



UNIVERSITY
OF Academic
CALIFORNIA Senate

UNIVERSITY COMMITTEE ON EDUCATIONAL POLICY

Minutes of Videoconference

Monday, January 5, 2026

In attendance: Catherine Sugar, Chair (UCLA), Jason Duque, Vice Chair (UCSB), Darlene Francis (UCB), David Kyle (UCD), Maia Young (UCI), Susan Varnot (UCM), Gene Brewer (UCR), Lily Hoang (UCSD), Nailyn Rasool (UCSF), Giuliana Perrone (UCSB), Tanner WouldGo (UCSC), Ahmet Palazoglu (Chair, Academic Senate), Susannah Scott (Vice Chair, Academic Senate), Carmen Corona (Director, Academic Planning and Policy, Institutional Research and Academic Planning), Brenda Abrams (Principal Policy Analyst)

I. Consent Calendar

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

Action: UCEP's December 1st videoconference minutes were approved.

II. Consultation with Academic Senate Leadership

Ahmet Palazoglu, Chair & Susannah Scott, Vice Chair, Academic Senate

Chair Palazoglu provided an update on the Department of Justice case against UCLA. The Academic Council's November and December meetings included discussions about proposed revisions to Academic Personnel Manual policies 015 and 016 and the Regents will vote on the new policy language this month. In November, the Regents received a presentation from Chief Financial Officer Brostrom on UC's 2026-2027 budget proposal and a proposal for the continuation of the Tuition Stability Plan, both of which were approved by the Regents. UCOP reached contract agreements with the University Professional and Technical Employees union and the California Nurses Association, avoiding a strike that would have been disruptive for the medical centers. Chair Palazoglu updated UCEP on the work of the UC Adaptation to Disruptions (UCAD) Plus Task Force and Vice Chair Scott shared the status of the Performance of Undergraduate Degree Programs (PUDP) Task Force.

III. Chair's Announcements and Updates

This item was not discussed.

IV. Consultation with the UCAD Plus Task Force Instructional Opportunities Workgroup

Michael Dennin, Dean, UCI & Chris Furgiuele, Director, IRAP

Chair Sugar described the various workgroups that comprise the UC Adaptations to Disruptions Plus Task Force and welcomed Dean Dennin, the Instructional Opportunities Workgroup co-chair. Chair Sugar noted that the UCAD Plus Instructional Opportunities Workgroup appears to overlap with the work of the PUDP Task Force, the Global Language Network, and the Degree Plus Initiative. UCEP is worried that online instruction seems to be put forward as a universal solution to

disruptions and Dean Dennin was asked to explain the range of strategies being considered by the Instructional Opportunities Workgroup.

Dean Dennin indicated that the Instructional Opportunities Workgroup is making good progress on the development of its recommendations and the Workgroup feels strongly that online instruction is not a solution to disruptions. The Workgroup's first step was defining what is meant by "disruption" and the possible impacts, and a major focus has been on financial disruptions. Additionally, it is important to think about disruptions in terms of length and locality/scope (e.g., classroom, campus-wide, or global). The Workgroup's goals include pointing to questions that campuses should consider because there will not be one-size-fits-all solutions and directing campuses to resources. During global disruptions like the pandemic, UCOP can assist campuses with the accreditation and legal issues that apply across the system.

Dean Dennin commented that the current culture where an individual faculty member is solely responsible for their course can interfere with the flexibility necessary to respond when disruptions occur. The question is how to move towards a culture of shared (e.g. team or departmental) responsibility that does not impact academic freedom while providing access to resources. The Workgroup is also contemplating whether the structure of instructional teams impacts how flexible and responsive to disruptions faculty can be, particularly with respect to large lecture courses. Some PUDP members also have suggested that peer-to-peer interaction, in the form of learning assistants or peer tutors, might provide more flexibility than the traditional model of all responsibilities resting with the instructors or teaching assistants. Dean Dennin remarked that online courses can be useful if a faculty member is unable to teach for a week, but this differs from online courses being the solution to every disruption.

Discussion: A member commented that the use of peer-to-peer instruction in writing-intensive courses is not sufficient. Dean Dennin indicated that the Workgroup recognizes that lab and writing-intensive courses will require different approaches and solutions may need to be specific to a campus, department, or field. One topic worth discussing at a systemwide level is what particular modalities may or may not offer to students. Dean Dennin posited that if faculty find ways to respond to crises they could create better teaching and learning environments for students and a better experience for faculty. The Dean also noted that providing online instruction the right way is expensive and will not be a solution to every disruption. Some disruptions to education are the outcome of financial constraints and cannot be resolved without resources.

V. Policies and Processes for Systemwide Course Articulations

Analyst Abrams explained that the draft survey about campus articulation processes was shared with the campus Committee on Educational Policy (CEP) and Undergraduate Council (UGC) analysts and UCLA has already provided their responses. There was agreement that the survey questions do not need to be revised but Chair Sugar will add language to the preamble to clarify UCEP's intent and the survey will be sent with a cover memo to the divisional CEP and UGC chairs. Campuses will be asked to respond in the next two to three months.

Discussion: It would be beneficial to have some type of systemwide guidance for handling articulation requests from students. The survey will give UCEP data regarding what is occurring on campuses so the committee can identify where it is appropriate for divisions to have flexibility and where articulation might be possible as well as the structure that could be created.

VI. Report from the Senate Artificial Intelligence (AI) Workgroup

The Senate Workgroup was charged with assessing how AI has been adopted across divisions, identifying areas of concern, formulating best practices, and making recommendations regarding the use of AI in areas under Senate purview including admissions, curriculum, and degree requirements. The Workgroup was also asked to look at issues more broadly relevant to faculty, instruction, research, and service. A survey conducted at the behest of Provost Newman garnered responses from approximately 6,000 faculty and staff. However, the Workgroup had concerns about representativeness, the analytics, and some of the interpretations that were originally provided. Chair Sugar summarized elements of the report and noted that academic integrity is not addressed because the Workgroup did not want to focus on policing the use of AI.

Discussion: Members of the Workgroup can be invited to meet with any divisional committees grappling with the use of AI. Faculty and teaching assistants in writing-intensive courses are facing a serious burden of detecting the use of AI. The report assumes that AI should be embraced and that therefore faculty have to teach students how to use AI responsibly, but faculty do not have the expertise for this. UCEP should find out how campuses are addressing AI and the committee might examine the specific topics pertaining to educational policy.

VII. Update on the Global Language Network (GLN) Initiative *Jason Duque, Vice Chair*

The last GLN Task Force meeting was on November 21st and the next meeting has yet to be scheduled. The Initiative is still in phase one which entails strengthening UC Online's infrastructure to better manage enrollment and placement. One challenge has been figuring out how Unit 18 lecturers will be involved in planning and decision-making, and there are also questions about credit reciprocity. The briefing document that UCEP received has not been corrected or updated as requested by Chair Sugar. There is some concern about how the provost characterized the GLN during a presentation to the Regents on the UCAD Plus Task Force. Vice Chair Duque proposed developing a shared vocabulary and framework for what teaching involves and the committee should give some thought to which outcomes online instruction serves.

Discussion: It is unclear if the metrics for assessing the GLN courses have been devised or if any students have enrolled in the pilot courses. Vice Chair Duque is confident about the expertise of UCLA Dean Alex Stern who chairs the GLN Initiative Task Force and the language faculty involved with this effort.

VIII. UCSD Senate Administration Workgroup on Admissions *Catherine Sugar, Chair*

Chair Sugar explained that the report from the UCSD Senate Administration Workgroup on Admissions, that details the campus's struggles with preparation in mathematics and writing, has received significant media attention. Divisional CEPs and UGCs might want to consult with local admissions and preparatory education committees which are investigating preparation issues as a result of the UCSD report.

Discussion: One of the authors of the Workgroup report met with UCSD's CEP and explained that the findings are based on the campus's math placement exam. The undergraduate representatives on UCSD's committee expressed support for bringing back standardized tests for admissions. UCI's divisional committee has looked into implementing a math test and the campus may offer more preparatory courses to students whose majors require math. A member observed that, when student demographics change, the students are blamed for their lack of preparation when questions should instead be asked about the curriculum, placement mechanism, or many other factors that impact student retention and possibilities for success. The UCM committee was critical of the tone of UCSD's report, and the representative explained that this division overhauled its entry-level mathematics program to support unprepared students. It is important to make the distinction between students not being at a high enough level versus students not being able to learn what is needed to move from one level to the next.

IX. Three-Year Degree Attainment

Catherine Sugar, Chair

This topic was not discussed.

X. Member Reports/Campus Updates

This topic was not discussed.

XI. New Business/Executive Session

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

The meeting adjourned at: 1:02 PM

Minutes prepared by: Brenda Abrams, Principal Policy Analyst

Attest: Catherine Sugar, Chair