

COMMITTEE ON COMMITTEES
Nomination for the UCSC
Carol Freeman Award
for Mid-Career Leadership in the Academic Senate

To: Academic Senate, Santa Cruz Division

The Committee on Committees (COC) is proud to nominate Associate Professor of Music Dard Neuman for the newly created Carol Freeman Award for Leadership in the Academic Senate, the UC Santa Cruz campus award for outstanding Mid-Career Senate leadership. Professor Neuman was the 2022-23 UCSC nominee for the Academic Council Chairs Award for Mid-Career Leadership in the Academic Senate, also presented every two years.

COC's nomination praises Professor Neuman's extraordinary efforts on behalf of the campus and the Senate—service in the spirit of that provided by Carol Freeman, UCSC's 2012 nominee for the systemwide Oliver Johnson Award for Distinguished Leadership in the Academic Senate and recipient of the campus Dean McHenry Award. In honor of their exemplary service, we here provide the nomination letters for the systemwide awards for both Professor Neuman and the late Professor Freeman.

Nomination letter for Professor Dard Neuman:¹

We write to enthusiastically nominate Associate Professor Dard Neuman for the Academic Council's Chairs Award for Mid-Career Leadership. While still an Associate Professor, Professor Neuman has been an inspired leader in the Senate. He has served as a member of the Committee on Faculty Research Lecture, Graduate Council, and the Committee on Planning and Budget, and now as Chair of the Committee on Planning and Budget. During his five years on CPB, with three as CPB chair, he concurrently was finishing six years as Chair of the Department of Music and remains the Co-Director of the Center for South Asian Studies. In this dizzying array of leadership responsibilities, in the words of one colleague, "he works to mobilize people to create real workable solutions that are founded on equity, fairness, greater good and treating each other with respect." COC concurs.

Professor Neuman is the Hasan Endowed Chair in Classical Indian Music and Associate Professor of Music. Having received his Ph.D. in Anthropology from Columbia University in 2004, where he received the teacher of the year award, he joined the Music faculty at UC Santa Cruz in 2005. His book, *Hindustani Music, Heterodoxy and Modern Traditions*, is forthcoming with Wesleyan University Press.

Even before Professor Neuman became Chair of CPB, he served as a vital CPB member in 2019-2020 by taking on the role of creating a wholly new budget evaluation template that allowed both CPB and the Campus Provost and Executive Vice Chancellor (CP/EVC) to see budgetary tradeoffs in a revolutionary new way. Now, as Chair of CPB, Professor Neuman's calm, ethical, steadfast leadership has helped guide the University through a difficult and contentious student strike, the pandemic and remote instruction, forest fires and power outages. Members of CPB gush about his

¹ Slight editorial changes have been made to the letter for the purpose of including it in the Senate record.

leadership skills: “Dard is a fantastic chair, over the top fantastic.” Under Professor Neuman’s “calm” leadership the committee is “humming.” “Dard is extremely effective, incredibly good, by far the best I’ve experienced.” Indeed, according to the Vice-Chair of the Senate, “Dard is low stress, yet drives us forward. He thinks structurally in a way that is really masterful. He’s gracious, but doesn’t let things go. He has created a rigorous partnership with the administration. He’s a consummate manifester of shared governance, amazingly timely, and listens to others. His leadership on CPB is like watching a master professor in the way he taps the expertise of each member. Dard understands that the budget frames who we are as a university.” As for Professor Neuman himself, he expresses a remarkably positive attitude toward service, describing his CPB chairship as “thrilling,” and describing Senate work as a privilege: it is, he says, “a joy to learn together.”

As CPB Chair, Professor Neuman is also a member of UCSC’s “Senate Leadership” group, comprised of the Senate Chair, Vice-Chair, CPB Chair, and Director, which meets with the CP/EVC bi-weekly and the Chancellor monthly throughout the calendar year, to advise directly but less formally on myriad issues and challenges facing our University. Professor Neuman is simultaneously serving on two high-level campus task forces/working groups: as Co-Chair of the Campus Initiatives Executive Committee (CIEC) which is actively revising the Annual Budget Process for UC Santa Cruz, and on the Joint Senate-Administration Working Group on Graduate Education, which is concerned with all aspects of graduate student academics, research, and life on campus, including the living wage and blend of support they receive.

Professor Neuman’s colleagues in the Senate have particularly high regard for his commitment to equity, diversity and inclusion. According to former Senate Chair David Brundage, “Dard has consistently worked to ensure that all of our deliberations keep equity issues front and center, whether pertaining to requests of waivers for open recruitment for faculty hiring, campus-wide requests for resources, or on working to find ways to support an increasingly diverse graduate student population.” His commitment to equity extends to the way he leads CPB discussions, always encouraging opinions that diverge from his own and setting an atmosphere meant to encourage the free exchange of diverse views.

Professor Neuman was also one of the driving forces behind the establishment of the newly constituted Center for South Asian Studies (CSAS). Over the past five years, he has worked tirelessly and collaboratively to craft a vision of the center that speaks directly to our campus’s commitment to social justice. Currently, he serves as founding co-director of CSAS, and remains central to its expansion and structure.

Starting in 2016, Professor Neuman also served as chair of the Department of Music for much of his time as chair of CPB and co-director of CSAS. As department chair, he worked to bring faculty, students and staff together to accomplish significant goals, including leading a four-year effort to revise the music department’s curriculum. This involved many individual and departmentally wide conversations to create a curriculum that better represented faculty research foci and student interest. As department chair he also raised major gift funds to support the diversification of department course offerings with a focus on popular music. In addition to actively teaching across all course types, including large lecture, upper division courses and graduate seminars, Professor Neuman has been a very active graduate student adviser, directing an average of 16 graduate

student independent study courses per quarter. He has also been extraordinary in providing opportunities for students to provide feedback. His (often) open door policy provided the department a true sense of students' needs for success within the department. Based on what he learned, he established needs-based scholarship awards for music students based on financial need only, and he invited the Office of Diversity, Equity and Inclusion and the Disability Resource Center to provide training workshops for faculty. The Department Manager calls him “an extraordinary force” whose “service-based leadership” means he “often is the first person to roll up his sleeves and work alongside staff,” while providing “clear leadership at the macro level of ethos and vision.”

The Academic Senate has drawn abundantly on the expertise and tireless service ethic of Dard Neuman. We are thus delighted to honor his distinguished (and, at times, exhausting) service by presenting him with UCSC's inaugural Carol Freeman Award for Leadership in the Academic Senate, and by nominating him for the Academic Council Chairs Award for Mid-Career Leadership in the Academic Senate.

About the Carol Freeman Award for Leadership in the Academic Senate:²

Senior Lecturer with Security of Employment Emerita Carol Freeman was the Division's 2012 nominee for the system's Oliver Johnson Outstanding Leadership Award. Senior Lecturer Freeman's long service to the campus personified the ideals of collegial, creative, principled service these awards recognize. 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 inspired the best work in others. Indeed, several of UCSC's previous principal officers 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.

² Lightly adapted from her 2012 Oliver Johnson award letter (2012).

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, and 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.

For all these reasons, and more, we are delighted to honor her distinguished service by naming our campus Mid-Career Award for Leadership in the Academic Senate in her memory.

Respectfully submitted,

University of California, Santa Cruz
COMMITTEE ON COMMITTEES

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