


Date: December 1, 2014
To: Faculty of Arts and Sciences-Newark
From: Jan Lewis 
Dean of Faculty
Re: Faculty Meeting

There will be a meeting of the Faculty of Arts and Sciences-Newark on Monday, December 8, 2014 at 11:30a.m in Smith Hall, Room 220.

The agenda will be as follows:

- I. Dean's Report
 - a. Memorial Minute for Professor Paul Shane
Presented by Professor Phylis Peterman
- II. Committee Reports
 - a. Courses of Study
 - b. General Education
- III. University Senate
- IV. Old Business
- V. New Business

**Faculty Minutes are now available on the FASN Dean's web-site:
<http://ncas.rutgers.edu>*

To: Faculty of Arts and Sciences – Newark

From: Eva Giloi, Chair of the General Education Committee *E.G. (WU)*

Date: Monday, November 10, 2014

AGENDA
Monday, November 10, 2014

A. Course Items for Consideration

The committee recommends approval for the following course proposals:

I. History

21:512:274 History of Women in the United States

II. Spanish and Portuguese

21:812:250 Portuguese Literature in English Translation

21:940:250 Latin American Literature in English Translation

To: Faculty of Arts and Sciences - Newark

From: Harold Siegel, Chair of the Courses of Study Committee



Date: Wednesday, October 6, 2014

AGENDA

Wednesday, October 6, 2014

The committee recommends approval for the following course requests:

I. Mathematics

Add Courses:

21:640:079 College Algebra Bridging Course – 107 to 109 (010NC)

21:640:089 College Algebra Bridging Course – 108 to 109 (000NC)

Course Title Change:

From: 21:640:109 College Algebra for Physical Sciences (3 credits)

To: 21:640:109 College Algebra for Science and Business (3 credits)

Course Credit Change:

From: 21:640:119 Basic Calculus (3 credits)

To: 21:640:119 Basic Calculus (4 credits)

II. Spanish and Portuguese Studies

Course Number Changes:

From: 21:940:343 Latin American Literature in English Translation

To: 21:940:250 Latin American Literature in English Translation

From: 21:812:343 Portuguese Literature in English Translation

To: 21:812:250 Portuguese Literature in English Translation

FACULTY OF ARTS AND SCIENCES MEETING
Wednesday, November 12, 2014

Present

| | | | | |
|----------------|-----------|------------|-------------|----------------|
| Abdi | Foley | Keigher | Mundra | Sloan-Power |
| Arena | Franklin | Kiniry | Pare | Snyder |
| Austin | Friedman | Kirby | Peterman | Spatareanu |
| Baker | Gao | Krasovic | Phillips | Sternberger |
| Barr | Gates | Kraus | Puhak | Stewart-Winter |
| Bartkowski | Gilchrist | Kustka | Randall | Sturm |
| Bonder | Gilman | Lahr-Vivaz | Rodriguez | Takesue |
| Bremner | Glanclija | Lalancette | Rojas-Perez | Tran |
| Caplan | Gonzalez | Loeb | Samatar | Velez |
| Cohen | Guo | Loftin | Satter | Wang |
| DaCosta-Holton | Hoddeson | Lomas | Schafer | Ware |
| DeRosa | Holbrook | Malloy | Schorr | Watson |
| Dobrowolski | Holzapfel | Manole | Segers | Weber |
| Drew | Huskey | Mao | Seiglie | White |
| Englot | Jordan | Mitchell | Shaughnessy | Wu |
| Eversman | Josephson | Monteiro | Sheridan | Xiang |
| Ferguson | Keating | Morrison | Slater | Zaborszky |

Excused

Feighn
Floreen
Gluck
Hadas
Komisaruk
Oertel
Rollino

Approved Minutes

The Minutes of the April 21, 2014 meeting was approved as presented.

Dean's Report

Dean Lewis requested a unanimous consent to change the order of business. Her motion was moved.

At this time, the Dean announced that Professor Phil Huskey would be serving as the new Parliamentary.

Dean Lewis then called on Professor Siegel and Professor Giloi for their Committee reports.

Course of Study Committee

Professor Harold Siegel, Chair of the Committee, moved for the adoption of Sections I, II, III, IV, V, VI and VII of the Committee's October 29, 2014 report. Professor Siegel motion was seconded and approved.

General Education Committee

Professor Eva Giloi, Chair of Committee, moved for the adoption of Sections I and II of the Committee's October 20, 2014 report. Professor Giloi motion was seconded and approved.

Immediately following the Committee reports Dean Lewis presented the memorial minute for Dr. Clement Price, who passed away on November 5, 2014. After a moment of silence, the resolution was voted on and approved. Dean Lewis then opened the floor for remarks and remembrances from faculty.

There was no Old/New Business. The meeting adjourned at 3:30pm.

Respectively submitted,

A handwritten signature in black ink, appearing to read "Eduardo Moncada". To the right of the signature, there is a handwritten mark that looks like "1825".

Eduardo Moncada
Faculty Secretary

To: Faculty of Arts and Sciences - Newark

From: Harold Siegel, Chair of the Courses of Study Committee *H.S. (ms)*

Date: Wednesday, October 29, 2014

AGENDA

Wednesday, October 29, 2014

The committee recommends approval for the following course requests:

I. African American and African Studies

Course Credit Change:

21:014:495 Individual Studies in Black Studies (3 credits)

21:014:495 Individual Studies in Black Studies (BA)

II. Biology

Course Title change:

From: 21:120:430 Physiology of Plant Growth (3 credits)

To: 21:120:431 Modern Plant Biology (3 credits)

III. English

Course Number Change:

21:352:337 American Literature of the 19th Century (3 credits)

21:352:213 American Literature of the 19th Century (3 credits)

Delete Existing Courses:

21:350:021 Remedial English (N 3 credits)

21:350:022 Remedial English (N 3 credits)

21:350:023 Dev Language Skills (N 4 credits)

21:350:027 Study Skills English (N 2 credits)

21:350:028 Study Skills English (N 2 credits)

21:350:035 Dev Language Skills (N 3 credits)
21:350:036 Dev Language Skills (N 3 credits)
21:350:101 English Comp Intens (N 1.5 credits)
21:350:102 English Comp Intens (N 1.5 credits)
21:350:121 Expository Writing (3 credits)
21:350:121 Expository Writing (N 1.5 credits)
21:350:122 Expository Writing (3 credits)

IV. Earth and Environmental Sciences

Creation of a New Track:

New Track in Environmental Sustainability
(*See attached for appendix I.)

Creation of a New Minor:

Minor in Environmental Sustainability
(*See attached for appendix II.)

Offer Existing Course in an Online Format:

21:460:215 Environmental Disasters (3 credits)

V. History

Creation of a New Course:

21:510:314 Film and Colonialism (3 credits)

VI. Sociology and Anthropology

Course Number Change:

From: 21:070:309 Medical Anthropology (3 credits)

To: 21:070:209 Medical Anthropology (3 credits)

Course Title change:

From: 21:920:313 Criminology (3 credits)

21:920:313 Sociology of Criminology (3 credits)

Offer Existing Course in an Online Format:

21:920:420 Social World of the Future (3 credits)

VII. Urban Education

Course Credit Change:

From: 21:300:418 Clinical I: Practicum Seminar (2 credits)

To: 21:300:418 clinical I: Practicum Seminar (1 credit)

Course Title and Credit Change:

From: 21:300:419 Clinical I: Practicum Experience (1 credit)

To: 21:300:419 Clinical I: Practicum Field Experience (2 credits)

Proposal for Minor in Environmental Sustainability

Department of Earth & Environmental Sciences

Rutgers, The State University of New Jersey

Campus at Newark

Start Date: Spring 2015

Accreditation or Licensure: None

Contact:

Dr. Lee Slater

Smith Hall 135

lslater@rutgers.edu

(973) 353-5109

and

Dr. Alexander Gates

agates@rutgers.edu

973-353-5034

Proposal for new specialization in existing major: Environmental Sustainability track in the Environmental Science major

Rationale

We are proposing a new area of concentration in the Environmental Science major. This is a new area with corporate and academic opportunities. Many other nearby institutions offer sustainability options and Rutgers-Newark needs to remain competitive. It also capitalizes on new faculty strengths, a new interdisciplinary minor that draws courses/expertize from science and humanities and it supports the strategic plan for Rutgers-Newark.

| Current | Proposed revision |
|--------------------------------|--|
| Environmental Science (BS) | Environmental Science (BS) |
| Geology (BS) | Environmental Science: Sustainability Track (BS) |
| Environmental Engineering (BS) | Geology (BS/BA) |
| | Environmental Engineering (BS) |

Objectives

- To provide students with an area of concentration in sustainability, as a complement to their chosen major
- To offer students theoretical and practical preparation in areas that reflect both the strength of Rutgers-Newark faculty with research/expertise in sustainability and current sustainability issues
- To give students a deeper insight into the methods and state of knowledge in environmental sustainability
- To present students with a general perspective of relevant branches of sustainability
- To allow students to better compete for employment opportunities in the sustainability sector

These objectives are aligned with key general learning goals of the undergraduate academic programs in the Department of Earth and Environmental Sciences, which include:

- Exposure to the nature of science and basic scientific principles through the study of the earth and environmental sciences.
- Mastery of conceptual frameworks for understanding the spatial and temporal aspects of Earth features and processes.
- Develop scientific literacy and enhanced critical thinking skills necessary to become self-directed learners through exposure to complex, open-ended geoscience and environmental science problems.

- Acquire the skills necessary to investigate geoscience and environmental science problems through observations and data acquisition in field and laboratory settings and to perform hypothesis testing.
- Awareness of the unique environmental challenges of urban locations, such as the Tri-State area including New Jersey, and the importance of resource sustainability.
- Acquisition of quantitative skills relevant to the geosciences and environmental sciences through the collection, analysis, and synthesis of scientific data..
- Ability to effectively communicate results of geoscience and environmental science investigations in both written and oral formats.
- Preparation for graduate studies in earth or environmental sciences or entry-level employment in related fields including resource exploration/development and environmental consulting/management.

Background

The Rutgers-Newark Department of Earth and Environmental Sciences (DEES) offers majors (as B.S./B.A.) in Geology, Environmental Science and Geoscience Engineering. It also offers a minor in Geology and Environmental Science and plans to offer a minor in Sustainability. The main force behind the proposed subdivision/concentration in sustainability is the ongoing growth in DEES of new faculty members with interest in sustainability issues as well as general growing interest in sustainability across the Rutgers-Newark campus. A single-track B.S. in Environmental Science is no longer adequate given the needs of our students who face a changing job market with possibilities in numerous environmental-related professions. Some of these professions are increasingly emphasizing sustainability issues. In addition, many of the institutions in northern New Jersey with which Rutgers-Newark competes for students, offer majors in sustainability and even have departments and schools of sustainability. The sustainability track is a first step in keeping us competitive with these other institutions. We propose here, in addition to the current B.S. majors, a new track in Environmental Sustainability.

Design

The basic required courses of the sustainability track of the Environmental Science degree will be the same as for the regular major This includes 8 CH of Biology, 10 CH of Chemistry and 8 CH of Environmental Science/Geology core courses. After completion of the core, students continue specific coursework in concept clusters, laboratory and field subjects, and additional courses, for a minimum of 45 credits. The clusters focus on [1] field courses, [2] advanced courses, [3] general education courses that cover sustainability issues, and [4] a capstone course. Opportunities to substitute the non-required courses for a relevant undergraduate research experience are provided (up to 6CH).

The Departmental undergraduate advisor will provide advisement to students in the environmental sustainability track

Other majors in environmental sustainability in northern New Jersey

Programs in sustainability are now relatively advanced in northern New Jersey. Kean University has a school of sustainability and Montclair State University is considering one as well. Both have majors in sustainability as does William Paterson University and Ramapo College. Essex

County College is developing a program in sustainability to meet demand and those students will want to transfer to 4-year sustainability programs. Regionally, many institutions offer sustainability majors and even graduate programs.

Integration with minors at the NCAS

Because of the newly established requirements for Rutgers-Newark students, consideration was given to the integration of the new majors in earth and environmental sciences with minors in other departments. For example, the major in environmental science with the sustainability could be best complemented with a minor in chemistry or biology. Other minors that may complement some of the environmental science curricula are those offered by the political science, business and anthropology departments. Students would choose their minor under the guidance of the faculty mentors, being mindful of the allotted overlap of course credits.

The Proposal for New Majors

A description of the coursework proposed to complete the new major concentration in environmental sustainability is included on the next page. A certain degree of flexibility is allowed to accommodate students' particular interests within the scope of the major. After approval, the new major in environmental sustainability would start being offered as in Spring 2015.

CURRICULUM IN ENVIRONMENTAL SCIENCES

Sustainability Track

Joint B.S. Program with NJIT (71-72 credits)

(a). Basic courses (Required) All of the following 8 courses (26 credits)

| | Course | Credits |
|----|--|---------|
| 1. | Concepts of Biology (120:200) | 4 |
| 2. | Foundations of Biology: Cell & Molecular & Lab (120:201 & 202) | 4 |
| 3. | Gen. Chemistry I & Lab(115/113) | 5 |
| 4. | Gen. Chemistry II & Lab(116/114) | 5 |
| 5. | Planet Earth (460:103) | 3 |
| 6. | Planet Earth Lab (460:104) | 1 |
| 7. | Environmental Geology (460:206) | 3 |
| 8. | Environmental Geology Lab (460:207) | 1 |

(b). Quantitative courses (Required) (11 credits)

| | Course | Credits |
|----|---|---------|
| 1. | Quant. Mthds in the Geosciences (460:375) | 4 |
| 2. | Calculus I (640:135) | 4 |
| 3. | Probability & Statistics | 3 |

(c). Field courses (Required) (6 credits)

| | Course | Credits |
|----|---|---------|
| 1. | Geologic Field Problems (460:311) | 3 |
| | and | |
| 2. | Field Ecology (120:380) or Ecological Field Methods (120:474) | 3 |

(d). Senior Capstone (Required) (3 credits)

| | Course | Credits |
|----|--------------------------------------|---------|
| 1. | Resource Sustainability (26:120:522) | 3 |

(e). Advanced Courses (Required) (25-26 credits)

| | Course | Credits |
|----|--|---------|
| 1. | Exper Analytical Chem (160:227) | 3 |
| 2. | Analytical Chemistry (160:223) | 3 |
| 3. | Environmental Chemistry (CHEM 360) or Environmental Chemistry (CHEM 361) | 3 |
| 4. | Geomorphology (460:309 or 28:460:309 - NJIT) or Geographic Information Systems (460:325) | 3 |
| 5. | Intro to Soil Science (460:400) or Hydrogeology (460:427) | 3-4 |
| 6. | Foundations of Ecology and Evolution & Lab (120:205 & 206) | 4 |
| 7. | Ecology (120:280) | 3 |
| 8. | Supply Chain Environmental Management/Green Purchasing (29:799:490) | 3 |

(f). General Education Courses (Required)

| | Course | Credits |
|----|--|---------|
| 1. | Environmental Politics and Policy (790:382) (Social Science) | 3 |
| 2. | Environmental Anthropology (070:350) (Social Science) | 3 |
| 3. | Internship in Sustainability | |

(g). Electives (Recommended)

| | Course | Credits |
|----|--------|---------|
| 1. | | |
| 2. | | |
| 3. | | |

Undergraduate Research Experience

Undergraduate Research Experience (460:415,416) (BA,BA). The department strongly encourages students to participate in faculty-led research with the approval of the chair. Students may substitute a maximum of 6 credits of electives with undergraduate research experience

For Rutgers Students: In addition to NCAS college requirements.
For NJIT Students: In addition to NJIT college requirements

Proposal for Minor in Environmental Sustainability

Department of Earth & Environmental Sciences
Rutgers, The State University of New Jersey
Campus at Newark

Start Date: Spring 2015

Accreditation or Licensure: None

Contact:

Dr. Lee Slater

Smith Hall 135

lslater@rutgers.edu

(973) 353-5109

and

Dr. Alexander Gates

agates@rutgers.edu

973-353-5034

Rationale

The minor in Environmental Sustainability is designed to (1) build on new faculty strengths; provide an interdisciplinary minor that draws courses/expertize from science and humanities; (3) fit with the new strategic plan for Rutgers-Newark, (4) respond to student demand, and (5) to respond to the availability of environmental sustainability programs at competing colleges and universities.

Objectives

The objectives of the proposed minor in sustainability are as follows:

- To provide students with an area of concentration in sustainability, as a complement to their chosen major
- To offer students theoretical and practical preparation in areas that reflect both the strength of Rutgers-Newark faculty with research/expertise in sustainability and current sustainability issues
- To give students a deeper insight into the methods and state of knowledge in environmental sustainability
- To present students with a general perspective of relevant branches of sustainability
- To prepare students to address sustainability issues and practices as they permeate society and careers

These objectives are aligned with key general learning goals of the undergraduate academic programs in the Department of Earth and Environmental Sciences, which include:

- Exposure to the nature of science and basic scientific principles through the study of the earth and environmental sciences.
- Mastery of conceptual frameworks for understanding the spatial and temporal aspects of Earth features and processes.
- Develop scientific literacy and enhanced critical thinking skills necessary to become self-directed learners through exposure to complex, open-ended geoscience and environmental science problems.
- Acquire the skills necessary to investigate geoscience and environmental science problems through observations and data acquisition in field and laboratory settings and to perform hypothesis testing.
- Awareness of the unique environmental challenges of urban locations, such as the Tri-State area including New Jersey, and the importance of resource sustainability.
- Acquisition of quantitative skills relevant to the geosciences and environmental sciences through the collection, analysis, and synthesis of scientific data..
- Ability to effectively communicate results of geoscience and environmental science investigations in both written and oral formats.
- Preparation for graduate studies in earth or environmental sciences or entry-level employment in related fields including resource exploration/development and environmental consulting/management.

Background

The Rutgers-Newark Department of Earth and Environmental Sciences (DEES) offers majors (as B.S.) in Geology, Environmental Science and Environmental Engineering. It also offers a minor in Environmental Science. The main force behind the proposed minor in environmental sustainability is the ongoing growth in DEES, with new faculty members, each bringing their own particular lines of scientific inquiry and academic interests, generating new course offerings and novel opportunities for undergraduate research. Some of these professions are increasingly emphasizing sustainability issues. We propose here a new minor in Environmental Sustainability.

Design

The minor in sustainability is an interdisciplinary minor drawing from classes across four departments in College of Arts and Sciences, as well as from courses in the School of Business. The core environmental science classes with labs are offered by DEES. It also makes use of existing environmental science courses that already have a strong sustainability content (Oceanography, Weather & Climate) offered by DEES. A core biology course in Resource Sustainability (normally offered at the graduate level but to be co-listed for undergraduate credit) is included in the minor. It also includes key humanities classes in FAS-N with strong environmental sustainability content, being Environmental Anthropology and Environmental Politics and Policy. Finally, the minor includes the course Supply chain environmental management/green purchasing from the Department of Supply Chain Management.

The minor in environmental sustainability will not only complement other major areas but it will be a stand-alone concentration that prepares individuals to understand emerging issues in sustainability, with a focus on the environment. Students majoring in a non-scientific or non-environmental area may use their minor as a way to better interrelate with professionals in academic or industrial research, law, and education.

The Departmental undergraduate advisor will provide advisement to students in the environmental sustainability minor

Other minors in environmental sustainability in New Jersey

Minors and majors in sustainability are offered at colleges and universities throughout New Jersey. Kean University has a School of Sustainability and Montclair State University is considering one. William Paterson University also has a major commitment to sustainability. Most other institutions with the appropriate strengths either have minors or are developing them. Community colleges are also developing concentrations in sustainability. Essex County College has a proposal under consideration at present.

The proposal for the new minor in Environmental Sustainability

The minor in Environmental Sustainability will require 19 credits of required courses. After approval, the new minor would start being offered effective Spring 2015

Required courses

- 21:460:206 Environmental Geology (3)
- 21:460:207 Environmental Geology Lab (1)
- 21:460:225 Introduction to Oceanography (3)
- OR
- 21:460:230 Weather and Climate (3)
- 26:120:522 Resource Sustainability (3)
- 21:070:350 Environmental Anthropology (3)
- 21:790:382 Environmental Politics and Policy (3)
- 29:799:490 Supply Chain Environmental Management/Green Purchasing (3)

Total = 19 Credits

To: Faculty of Arts and Sciences – Newark

From: Eva Giloi, Chair of the General Education Committee *E.G. (WV)*

Date: Monday, October 20, 2014

AGENDA
Monday, October 20, 2014

A. Course Items for Consideration

The committee recommends approval for the following course proposals:

I. English

21:352:213 American Literature of the 19th Century

I. History

21:510:263 History of Africa I
21:510:264 History of Africa II

Dr. Clement Alexander Price
1945-2014

Clement Alexander Price was born on October 13, 1945, the middle child and second son of James Leo Price and Anna Christine Spann Price. He grew up in Washington, DC, graduating from McKinley High School, but his family roots were in Columbia, South Carolina. He has written and spoken movingly of his grandmother, Lillian Spann, the family matriarch, "Big Mama," who presided over the clan from her bungalow at 1010 Oak Street until her death in 1992 at the age of 104. He was a man with deep roots in his community and a strong and abiding sense of history, a history that was as personal as it was profound, and through his grandmother he was connected, by her memory, to slavery times.

Many years later, when he was Chair of the New Jersey Arts Council, Clem went back to Washington for a lunch at the White House, hosted by Nancy Reagan. One of the waiters was an older man from Clem's neighborhood who recognized him and was so proud to see what had become of the Prices' son. When you accomplished something big, Clem would say to you, "You're walking in the tall cotton." Well, Clem walked in the tall cotton from his earliest days, and was later accompanied there by his amazing wife Mary Sue. His accomplishments are too many for me to list here. Instead, I want to talk about Clem as our colleague and what he meant to us as a colleague, a teacher, and a scholar.

When it came time for college, Clem headed south, to St. Augustine's College, in Raleigh, NC, but lasted only a year. He later told me that he could not be in the south in the mid-60s. He transferred to Bridgeport University in Connecticut, where he received both the B.A. and M.A. in history and established a life-long friendship with his mentor, Bruce Stave. He immediately began work on his doctorate in history at Rutgers, supporting himself by adjunct teaching at Essex County College. He was hired to teach African American history at Rutgers Newark the next year, in the fall of 1969, a direct response to the demand by the students who had taken over Conklin Hall in February that Rutgers hire more black faculty. Clem joined the History Department as a part-time lecturer. He was only 23.

He must have been a prodigy as a teacher, for he immediately made an impact and gained the reputation as a brilliant teacher. Last week, one of the students from "the first class Dr. Price taught in his first semester at Rutgers" reminisced: "The class was composed of many of what would be termed radical students. Class could get pretty loud and raucous; however, Dr. Price always had this way of providing us with new ways to see problems and with alternative positions we might take such that we would all be a little surprised how the class was totally different from the time we entered until the time we departed. Flash forward several decades to my attendance at my first Marion Thompson Wright lecture series overseen by Dr. Price. During one of the breaks I went up to him to introduce myself and was floored when he said 'I remember you Mr. Cook.' I felt a combination of pride, humbleness, surprise and gratefulness all at the same time."

<http://www.newark.rutgers.edu/remembering-clement-price-0?page=0%2C1>

This was the Clem we all knew and loved: first and foremost a teacher, in the fullest sense of the term. He taught us all. Not only about his chosen subject, History – and Clem *was* a historian – but also about how to be a teacher, how to value ourselves by valuing our students. “I remember you Mr. Cook,” he said. I don’t think he ever forgot a student, nor was he ever more proud than when he could say about someone, “She was my student.”

And he taught us how to be.

How many of us have had the experience of walking across campus or in Newark with him and his encountering an acquaintance or even meeting a new person. No matter who it was, Clem stopped and gave that person his undivided attention. Nothing, no one was more important. “Come see me in my office,” he would say, so that he could continue the conversation.

Clem Price created *community* like no one I’ve ever seen, like no one any of us will ever see. He made you feel part of something that was bigger and better, and something that was historically grounded – contextualized, he would say.

There is no better, or more important, example than the annual Marion Thompson Wright lecture, the foundation upon which the Institute has been built. Established in 1981 by Clem and his great friend, the late Giles Wright, the lecture series, which commemorates New Jersey’s first African American woman historian, is the embodiment of what public history can and should be. Each year Clem and Giles and their colleagues have brought into Newark on a cold and sometimes snowy Saturday morning in February an audience of hundreds – men, women, children, infants at the breast -- seriously – all races, all ages, all occupations, students, faculty, truly the whole community – to hear serious history by the nation’s most prominent historians of the African American experience. Sterling Stuckey – Clem would have wanted me to list him first – John Blassingame, Vincent Harding, Nell Painter, Annette Gordon-Reed, Robin Kelley, Eric Foner, Earl Lewis, James Oakes, Spencer Crew. And they lectured – lectured – to a rapt audience. Clem served the public by never selling it short. He held us all to a higher standard, showing scholars that their learning could be meaningful to the public. He did this too in countless programs for school teachers and students, teaching us all how to teach our scholarship, and teaching the public that it needs learning, needs historical knowledge, to realize its civic potential.

I spoke a few nights ago to one of those historians who told me that the group he spoke to at MTW was the largest audience he had ever had, and until then, he had not really known what public history was. He kept coming back to Newark, one program after another that Clem and the Institute mounted, for the audience.

Clem called us, as teachers, as scholars, as citizens, to a higher purpose. He was himself a teacher, a scholar, and a citizen, and he taught by example. And he was a damned good

historian. The obituary in the *New York Times* quotes some of his most incisive comments about Newark and its history. Clem never ever avoided the hard stuff but instead confronted it head on. His most recent book, edited with his great friends Spencer Crew and Lonnie Bunch, is *Slave Culture, a 3 volume Documentary Collection of the Slave Narratives from the Federal Writers' Project*. He never let us forget that this nation was founded on slavery and that we confront daily the continuing legacy and presence of racism and the harm they continue to inflict on our cities and civic life. Yet he also believed that if we studied our history, we could build bridges and together overcome. He was always learning. Two weeks ago in receiving an award from the Newark YMCA he talked about getting involved in the preservation of Ellis Island and learning about the history of European immigrants, and making it his own. He was stricken a week and a half ago doing what he loved best, speaking on a panel, this one about Newark's Rabbi Joachim Prinz. He made everyone's history his history and taught us that we had to embrace everyone else's history as our own. My God, he and Sherri-Ann Butterfield ten years ago taught cultural awareness classes to 2700 NJ State Troopers as part of a consent decree to settle a lawsuit against the police for racial profiling. We have all had some difficult classes, but imagine this challenge: a bunch of big, mostly white men who are only there because they have been sued for racial profiling, and they all carry guns. "This is an example of public intellectual work that really matters to our community," Clem said.

I don't want you to think that it was all easy for Clem, that every class was a success. I'll never forget the time – must have been in the early 80s – when Clem's colleague Elliot Rosen had to be out of town and he asked Clem to teach his class for him. Elliot was the guy who hired Clem, thought of him as a son, though they hardly could have been more different. Elliot was gray-haired by then, about a foot shorter than Clem, and proudly Jewish, New York, and ethnic and very, very loud. Clem was, well, Clem. Clem came out of that class shaken. "Elliot," he later said. "I told them I was the substitute, but I don't think they knew the difference." Clem said they just nodded off – "methadone maintenance crew," he opined.

No one I've ever known had better manners than Clem. He learned the rules of propriety from his grandmother and his mother, and he did things right. He set a tone. And he was perhaps the most public person I've ever met, always aware of his public persona. But in private, he could be profoundly, side-splittingly irreverent. He could make you laugh until you cried. And he said some things that I cannot in this company repeat. I have perhaps already blown his cover by saying that he described a class of students, beloved Rutgers Newark students, as a methadone maintenance crew.

And for those of you who only got to know him recently, he was not always the man he was in his maturity. But what a man he became. The advisor to a succession of mayors, senators, governors, and a president, the chairman of boards and councils too numerous to mention, the unofficial and official historian of Newark, both, perhaps the greatest civic leader this city has ever known. Yes, Clem, I will say it, greater even than John Cotton Dana – and that reminds me of the time when Clem rose from the floor of this faculty meeting to speak in opposition to renaming us, the Newark College of Arts and

Sciences, Dana College. We are in Newark, Clem said, and we should be proud of it and own it and not run away from it. Clem carried the day.

And we have followed his lead. We have come to be proud of where we are and who we are and our history in this – here I will quote Clem – great, old city. Clem grew up here in this faculty, at this college, and this college and faculty grew up around him. He has left a legacy. It is us.

Clem is survived by his wife, Mary Sue, and his brother James and sister Jarmila, to whom we send our deepest condolences. He is survived as well by countless students, and by a city, a college, a faculty. Clem's family has asked that instead of flowers, those who want to honor him should make a contribution to the Institute he created.

Jan Ellen Lewis
Dean of Faculty
November 12, 2014