



UNIVERSITY  
OF CALIFORNIA Academic  
Senate

UNIVERSITY COMMITTEE ON EDUCATIONAL POLICY  
Minutes of Videoconference  
Monday, November 3, 2025

In attendance: Catherine Sugar, Chair (UCLA), Jason Duque, Vice Chair (UCSB), Darlene Francis (UCB), Yuming He (UCD alternate), Maia Young (UCI), Luke Yarbrough (UCLA alternate), Susan Varnot (UCM), Ruhi Khan (UCR), Lily Hoang (UCSD), Nailyn Rasool (UCSF), Giuliana Perrone (UCSB), Tanner WouldGo (UCSC), Alexandra Stern (Chair, Global Language Network (GLN) Initiative Task Force and Dean of Humanities, UCLA), Claire Goldstein (Member, GLN Initiative Task Force, UCD); Todd Greenspan (Executive Advisor for Academic Planning and Policy Development, Institutional Research and Academic Planning (IRAP)), Carmen Corona (Director, Academic Planning and Policy, (IRAP), Brenda Abrams (Principal Policy Analyst)

I. Consent Calendar

Action: Today's agenda items and their priority were approved.

Action: UCEP's October 6<sup>th</sup> and October 20<sup>th</sup> videoconference minutes were approved.

II. Chair's Announcements and Updates

Chair Sugar reported that UCEP's response to the interim report from the Task Force on UC Adaptations to Disruptions (UCAD) was transmitted to Chair Palazoglu and thanked the UCLA representative and the rest of the committee for contributing to the memo. Academic Council received brief updates on enrollments at UC Center Sacramento and UC Washington Center; the Degree Plus pilot; and the status of the UCAD Plus Task Force. Regent Chair Reilly and President Milliken joined the Council meeting where they reinforced the value of faculty input and their desire to protect UC from ongoing disruptions. The Intersegmental Committee of the Academic Senates' October 30<sup>th</sup> meeting included a lengthy discussion about priorities for 2025-2026 and a proposed statement about Assembly Bill 715.

III. Updates on the Performance of Undergraduate Degrees Task Force (PUDP) and the UC Online Advisory Council

*Maia Young, UCI; Tanner WouldGo, UCSC; and Darlene Francis, UCB*

The UCSC and UCI representatives offered an update on the work of the PUDP's subgroup on metrics. This subgroup is trying to articulate principles, based on UCEP's statement on UC Quality, that could be scalable to programs and is creating a menu of metrics for consideration. Two issues to take into account are how an individual campus defines good learning and how good learning looks in a specific discipline. The subgroup is also thinking about how to connect its work with existing processes across the campuses, like program review or course approval. One challenge is how to help units define their own goals while also having common metrics that can be understood and compared. UC should take a leadership role in measuring or tracking things beyond what

external stakeholders require. Analyst Abrams indicated that the PUDP subgroup on the roles of UC Online and the Academic Senate will produce a draft report by mid-November.

The UCB representative described the UC Online Advisory Council (UCOAC) meeting on October 23<sup>rd</sup>. The UCOAC received information about the program's budget and models to fund campus course offerings for 2025-2026 as well as how UC Online is supporting the Global Language Network. During the UCOAC meeting, the UCB representative observed that UC Online might not have the bandwidth to support the various initiatives with which it is involved. Chair Sugar indicated that the UCSC representative has volunteered to take the lead on updating UCEP's 2010 white paper on undergraduate research. The first step will be to gather input from the campuses about what resonates with current activities and processes to obtain a clear vision of how undergraduate research is currently working and supported at each division. Analyst Abrams will send a reminder to the members with the link to the white paper and the goal is to discuss campus feedback during UCEP's December 15<sup>th</sup> meeting.

#### IV. Member Reports/Campus Updates

This topic was not discussed.

#### V. Global Language Network (GLN) Initiative

*Alexandra Stern, Chair, GLN Initiative Task Force and Dean of Humanities, UCLA*

*Claire Goldstein (UCD), Member, GLN Initiative Task Force*

Chair Sugar reminded the committee of the goals of the GLN Initiative and welcomed Dean Stern to the videoconference. Dean Stern stated that concerns about less commonly taught languages (LCTLs) emerged during a regular meeting of the Humanities deans in May 2023. About 100 languages are offered across the UCs, from the heaviest lifter, Spanish, to ancient languages like Aramaic and LCTLs such as Vietnamese, Indonesian, or Swedish. The ancient languages and LCTLs have low enrollments that are not enough to sustain them being taught at a campus for the foreseeable future. Global languages are essential to liberal arts training and UC needs to be able to prepare students to navigate the almost 20 languages spoken in California recognized as worthy of translation and interpretation services.

In 2024, the Humanities deans' meeting about global languages led to the formation of several working groups focusing on languages used in the scholarly context but no longer spoken; promotion and visibility of languages especially for heritage speakers; and how UC can protect a subset of LCTLs by moving them online. The move to online language courses should be done thoughtfully and using the best pedagogy, and it must take into account that the bulk of language instruction at the intermediate and advanced levels is by Unit 18 lecturers. In fall 2024, the group developed a proposal for Provost Newman which was shared with UC Online Executive Director Moe who was interested in protecting and making language courses available to more students. This all occurred before the current budget crisis started and before the assault on UC and higher education in general.

The effort officially became the GLN Initiative as worsening budgetary outlooks at different campuses made it more difficult to offer LCTLs. The Initiative is meant to protect and preserve LCTLs that are at great risk of discontinuation if not elevated across the UC system. Unlike the pivot to online instruction in response to the COVID-19 pandemic, the aim is to harness the best

technological tools and pedagogical principles to offer a whole range of languages online. The project has been conceived by the deans and associate deans at the nine undergraduate campuses with input from faculty and language instructors. The co-chairs of two UCLA task forces on global languages have been appointed by Dean Stern to serve as special advisors on the GLN. The Initiative is consultative and driven by the Humanities and language-oriented deans who appreciate the partnership with UC Online and Provost Newman's support. Campuses may be able to offer in-person versions of some of the language courses moved online. A non-negotiable for the GLN is that decisions will be made with input from the campuses and with close attention to pedagogy. Dean Stern has presented the GLN to the Council of Vice Chancellors and to Executive Vice Chancellors.

This winter, the GLN is launching Phase I which will include seven languages already taught through UC Online at five campuses that have the highest enrollments (Arabic, American Sign Language, Punjabi, Swahili, Korean, Filipino, and Ukrainian). The focus of this phase has been on how to identify and figure out a variety of challenges including intersegmental registration; the finances involved if one campus offers courses to students at other campuses; and whether students can receive more than unit credit and satisfy any foreign language requirements. Work in Phase I also includes bolstering the existing cross campus enrollment system infrastructure. Decisions about the languages to be offered at which campuses and the instructors who want to participate are under careful consideration. Dean Stern is concerned about ensuring the GLN can be a win-win for every campus, regardless of whether they offer courses or send students. It is important to think about campuses where in-person language instruction is tied to majors and minors as well as imbalances across the campuses in terms of size and resources, so the Initiative is as equitable as possible.

Phase II will start in the spring when eight to ten more languages taught by interested instructors will be moved online through the partnership with UC Online, some funding from UCOP, and support from the campuses. The emphasis will be on introductory or intermediate level courses on languages commonly spoken within the state (including Thai, Russian, Farsi, Persian, and Vietnamese) and the Humanities deans and associate deans are consulting with their faculty and departments to gauge interest. Dean Stern reiterated that the GLN's process should be equitable, that faculty and language instructors should have a voice, and that this is not a top-down initiative. While it is hoped that UCOP will provide funding for the GLN, the Initiative will not work unless there is interest from the ground up. The system is fortunate to have a platform like UC Online that will enable UC to protect the languages being taught.

Discussion: Members appreciated that Dean Stern's presentation framed the GLN Initiative in a way that is very different from what faculty are hearing on campus, and it was recommended that the Dean host webinars for interested faculty. The information available to faculty so far suggests the GLN is driven by cost-savings, and the objectives have not been communicated. Dean Stern acknowledged the value of having Senate faculty representatives on the Task Force and welcomed advice on how to hold webinars. The financial component to this effort is a question of what is sustainable on campuses if enrollments in certain languages are limited to one or two students year after year. If the language courses can be moved online and have enrollments of 12 to 15 students across the UC system, UC could become a leader in online language instruction. From Dean Stern's perspective, it would be preferable for language instruction to always be in person, but the current situation prohibits this.

A member posited that language classes are different from many content courses because students are learning the subtleties of communication, pronunciations, subtle differences in tone, and nonverbal cues that are more difficult to absorb in an online environment. Dean Stern agreed that how certain languages need to be taught varies and faculty experts will help the GLN determine which courses can be effective online. This might be addressed by creating modules or videos focused on pronunciation or by establishing learning labs where students have a safe space to gather and practice.

Executive Director Moe reported that the GLN is utilizing information from the UC Language Consortium, that operated from 2000 to 2010, as a basis for exploring issues related to resource sharing and ways of thinking about language instruction. The GLN is concentrating on existing courses that can be improved with the knowledge gleaned by the Consortium before turning to courses that require extensive development. Members recommended that written materials about the GLN should reflect the description provided by Dean Stern including that online instruction will not take the form of recorded lectures. Further suggestions for the GLN are to collect data on the effectiveness of teaching heritage languages; to develop a clear definition of a LCTL; and to distinguish what UC is undertaking from what is currently saturating the online space in languages.

The Phase I instructors are helping the GLN better understand the registration, finance, and language requirement issues. The idea for Phase II is to have coherence across the instructional design with best practices without micromanaging the particular languages or what is happening on each campus. The GLN is determining how to help this group of instructors with designing their courses with the help of UC Online and instructional design teams. The task force wants to ensure that foreign language requirements can be satisfied by any online language course taken through UC Online but this is complicated because campuses have disparate criteria for the requirement.

The UCD representative is in the East Asian Languages and Cultures department which has many Unit 18 lecturers. Members of this department worry about how the GLN Initiative will impact job security if a course offered at a different campus enrolls UCD students. Dean Stern understands this anxiety and emphasized that each campus needs to delineate the criteria for determining whether or not it can sustain languages in-person or if any language courses should be shifted to online. Campuses should approach this process thoughtfully and Unit 18 lecturers should be involved in the GLN's discussions about how the current financial constraints are mitigated.

VI. UCEP Response to the Proposed Presidential Interim Policy for the University of California's Use of Online Program Management Companies  
*Susan Varnot, UCM*

Chair Sugar briefly summarized the proposed Presidential Interim Policy for UC's Use of Online Program Management companies (OPMs). An important distinction is between OPMs that offer academic services (e.g., instruction and course development) versus less academic services (e.g., technical support, marketing, recruiting, and student support) and UCEP's main focus is on the former. Director Corona noted that no findings related to undergraduate programs were uncovered while the proposed policy was being developed. The subcommittee that created the interim policy will be reconvened at the beginning of the new calendar year to devise the permanent policy. The UCM representative indicated that the student-facing side of the interim policy is robust and clear, touching on the disclosure of who is actually teaching the courses; evaluation by students to inform the curriculum and teaching; and preventing OPMs, faculty, or recruiters from incentivizing student

enrollment. The interim policy does not address issues that might be of concern to faculty such as the ownership of course content, Senate oversight of course approvals, and review of curricula included in OPM-managed courses. Another key element is if the courses being offered are attached to accredited or non-accredited entities.

Discussion: A member suggested highlighting that systemwide Senate Regulations 750.A and 800.A outline the pathways for vetting instructors. Chair Sugar indicated that the vetting processes can be highly variable or lack rigor and should be strengthened. Some language in the interim policy about UC affiliated programs is inconsistent and Director Corona will follow-up with the committee that wrote the policy to ensure the continuity of the phrasing. The policy only mentions evaluations based on student feedback, which is known to be insufficient, and Director Corona indicated that the audit flagged the need for student feedback but UC will have the opportunity to make evaluation more robust in the future. Chair Sugar will work with the UCM representative and Analyst Abrams to add comments from today's discussion to the committee's memo, and the members agreed that the memo should be transmitted to Academic Council.

## VII. Policies and Processes for Systemwide Course Articulations

Chair Sugar explained that there is pressure to give students access to more courses and programs in a cross-campus manner including online courses and through the Global Language Network as described earlier in the meeting. The question is how students can receive units that allow them to meet general education (GE), pre-major, or major requirements as this is currently handled at the divisional or departmental level and entails one-off, ad hoc agreements about which courses will be accepted for what purposes. Students are responsible for determining if a course will meet the purpose for which they are taking it, and there is inconsistency which leads to equity issues.

UCEP should contemplate how articulation can be approached in a way that can be helpful, easier and more efficient without ceding important divisional and departmental autonomy about what satisfies requirements of specific programs. Faculty might be in agreement about GE courses but there may be different expectations for courses for pre-major or major requirements. The committee should start brainstorming about the main barriers; important things to watch out for; current processes for articulation or helping students get credit; and existing resources. The UCAD Plus Task Force may formally charge UCEP with devising a set of policies or guidelines for articulation and credit across the campuses, so this is an initial opportunity for members to comment on this issue and Chair Sugar would like to gather input from the divisional committees since campus procedures may vary.

**Discussion:** At UCSB, the syllabus for a course taken through UC Education Abroad, UC Washington Center, or a community college is transmitted to a faculty point person in a department. Sometimes, the course is recorded in a division-wide database as having previously articulated, but the syllabus for a course not in the database must be reviewed by a faculty member who will determine if it meets area and/or degree requirements. The information submitted by other UC faculty members for review typically meets a baseline standard but this may not be the case for materials from a community college. The process at UCM is similar to what occurs at UCSB, and whether a course is articulated as a one-time exception or articulates all the time and for what is documented in a spreadsheet. Staff who handle curriculum matters send the course materials to the chairs of programs or departments and track the decisions. UCEP will need

to understand the extent to which there are known formal processes as opposed to ad hoc approaches to sort out how to design efficient systems.

VIII. New Business/Executive Session

No new business was introduced, and executive session was not held.

The meeting adjourned at: 1 PM

Minutes prepared by: Brenda Abrams, Principal Policy Analyst

Attest: Catherine Sugar, Chair