

**COMMITTEE ON COMMITTEES**  
**Nomination for the UCSC**  
**Dean McHenry Award**  
**for Distinguished Leadership in the Academic Senate**

To: Academic Senate, Santa Cruz Division

The Committee on Committees is proud to nominate Senior Lecturer with Security of Employment Emerita Carol Freeman for the Dean McHenry Award for Distinguished Leadership in the Academic Senate, the UCSC campus award for outstanding Senate leadership; we have also nominated her for the UC system's Oliver Johnson Award, which is likewise presented every two years.

Lecturer Freeman personifies the ideals of collegial, creative, principled service these awards recognize. In fact, we are nominating a faculty member who has had a service award named for *her*: Cowell College, where Lecturer Freeman was provost for five years (1992-1997), annually confers the Carol Freeman Leadership Award to a senior for "exemplary leadership, service and commitment to the Cowell College community." This award was created in her honor in appreciation of those very characteristics in Lecturer Freeman. In recognizing young leaders, it captures her ability to motivate others to step up on behalf of their communities. (This is an ability she practiced with great success in four years on UCSC's Committee on Committees.) Lecturer Freeman inspires the best work in others. Indeed, several of UCSC's current top administrators have referred to her as a "mentor" and a provider of "phenomenal training in leadership" for their own work overseeing educational policy and practice.

Lecturer Freeman joined UCSC as its first campus-wide writing lecturer and Subject A coordinator in 1974, and became the campus Writing Program coordinator in 1976 and chair in 1993, a position she held through 2001—a total of 27 years of continuous leadership in the program. Though she became a Senate member in 1987 when she was hired as Lecturer with Security of Employment, her Senate service actually began nine years earlier, in 1978, with service on the first of many incarnations of what is now the University Committee on Preparatory Education's subcommittee on Analytical Writing Placement Examination Test Development. Thirty-four years later, and with only a two-year hiatus in the mid-1980s, she still serves on that subcommittee, two years into her retirement. These remarkably long-term associations hint at essentials—persistence, dedication, commitment, and, above all, excellence—that thread through all her other work for the university.

Lecturer Freeman's work has been powerfully influential both campus- and systemwide. Her complex web of service involves overlapping and repeated roles, many of them challenging and time-consuming and involving important problems in need of solutions, and all undertaken while she maintained a record of outstanding teaching. (In 1996 she was awarded the UCSC Alumni Association's Distinguished Teaching Award.) Though it includes important stints on the Committee on Committees (2003-2007, including three years as chair), the Committee on Rules, Jurisdiction, and Elections (2007-2009), and a cameo role on the eve of her retirement as Divisional Secretary (Spring 2010), it is, strikingly, a record of deep and long-term specialization in the betterment of undergraduate education. This includes service on the Committees on

Teaching (1992-1993) and Preparatory Education (1997-1999) but is dominated by a remarkable ten years on the Committee on Educational Policy (1987-1992, 1993-1995, 2000-2003), including six years as chair, a year as UCEP vice-chair, and an additional year as UCEP chair and member of the Academic Council. This was a role Lecturer Freeman reprised for a third time as one of two outside members of UC Merced's founding Undergraduate Council (2003-2006), a committee combining the roles of CEP and the Committee on Planning and Budget and charged, among other things, with overseeing the invention and course-by-course approval of an entire UC-suitable college curriculum. This was a role that required tact and perspicacity, as it involved helping faculty, many of them new to the University of California, see the curriculum they were developing as part of, and responsible to, a larger system.

It is worth noting that Lecturer Freeman undertook many of her leadership roles simultaneously: while serving as vice-chair and chair of UCEP (and for one year member of the Academic Council), she was simultaneously provost of Cowell College *and* chair of the Writing Program; while serving three years on UC Merced's Undergraduate Council, she simultaneously served on, and for two years chaired, UCSC's Committee on Committees. Her nine years' chairing major Senate committees also involved nine years of corresponding service on systemwide committees and the Divisional Senate Advisory Committee and its successor, the Senate Executive Committee, through which she helped steer the Senate's course.

Indeed, through her leadership of CEP and several related task forces and subcommittees she helped to shape the course of undergraduate education at UCSC. As chair in 1990-1991 and again in 2000-2001, Lecturer Freeman guided CEP through two major, data-driven assessments of the residential colleges' first-year Core courses notable for their fairness, range, thoroughness, and clarity. These reports supported preservation of the Core courses and provided substantive recommendations for improvement (e.g., greater coordination among the Core courses, greater attention to writing instruction in Core sections not taught by writing instructors) that were subsequently implemented. And CEP's second Core course report laid the groundwork for a major revision of the general education requirement in composition that was undertaken several years later, a revision that cemented the role of the Core courses in delivering that requirement.

These efforts were complemented by Lecturer Freeman's influential participation in a special Joint CEP/CPB Subcommittee on the Intellectual and Cultural Life of the Colleges, which she first co-chaired (1990-1991) and then chaired (1991-1992) while also chairing CEP. Together with her co-chair, Lecturer Freeman guided a highly inclusive consultation with a broad swath of campus stakeholders—students, faculty, administration, alumni, staff—and co-authored a major report recommending, among many other things, the creation of the position that is now Vice Provost and Dean of Undergraduate Education to coordinate and advocate for the colleges and manage their budgets. During a hiatus from CEP, Lecturer Freeman also participated in a special CEP Task Force on Revising UCSC's General Education Requirements (1997-1999) whose efforts were brought to a vote by the Senate. These efforts, like all of Lecturer Freeman's work, were characterized by her democratic belief that all voices be heard and respected, a belief that played out in the broadly inclusive consultation and data-gathering from which these reports drew their conclusions.

Lecturer Freeman also guided CEP through two very significant changes to UCSC academic culture. During her first stint as chair, her committee worked with the Registrar to successfully introduce advance enrollment in classes to a campus deeply wedded to an increasingly dysfunctional system of “shopping” for courses. This change was highly fraught—a change to a ritual associated with choice and freedom—and required wide consultation with all campus constituencies before it was implemented, a condition CEP met under Lecturer Freeman’s wise leadership. During her second term as chair, in 2000-2003, Lecturer Freeman oversaw an even greater change to campus culture, the shift to letter grades as the default for student assessment from the system of Pass/Not Pass and narrative evaluations: an enormous issue at UCSC. Indeed, Lecturer Freeman was selected as chair of CEP for that period in large part because the Senate anticipated the issue of grades coming to a head. Her reputation for fairness inspired the respect and trust needed for CEP to effectively implement and oversee the change. Under Lecturer Freeman’s canny guidance, CEP also proactively eliminated a pesky problem, the grade of C-: though technically a passing grade, the C- neither corresponds to “pass,” nor contributes to a grade point average that enables a student to graduate, both of which require a C or better. Lecturer Freeman’s solution thereby neatly solved a grading problem faced by all other UC campuses and requiring significant labor to resolve disputes.

Lecturer Freeman has served the Senate in many additional ways: on task forces and ad hoc committees, as representative to the Intersegmental Senates’ Conference on Articulation. Of these additional roles, perhaps closest to her history as long-time chair of a program staffed largely by lecturers was her service on three related committees: the Senate’s Special Committee on Non Senate Teaching Faculty (2002-2004); the UC-AFT/Office of the President Committee to establish guidelines for lecturer workload equivalencies, for which she was Senate representative (2008); and two UCSC/UC-AFT committees having to do with lecturer workload in Core and Writing Program courses (2009). Together this service highlights an enduring belief that a just system requires just treatment of all its members. It is no surprise, then, that as chair of COC, Lecturer Freeman introduced the service of non-Senate teaching faculty on Senate committees, a recommendation originally made by the Special Committee of which she was a member: for a campus to realize its full potential, it must draw from the strength of all its members.

The Academic Senate has drawn abundantly on the strength of Carol Freeman. We are thus delighted to honor her distinguished service by presenting her with UCSC’s Dean McHenry Award, and by nominating her for the Oliver Johnson Award for Distinguished Leadership in the Academic Senate.

Respectfully submitted:  
University of California, Santa Cruz  
COMMITTEE ON COMMITTEES  
Bruce Cooperstein  
Norman Locks  
Pradip Mascharak  
Paul Roth  
Elizabeth Abrams, Chair

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