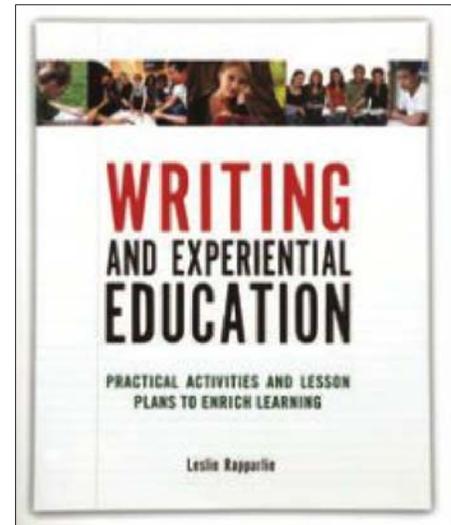
Wood N Barnes Publishing, 2011

LB 1027.23 .R36 2011

*Ms. Rapparie is an Instructor in the English Department.*

Rapparie has given us a very creative and practical bridge to connect writing and experiential education. The simple theoretical foundation and helpful examples and insights will inspire educators to integrate experiential writing techniques into any educational environment. The easy-to-use, engaging activities and lessons clearly illustrate how writing can be used to allow students to reflect on lessons learned and deepen learning around any material.

[www.woodnbarnes.com](http://www.woodnbarnes.com)



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**Gabriel Rubin**

*Freedom and Order : How Democratic Governments Restrict Liberties After Terrorist Attacks – and Why Sometimes They Don't*

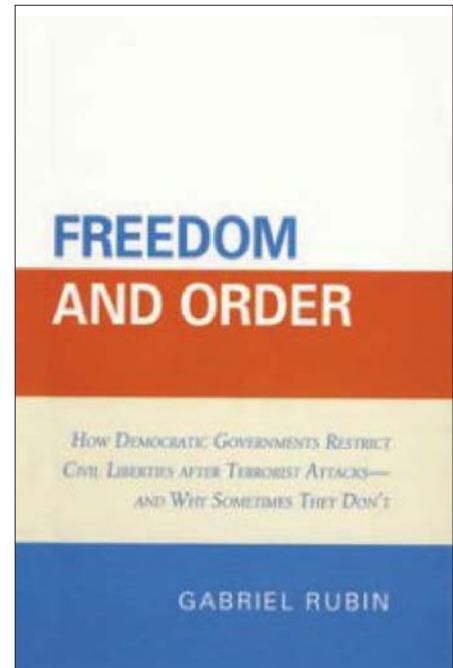
Lexington Books, 2011

JC 571 .R82 2011

*Professor Rubin is in the Justice Studies Department.*

This innovative book compares different responses to terrorism without simply focusing on the case of 9/11, and, through comparison, reveals new findings about best practices for dealing with terrorism. *Freedom and Order* gives a fine-grain analysis of how the Patriot Act was passed that does not exist in any other text to-date and compares public responses to terror attacks from three different countries. Rubin deals a blow to the theory that the public rallies around their leader after terrorist attacks and that civil liberties are always abridged after terrorist attacks.

[rowman.com/Lexington](http://rowman.com/Lexington)



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**C.J.T. Talar & Elizabeth Emery** (Translators)

*Modernist as Philosopher: Selected writings of Marcel Hébert*

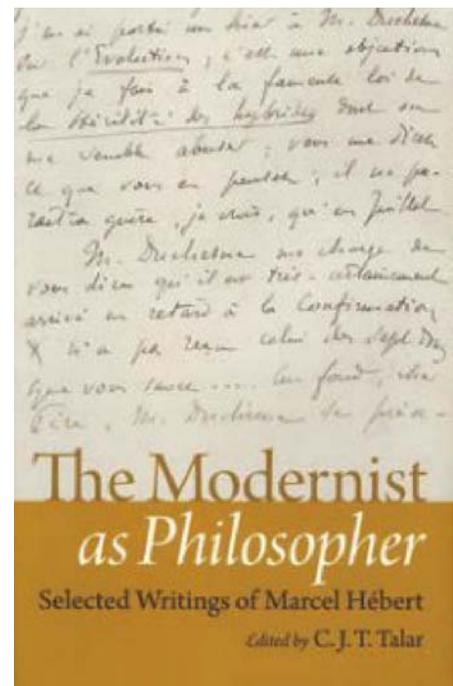
Catholic University of America Press, 2011

B 832 .H43 2011

*Professor Emery is in the Modern Languages and Literature Department.*

This volume, the first to be published in English about Hébert, is essential for a full understanding of Catholic Modernism. The articles translated in this volume show Hébert's early attempt to find common ground between Aquinas and Kant, the impact of Kant on a symbolist reading of dogma intended to “save” dogma for Catholics coming to terms with modern exegesis and modern philosophy, the radical lengths to which he took that symbolist reading, and his eventual break with Catholicism when the Church failed to be receptive to this program.

[cuapress.cua.edu](http://cuapress.cua.edu)



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**Marisa S. Trubiano**

*Ennio Flaiano and His Italy : Postcards from a Changing World*

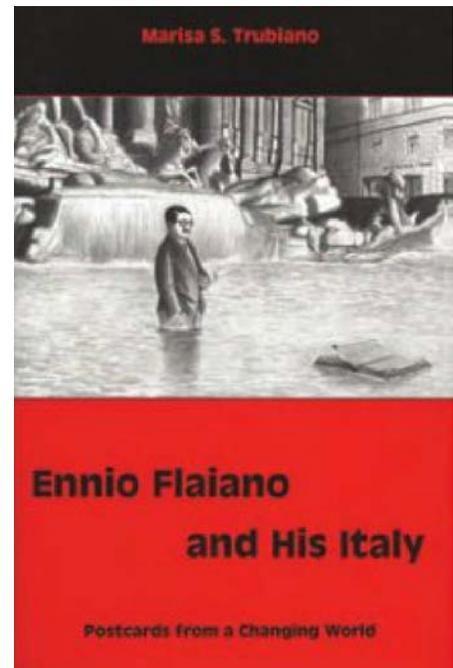
Fairleigh Dickinson University Press, 2010

PQ 4815 .L23 Z88 2010

*Professor Trubiano is in the Spanish and Italian Department.*

While film scholars and enthusiasts all over the world are familiar with Federico Fellini's important contributions to postwar Italian and European cinema, it is much less known, "especially outside of Italy," that such success had much to do with the writings of his fifteen-year collaborator and scriptwriter, Ennio Flaiano (1910-1972), journalist, novelist, dramatist, and theater and film critic. This book identifies the ways in which Flaiano's distinctive travel diary "satirically registering the transformative journey from provincial Italian to global citizen" captured and shaped the changing tastes of an entire generation of Italians on the film set, in the newspaper office, and on the street.

[www.fdupress.org](http://www.fdupress.org)



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**Louis B. Zimmer**

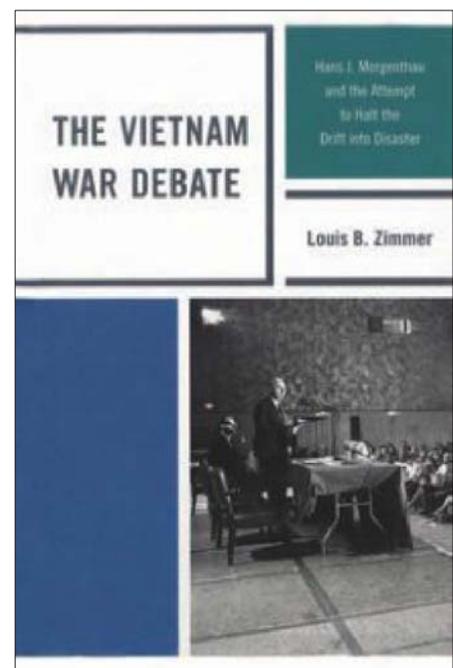
*Vietnam War Debate: Hans J. Morgenthau and the Attempt to Halt the Drift into Disaster*

Lexington Books, 2011

DS 558 .Z54 2011

*Dr. Louis B. Zimmer is Professor Emeritus of History.*

This book tells the story of how America's national leadership failed the nation and produced the greatest foreign policy disaster in American history to that time. It is foremost, however, the story of a great man who tried to halt his nation's drift into what became an American tragedy. It is also a story that has never before been told. As the war escalated, a variety of critics emerged to challenge the war policy and thus the book is about the national debate in which University of Chicago Professor Hans J. Morgenthau emerged as the chief opponent of the war. Morgenthau argued relentlessly in teach-ins around the country, in public debates and in hundreds of articles that Vietnam was never a threat to America's security and that the war should never have been fought.



[rowman.com/Lexington](http://rowman.com/Lexington)

# COLLEGE OF SCIENCE AND MATHEMATICS

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**Meiyin Wu, Dennis Kalma**

*Wetland Plants of the Adirondacks (2 vols.)*

*Vol. 1: Ferns, Woody Plants and Graminoids*

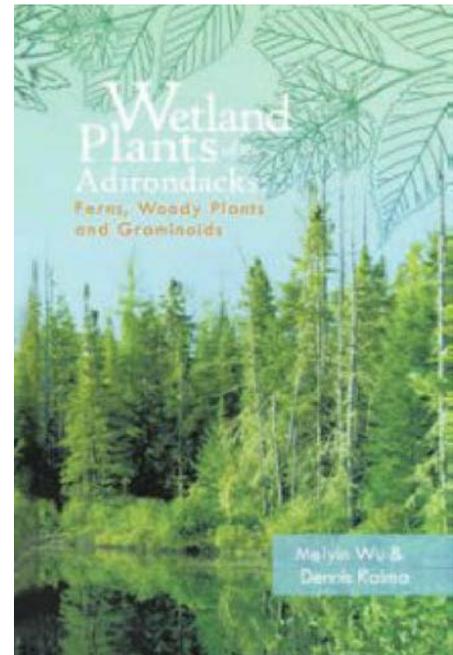
*Vol. 2: Herbaceous Plants and Aquatic Plants*

Trafford, 2011

QK 177 .W8 2011 V.1 &2

*Professor Wu is in the Biology and Molecular Biology Department.*

Wetlands are increasingly viewed as valuable resources rather than wastelands and appreciated as reservoirs for species diversity. These two companion volumes provide the naturalist and field worker with complete descriptions and illustrations of 312 plant species found in Adirondack wetlands and sufficient information for the identification of many more. We hope you will take the books along on your next outing and begin to share our fascination with wetland plants.



[www.trafford.com](http://www.trafford.com)

# SCHOOL OF BUSINESS

*CONFERENCE Proceedings of the 37th Annual Meeting*  
Hosted by Montclair State University  
Northeast Business & Economics Association, 2010  
HF 5001 .N678A 2010

The Association reaches academics and practitioners from all related business disciplines and fields, from pedagogy to management, and from business education to finance. Dr. Susana Yu, Dr. Richard Lord, and Dr. Betsy Lin and Vice Presidents of the Association were instrumental in the organization of the Conference. There were twenty-two tracks from Accounting to Workshops in which papers were presented. Over 25 Montclair State University faculty presented papers. Dr. Phillip LeBel, Emeritus Professor of Montclair State's Department of Economics and Finance was a keynote speaker.



## **John Wang (Ed.)**

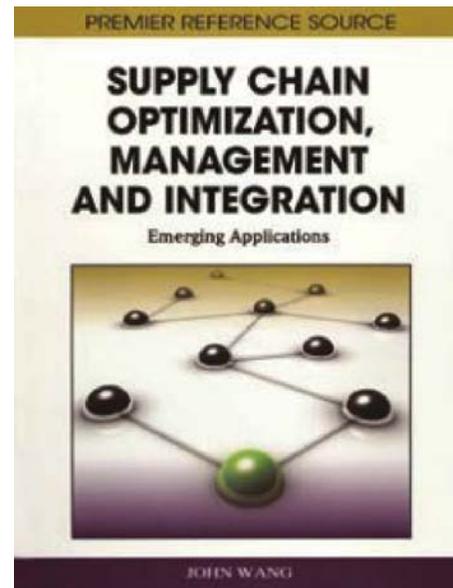
*Supply Chain Optimization, Management and Integration:  
Emerging Applications*

Business Science Reference, 2011

HD 38.5 .S896155 2011

*Professor Wang is in the Information and Operations  
Management Department.*

This book presents readers with a rich collection of ideas from researchers who are bridging the gap between the latest in information technology and supply chain management. This book includes theoretical, analytical, and empirical research, comprehensive reviews of relevant research, and case studies of effective applications in the field of SCM. The use of new technologies, methods, and techniques are emphasized by those who have worked with supply chain management across the world for those in the field of information systems.



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**John Wang (Ed.)**

*Information Systems and New Applications in the Service Sector: Models and Methods*

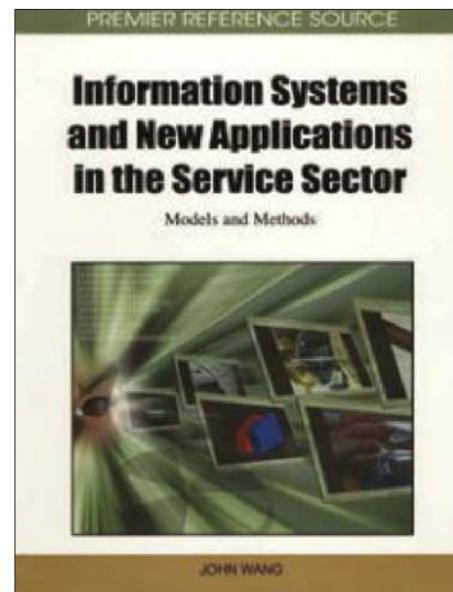
Business Science Reference, 2011

HD 30.2 .I5235 2011

*Professor Wang is in the Information and Operations Management Department.*

This book examines current, state-of-the-art research in the area of service sectors and their interactions, linkages, applications, and support using information systems. This publication encompasses theoretical, analytical, and empirical research as well as comprehensive reviews of relevant research, technical reports, and case studies of effective applications in this area. The use of new theories, technologies, models, methods, techniques, and principles are emphasized all while explaining the relationship between the advancement of the service sector and the evolution of information systems.

[www.igi-global.com](http://www.igi-global.com)



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**John Wang (Ed.)**

*Advancing the Service Sector with Evolving Technologies: Techniques and Principles*

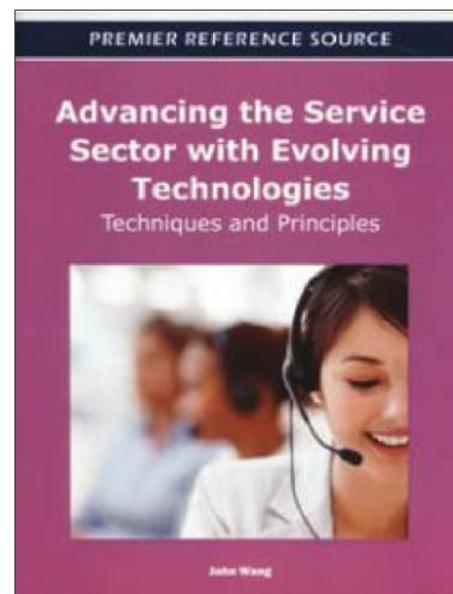
Business Science Reference, 2012

HD 9980.5 .A384 2012

*Professor Wang is in the Information and Operations Management Department.*

This book provides a forum for practitioners and researchers to discuss the application of information systems to service creation, modeling, and evolution. Covering foundational concepts and innovations in service management, service-oriented computing, strategic information systems, and Web services, this collection of research aims to shape future research and promote further growth of the service sector. Faculty from Europe, Africa, Australia, Jordan, South Asia, South Africa, and the United States contributed chapters, including four from Montclair State University.

[www.igi-global.com](http://www.igi-global.com)



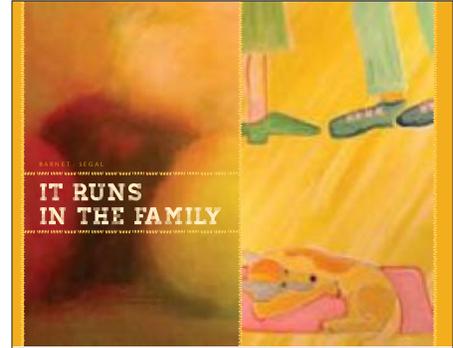
# GEORGE SEGAL GALLERY EXHIBITIONS

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## *Barnet/Segal: It Runs in the Family*

George Segal Gallery, Montclair State University, 2012  
N6537 .B218 A4 2012

This exhibition, held from March 6 through April 14, 2012, was curated by Mimi Weinberg who wrote the introductory essay. She describes Peter Barnet's paintings as presenting "family dramas in brightly colored by sharply distorted spaces. Rena Segal's works display ordinary themes as landscapes and still life constructed with extraordinary complications of line and color. There is much to enjoy from pairing of these artists' work, but of course the choice was not coincidental; this show's painters are the offspring of important American artists: Will Barnet and George Segal. What intrigued me originally, and piques our curiosity here, is the social dimension. How does the child of a famous artist choose to continue in the field?"



M. Teresa Lapid Rodriguez is the Director of the George Segal Gallery.

[www.montclair.edu/segalgallery](http://www.montclair.edu/segalgallery)

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## *Carol Brown Goldberg: Painting & Sculpture*

George Segal Gallery, Montclair State University, 2011  
ND 237 .G5798 A4 2011

The exhibition, held from September 20 through December 10, 2011, was curated by Donald Kuspit, who wrote the introductory essay. He describes her paintings "as pure abstractions, however libidinous their surfaces, and her sculptural figures have what Breton called the 'extreme degree of immediate absurdity.'" Glen Harper, editor of *Sculpture* magazine conducted an interview with Goldberg and is included in the catalog. The exhibition was made possible in part by funding from the New Jersey State Council on the Arts/Department of State, a partner agency of the National Endowment for the Arts; and also by the John McMullen Family Foundation and The George Segal Gallery's Art Connections 7 fundraising event.



M. Teresa Lapid Rodriguez is the Director of the George Segal Gallery.

[www.montclair.edu/segalgallery](http://www.montclair.edu/segalgallery)

# UNIVERSITY ADVANCEMENT

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Matt Weber and **Mike Peters**

*Coney Island: Double Vision*

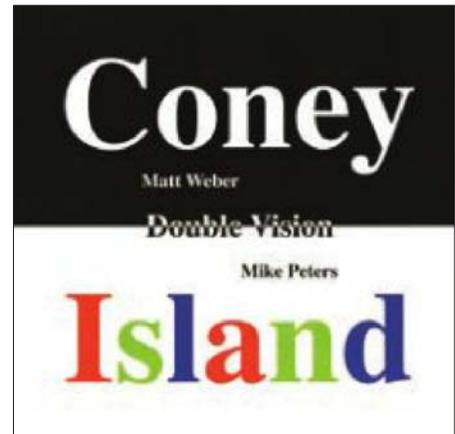
OVERSIZE tr 642. P3492 2011

*Mr. Peters is the Director of Photographic Services,  
University Communications.*

The book is a photographic collaboration between two friends who have been working in Coney Island for many years. Two visions of the same place. Matt shoots black and white rectangles with his Leica, while Mike shoots color squares with his Hasselblad. The book has seventy-four full-page photos with no text. Mr. Peters tries “to make order out of chaos by exposing the moment that defines the physical manifestation of the people and places that I most relate to on an emotional level.”

[www.blurb.com](http://www.blurb.com)

[www.mikepeters.com](http://www.mikepeters.com)





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## Robert Livingston Aldridge

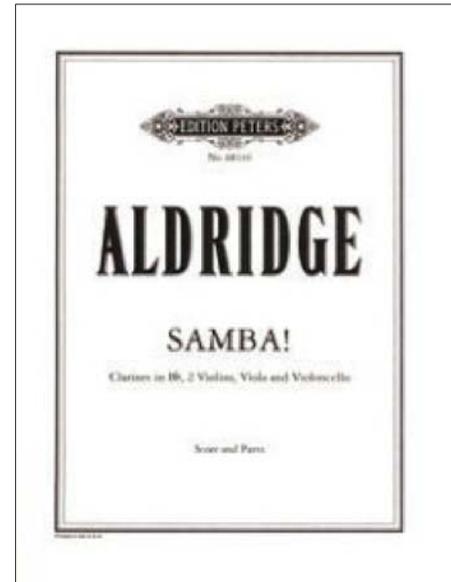
*Samba! Clarinet in B $\flat$ , 2 Violins, Viola and Violoncello*

C.F. Peters, 2010

M 74 .A53 S26 2010

*Professor Aldridge is in the John J. Cali School of Music.*

'Samba!' was composed in 1991 as a part of 'Three Folksongs,' a three-movement work for clarinet and string quartet. It was commissioned by Pacific Serenades and premiered in Los Angeles that year with the eminent Los Angeles clarinetist Gary Gray as clarinet soloist. The movement has been excerpted many times since its premier, and works very well as a concert encore. 'Samba!' is an attempt to picture the clarinet and string quartet instrumentation as a Latin big band, interspersed with more traditional sections. Samba is a fast, Brazilian dance form in duple meter. I have altered that to a 3/4 meter here, though it retains other characteristics of the style.



[www.edition-peters.com](http://www.edition-peters.com)

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## Robert Livingston Aldridge

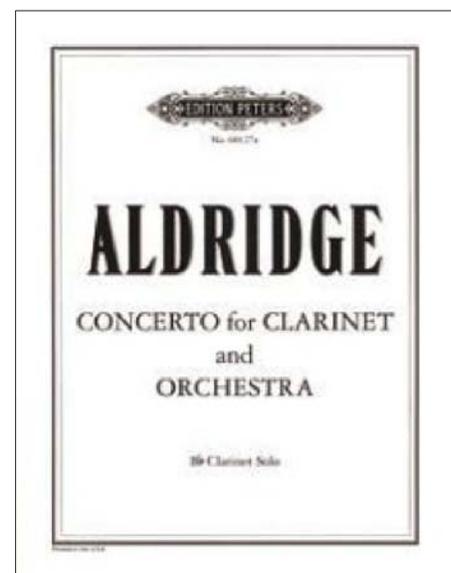
*Concerto for Clarinet and Orchestra, B $\flat$  Clarinet Solo (with rehearsal CD)*

C.F. Peters, 2005

M 1024 .A53 2005

*Professor Aldridge is in the John J. Cali School of Music.*

*Concerto for Clarinet and Orchestra* was composed in 2004 and premiered in April and May of 2005, a commission from Orpheus Chamber Orchestra and the Los Angeles Chamber Orchestra (conducted in Los Angeles by Jeffrey Kahane). The concerto was written for David Singer (principal clarinetist with Orpheus for the past thirty years), who premiered the work with both orchestras. In early 2003, David asked me to compose a clarinet concerto for him that would combine elements of classical music, folk, jazz, and klezmer. I wanted to compose a piece for him that would demonstrate his extraordinary range, depth, and virtuosity on the clarinet. Knowing that two first-rate chamber ensembles would be premiering the piece, I also wanted to engage the orchestra to a greater degree than perhaps is normally done in the



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**Robert Livingston Aldridge**

*Elmer Gantry*

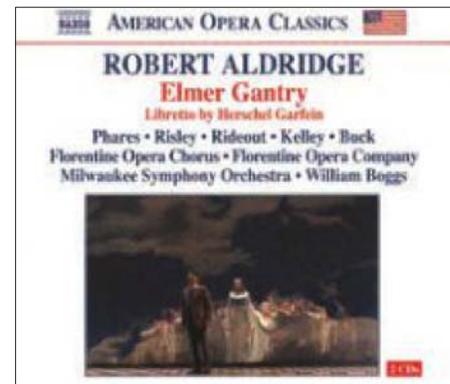
Naxos, 2011

COMPACT DISCS NO. 3389

*Professor Aldridge is in the John J. Cali School of Music.*

Set just before World War I, Sinclair Lewis's incendiary novel *Elmer Gantry* tells a story of old-time religion, illicit romance, and revenge. Robert Aldridge and Herschel Garfein's operatic adaptation is a 'marvelous amalgam of toe-tapping accessibility' (*Opera News*) full of hymns, gospel songs, marches and dance, evoking the period in a score which echoes Gershwin and Copland. This all-American production combines a first-rate cast of singers and a world-class orchestra for 'an intoxicating experience' (*The New York Times*).

[www.naxos.com](http://www.naxos.com)



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**Heather J. Buchanan and Matthew W. Mehaffey**

(Comps. & Eds.)

*Teaching Music Through Performance in Choir. Vol. 3*

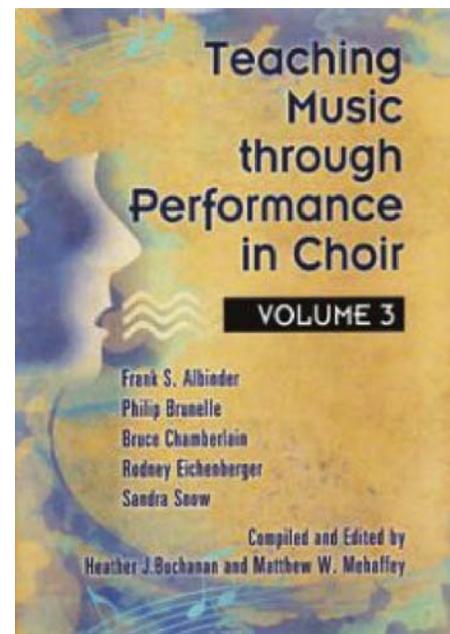
GIA Publications

MT 875 .T433 2005 V. 3

*Professor Buchanan is in the John J. Cali School of Music.*

The book, written primarily with the needs of high school choral directors in mind, is a practical, multi-faceted companion for an artistic journey and can be used as a reference or a guide for the selection and teaching of repertoire. It can also be used to investigate topics of interest that will support and facilitate the continuing education and development of choral directors and for the teaching of choral methods in colleges and universities.

[www.giamusic.com](http://www.giamusic.com)



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## Joseph Coco

*The Remastered DVD Collection*

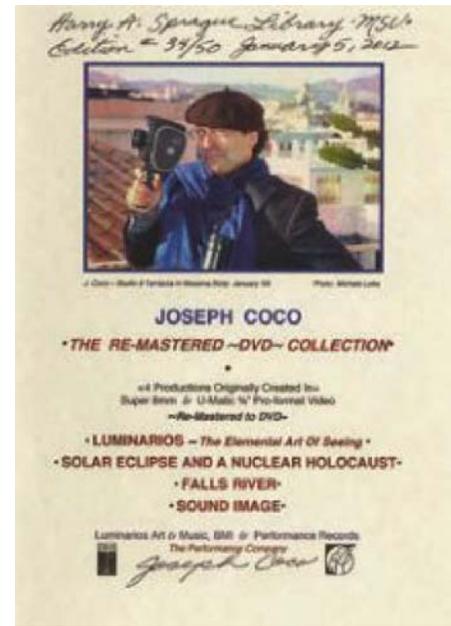
DVD No. 3825

N 6494 .V53 C63 2010

*Professor Coco is an adjunct in the John J. Cali School of Music.*

Music is from the albums Luminarios, Solar Eclipse and a Nuclear Holocaust and Sound Image/Falls River. Between 1984 and 1986 the artist utilized the first generation of image manipulation desktop computers to rework his finished drawings and paintings. Creating movement for the still images that would exactly follow the music he composed and recorded for them needed special treatment beyond typical animation and cinema techniques available then.

[www.kingbiscuittime.it/joecoco.html](http://www.kingbiscuittime.it/joecoco.html)



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## Kaled K. Hameide

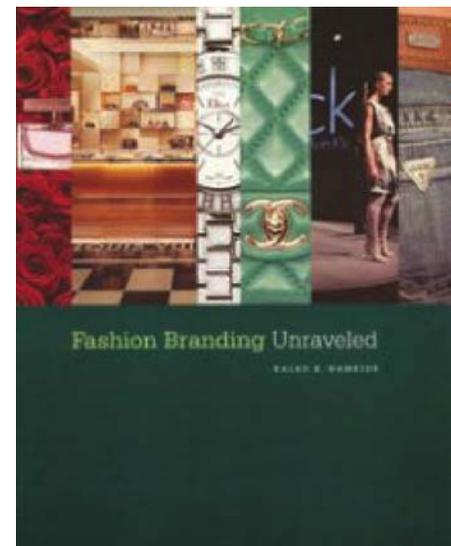
*Fashion Branding Unraveled*

Fashion Books, 2011

HF 6161 .B4 2011

*Professor Hameide is in the Art and Design Department.*

Beginning with an overview of the concept of branding and the dynamics of the branding process, this book presents a complete perspective of fashion branding. It explores the application of concepts to the different categories of the fashion brand, such as The Luxury Brand and Private Labels, and looks at specific branding strategies related to the fashion industry as practiced today. The author emphasizes understanding technologies that are relevant to the fashion industry and investigates how these technologies may change and challenge many of the conventional concepts. The book highlights new concepts, together with the challenges and opportunities they bring, and concludes with a look at the future of fashion branding in the twenty-first century.



[www.fairchildbooks.com](http://www.fairchildbooks.com)

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**V. J. Manzo**

*Max/MSP/Jitter for Music: A Practical Guide to Developing Interactive Music Systems for Education and More*

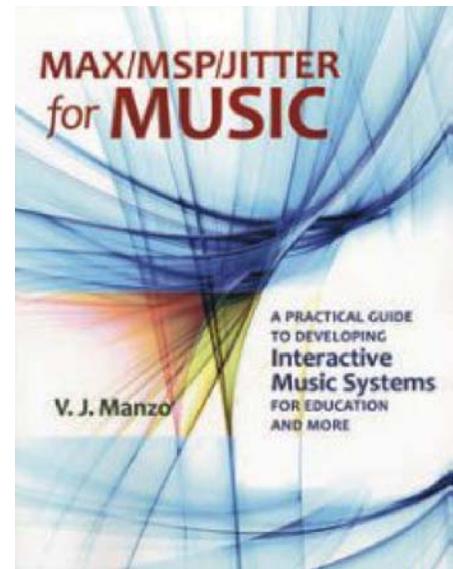
Oxford University Press, 2011

ML 74.4 .M39 M36 2011

*Professor Manzo is an Adjunct in the John J. Cali School of Music.*

This book provides a user-friendly introduction to a powerful programming language that can be used to write custom software for musical interaction. Through clear, step-by-step instructions illustrated with numerous examples of working systems, the book equips you with everything you need to know in order to design and complete meaningful music projects. The book also discusses ways to interact with software beyond the mouse and keyboard through use of camera tracking, pitch tracking, video game controllers, sensors, mobile devices, and more.

[www.oup.com](http://www.oup.com)



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Meredith Monk & Vocal Ensemble, Todd Reynolds Quartet,  
**Heather J. Buchanan**, The Montclair State University Singers

*Songs of Ascension*

EMC Records, 2011

COMPACT DISCS NO. 3500

M1530 .M66 S66 2011

*Professor Buchanan is in the John J. Cali School of Music.*

Kyle Gann, a composer, in the booklet notes, wrote that Meredith Monk's work is "warm and inviting, but it never panders; rather, it commands. She captures your attention with her flawless artistry, then reaches around and slips her wordless messages directly into your brain at a sub-verbal level. Part of that appeal is linked to Monk's predominate practice of teaching performers her music via aural transmission rather than notation, so that the playing isn't stained by the stiffness that can drift into classical-style performance." Professor Buchanan and Stee W. Ryan accompanied the Montclair State Singers on "Ascent." The CD was nominated for a 2012 Grammy Award.



[www.ecmrecords.com](http://www.ecmrecords.com)

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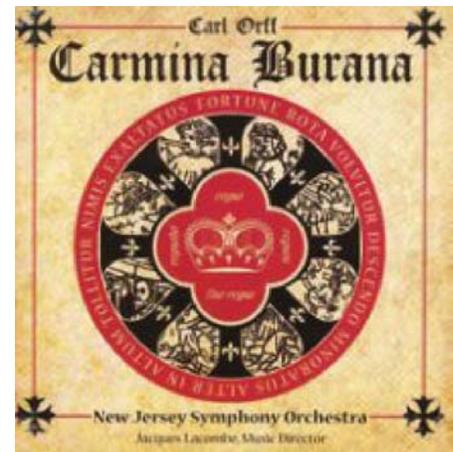
New Jersey Symphony Orchestra, Montclair State University  
Chorale, **Heather J. Buchanan**, Jacques Lacombe, Sarah  
Coburn, Vale Rideout, Stephen Powell, Member of the  
Moscow Tchaikovsky State Conservatory Student Chorus,  
Stansilav Kalinin

*Carmina Burana* (CD)

New Jersey Symphony Orchestra, 2010

COMPACT DISCS NO. 3501

*Professor Buchanan is in the John J. Cali School of Music.*



This recording captures the sheer exuberance of Canadian conductor Jacques Lacombe's first program with the New Jersey Symphony Orchestra. Subsequently, Lacombe became the Music Director of the Orchestra. Heather J. Buchanan is the director of the Montclair State University Chorale, the core mixed-voice choral ensemble of the John J. Cali School of Music.

[www.njsymphony.org](http://www.njsymphony.org)

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Megan Summers and **Michael Albaugh**

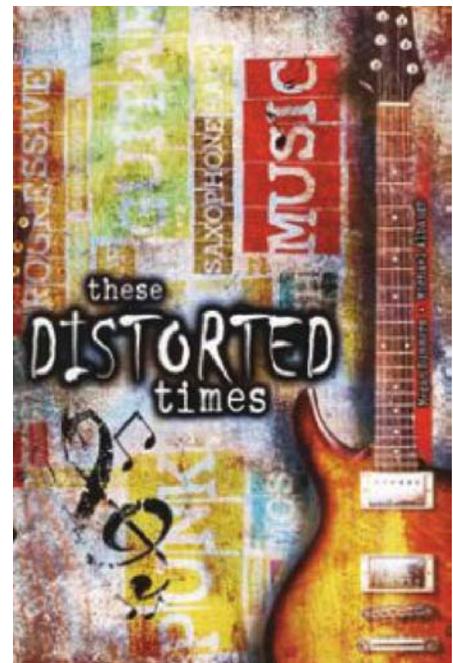
*These Distorted Times*

Great River Technologies

ML 3477 .S85 2012

*Professor Albaugh is Associate Director of the John J. Cali School of Music.*

The purpose of the text is to develop [the reader's] ability to connect why and how history and music share an intertwined relationship – one impacting the other, exposing truths and realities – and how this knowledge can lead to a deeper connection and understanding. One cannot fully grasp the significance of so much social, economic and cultural history without considering the ways in which creative reflections and expressions permeated the masses. Reconciling our musical choices amidst the stories of strife, secrets and struggles sheds light on so many American circumstances. Analyzing popular music paired alongside controversy, challenges and celebration is a critical component of an in-depth dialogue and discourse on what matters in our past, and where our past will lead us next as a nation. Historical, popular music has dominated and shaped some of the most pertinent means of national self-reflection.



[www.greatrivertech.net](http://www.greatrivertech.net)

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**Suzanne M. Trauth** and Lisa S. Brenner (Eds.)

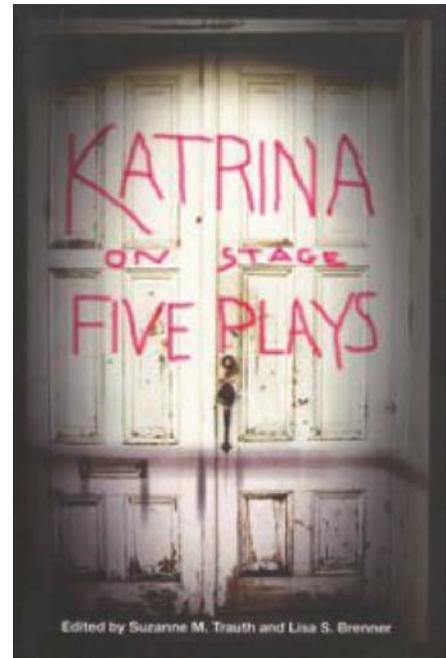
*Katrina on Stage: Five Plays*

Northwestern University Press, 2011

PS 627 .H87 K38 2011

*Professor Trauth is in the Theatre and Dance Department.*

The plays collected in this book give artistic expression to the devastation of Hurricane Katrina, especially at the level of individual lives were forever altered. Aside from telling the kinds of stories that the news media could not, these plays explore the deeply rooted problems plaguing New Orleans and illuminate many social, political, and environmental issues central to American life. The factual basis of these plays serves a documentary purpose, but, as drama, they personalize the events surrounding the storm, by depicting unimaginable anguish, powerlessness, and displacement as well as courage, community spirit, and activism. A portion of the proceeds from this book will be donated to The Porch 7<sup>th</sup> Ward Cultural Organization in New Orleans, Louisiana.



[www.nupress.northwestern.edu](http://www.nupress.northwestern.edu)

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Linda Welters, **Abby Lillethun** (Eds.)

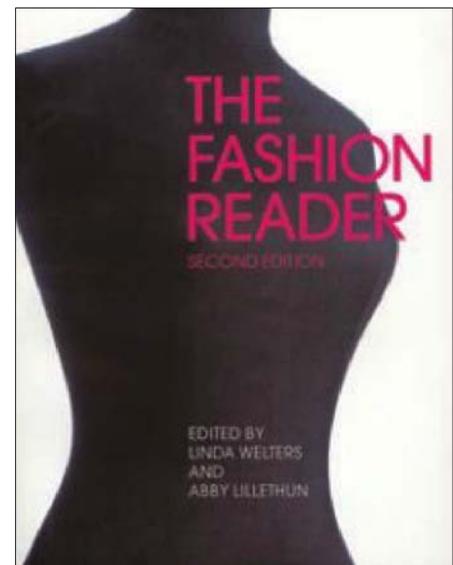
*The Fashion Reader*

Berg, 2011 2d ed.

TT 507. F3545 2011

*Professor Lillethun is in the Department of Art and Design.*

The book brings together the key writings on the subject, covering the history, culture, and business of fashion and is designed for students, scholars, and anyone interested in contemporary fashion. The essays are drawn from a wide range of sources – books, professional and academic journals, magazines, interviews, and exhibition catalogues. Each section is specially introduced and concludes with guides to further reading. New sections include the topics of psychology, ethnicity, design and manufacture, marketing and merchandising, and sustainability and the range of illustrations has been increased.



[www.bergpublishers.com](http://www.bergpublishers.com)

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**David Witten** (Pianist)

*Piano Music*

Toccata Classics, 2011

COMPACT DISCS NO. 3498

*Professor Witten is in the John J. Cali School of Music.*

The performance was recorded at the Recital Hall of The Performing Arts Center, Purchase College, State University of New York on June 28-30, 2009. *Fourteen Sketches on Pictures from the Russian Alphabet, Opus 38; The Fisherman and the Fish, Opus 41; and Three Pieces, Opus 24* were composed by Nikolai Nikolaievich Tcherepnin who was a Russian composer, conductor and pedagogue in the generation after Tchaikovsky and Rimsky-Korsakov.

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