

NOTICE OF MEETING LOCATION**REPRESENTATIVE ASSEMBLY
OF THE DAVIS DIVISION OF THE ACADEMIC SENATE**

To: Representative Assembly Members of the Davis Division of the Academic Senate

From: Davis Division of the Academic Senate Office

Re: Notice of Meeting Location

The **Thursday, February 25, 2016** Representative Assembly meeting will be held in the **Student Community Center, MPR**. Directions to the building can be found at the following website:

<http://campusmap.ucdavis.edu/?b=223>. The room is located on the second floor of the Student Community Center.

The meeting is scheduled to begin at **2:10pm**.

MEETING CALL
REGULAR MEETING OF THE REPRESENTATIVE ASSEMBLY
OF THE DAVIS DIVISION OF THE ACADEMIC SENATE

Thursday, February 25, 2016

2:10 – 4:00 p.m.

Student Community Center, Multi-Purpose Room

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1. Approval of the October 22, 2015 Meeting Summary	3
2. Announcements by the President – None	
3. Announcements by the Vice Presidents – None	
4. Announcements by the Chancellor	
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5. Announcements by the Deans, Directors or other Executive Officers	
a. UC Davis Foundation Chair Mike Child & Vice Chancellor Shaun Keister	
6. Special Orders	
a. Remarks by the Divisional Chair – André Knoesen	
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10. University and Faculty Welfare	
11. New Business	

*Consent Calendar. Items will be removed from the Consent Calendar on the request of any member of the Representative Assembly.

All voting members of the Academic Senate (and others on the ruling of the Chair) shall have the privilege of attendance and the privilege of the floor at meetings of the Representative Assembly, but only members of the Representative Assembly may make or second motions or vote.

12. Informational Item

George Matthey, Secretary
Representative Assembly of the
Davis Division of the Academic Senate

1. Chair Knoesen asked for a moment of silence to acknowledge the passing of Chancellor Emeritus Larry Vanderhoef and Professor Aldo Antonelli.
2. June 2, 2015 Meeting Summary – motion to accept June 2, 2015 meeting summary
Motion seconded
Motion unanimously approved
3. Announcements by the President – None
4. Announcements by the Vice Presidents – None
5. Announcements by the Chancellor – None
6. Announcements by the Deans, Directors or other Executive Officers – None
7. Special Orders
 - a. Remarks by the Divisional Chair – Prof. André Knoesen
Executive Council has 3 main priorities for 2015-16
 1. Faculty hiring and retention
 2. Enrollment management in order to satisfy student needs.
 3. The Four Year Degree Completion Initiative which will include programmatic initiatives and will conclude in two years. Faculty and departments will be asked to
 - participate in Prerequisite Enforcement
 - review undergraduate majors to confirm requirements are current and if degree completion requires more than 45 upper division units, seek to reduce that number

By the end of winter quarter 2016, departments will be asked to report factors that impede undergraduate degree completion within four years.

Question: Is there a template for programs to use when conducting the review? Answer: One is being worked out at UOP, and more information will be distributed when available.

The Academic Senate Call for Nominations for Distinguished Teaching Award, Faculty Research Lecturer and Distinguished Scholarly Public Service Award just went out. Chair Knoesen reminded members to spread the word and nominate colleagues.

- b. Remarks by ASUCD Representative No representative was present so no report was given
- c. Remarks by GSA Chair – Ralph Washington Jr. –
This year, the UC Davis Graduate Student Association is more active in systemwide advocacy: UCD GSA has rejoined the University of California Student Association, which has adopted a graduate agenda that is in concordance with GSA priorities this year.

Ralph Washington, Jr. is co-Chair of the Council of Student Body Presidents, which has as members all the graduate and undergraduate student body presidents in the UC system. In September, he facilitated the first set of meetings with President Napolitano.

Healthy mentorship of graduate students is one of the more important priorities for GSA this year. They are working with the Ombuds office, faculty, and graduate students. Chair Knoesen announced that Graduate Council has declared graduate student mentorship a priority for the upcoming year and it will involve GSA who holds representation on the Graduate Council and its subcommittees.

d. *Annual Report of the Committee on Academic Personnel – Oversight Committee – Prof. David Simpson reported that cases are taking more time due to Step Plus. Lack of adequate documentation is an issue for many dossiers and often service documentation is out of date. CAP continues to have difficulty with Step 6 merit actions because justifications are not being provided by department chairs and extramural letters have been discontinued. Requests for additional information and clarification were sent to department chairs regarding issues with dossiers. Late actions have been an issue as well especially in the School of Medicine. The average faculty member is doing better than before. Letters and justification from department chairs help CAP make recommendations for extra steps. Personnel actions with only outstanding research productivity are not moving forward as before due to an increased focus on service and teaching. Fewer cases are being overturned by the Vice Provost. Professor Simpson gave a word of thanks to Professor James Jones for UCAP representation and to Kimberly Pulliam, committee Analyst.

Vote to approve CAP report – motion to approve

Motion seconded

Motion unanimously approved

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Annual Reports on Consent Calendar:

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Meeting adjourned 3:01pm

Faculty Research Lecture Committee
Recommendation that Professor DONALD STRONG
Be the Recipient of the 2016 Academic Senate Faculty Research Lecture Award

The Faculty Research Lecture Committee unanimously recommends Professor Donald Strong, Professor in the Department of Evolution and Ecology and Professor at the Bodega Marine Laboratory, as the recipient of the 2016 Faculty Research Lecture Award.

Professor Strong is widely regarded in the field of ecology as one of its most eminent practitioners, responsible for paradigm-shifting work that has opened new lines of research and rewritten textbooks in ecology. His influential publications encompass key topics of species distributions, regulation of population sizes, ecological modeling, competition, and island biogeography. His research has thoughtfully and influentially shaped how ecologists conduct their research, and the breadth of his textbook citations, which cover the history and conduct of ecological science, drivers of biodiversity, competition, population regulation, insect herbivory, and food web ecology, is astounding.

Importantly, Professor Strong's seminal research was conducted while he was a member of the UC Davis faculty. He developed creative and innovative approaches for testing fundamental theories in ecology, which advanced understanding of the scope of the influence of insect herbivores on plant communities and emphasized the then underappreciated tendency for root-boring—as opposed to foliage-eating—insects to induce crashes in plant populations. In honor of his career-long research on insect herbivory, a new species of fossil beetle (*Cephaloleia strongi*) was named for him (see *Science* 289:291). He spurred research into the ecology of disease and population control by parasites through studies of natural assemblages—expanding the reach of more traditional laboratory studies. An important thrust of his work was to dissect the complex conceptual issues underlying ‘invisible’ food webs that involve parasites and underground interactions—systems overlooked and avoided by others due to their perceived intractability. His research on the globally invasive grass *Spartina* is a classic in invasion biology, and led to the successful management of this pest species, which saved millions of dollars in ecological damage, and shaped worldwide policy on bio-control of pests. Professor Strong's contributions have been central to capturing and sustaining the university's reputation.

Professor Strong received the Distinguished Service Award from the Ecological Society of America in 2011 for his revival of and many years of leadership as Chief Editor of the most prestigious journal in the field of ecology. This along with his prestigious research career have been central to capturing and sustaining the university's respected international reputation in ecology, evolution and environmental policy,

Professor Strong's research, accomplishments, and national and international recognition recommend him for the 2016 UC Davis Academic Senate Faculty Research Lecture Award.

Nomination for the 2016 Distinguished Scholarly Public Service Award

The University of California has a long tradition of service to the state and the people of California. The Academic Senate Distinguished Scholarly Public Service Award offers the opportunity to honor exceptional faculty who continue that tradition and demonstrate the commitment of the Davis campus to public service. Faculty members who perform scholarly public service use their expertise in teaching, research or professional competence to make unpaid contributions to local, statewide, national, or international public arenas.

The Academic Senate Committee on Public Service recommends Professor Lynn Kimsey for the 2016 Distinguished Scholarly Public Service Award:

Lynn Kimsey, Professor in Entomology and Nematology, and Director of the Center for Biosystems

Professor Kimsey is highly esteemed for her public service in administering the world-renowned Bohart Museum of Entomology; for her consultations with international, national and state agencies; for her service in identifying thousands of insects every year for scientific collaborators, public agencies and the general public; and for answering scores of news media calls and insect questions. Her distinguished scholarly public service is best demonstrated by her encouraging a greater appreciation of insects through the Bohart Museum open houses, workshops and lectures. The museum was originally a tiny hole-in-the-wall space. Professor Kimsey, through her highly successful leadership, knowledge and dedicated efforts, turned the museum into the “place to be” for scientific collaborators and the public. The museum includes a beloved insect petting zoo and gift shop, quarterly newsletters written by her, since 1994, and 56 insect/arthropod fact sheets. Her areas of expertise include insect biodiversity, systematics and biogeography of parasitic wasps, urban entomology and arthropod-related industrial hygiene. She was selected for the NASA SPLAT/Boeing team to research how to decrease bug splats on aircraft and thus increase fuel efficiency in commercial jets. She identified all of the insects splattered on the wings of test aircraft and found that a relatively small number of species caused the bulk of the splats. Her work has been a great public service to NASA, the airline industry and worldwide passengers who depend on air travel. Professor Kimsey’s knowledge and identification of insects led to her assisting the FBI in a criminal case. Her knowledge and identification of insects proved where a vehicle must have traveled to have acquired the bugs on the vehicle’s radiator and air filter, and thereby disproved a claim to the contrary. For two decades, Professor Kimsey has been answering the insect questions posted to the “Got an Insect Question” website of the UC Davis Department of Entomology and Nematology. The Los Angeles Times, New York Times, BBC and Associated Press, among others, seek her out for answers. As chair of the department, Professor Kimsey coordinated the development and installation of the bee garden on Bee Biology Road. The garden is a key educational effort illustrating the importance of honey bees and other pollinators and has taken on the role of making the public more aware of the declining honey bee population. Her expertise on aculeate wasps and her involvement in ongoing studies with the endemic insect species of the Algodones Dunes in southern California and with the International Cooperative Biodiversity Groups in

Indonesia have motivated scientists and students throughout the world to make the effort to work with her.

The Academic Senate Committee on Public Service strongly recommends Representative Assembly approval of Professor Lynn Kimsey for the 2016 Distinguished Scholarly Public Service Award.

Recommendations for the 2016 Distinguished Teaching Awards

The Academic Senate Distinguished Teaching Awards Committee—Hildegard Heymann (Chair), James Bremer, Tonya Kuhl, Kathryn Olmsted, and David Osleger recommend the following faculty be approved as recipients of the 2016 Distinguished Teaching Award in the respective categories.

Distinguished Teaching Award – Undergraduate Teaching

Associate Professor Eric Sanford, Bodega Marine Laboratory

When asked to comment on his teaching, Professor Eric Sanford's colleagues at the Bodega Marine Laboratory (BML) and in the Department of Evolution and Ecology respond with superlatives. According to one, he is "perhaps the best instructor and mentor BML has ever experienced over its many years of in-residence courses." His students obviously agree -- he has received a perfect 5.0 instructor rating in 13 of the last 18 courses he has taught. In addition to his accomplishments in the classroom, Professor Sanford has been heavily involved with BML's Research Experiences for Undergraduates program and in the development of BML's curriculum.

Professor Alessa Johns, Department of English

Professor Alessa Johns has established herself as one of the best loved, most valued, and most effective teachers currently working in the English department. Her area of specialization is Eighteenth Century British literature. Generally speaking, this field is often something which undergraduate students approach with great dread. Despite this challenge, Professor Johns consistently connects with the students by making the language and history immediate and accessible. Throughout her evaluations, students refer to Professor Johns' passion for the field, her warmth, her approachability, her facility in encouraging class discussion, and her unstinting efforts to encourage their development as writers and thinkers.

Associate Professor Nael El-Farra, Department of Chemical Engineering and Materials Science

Professor Nael El-Farra is well known for being one of the most enthusiastic, effective, and dedicated faculty in the Department of Chemical Engineering and Materials Science. Students know him as an expert in Process Dynamics and Design who continuously strives to enhance student learning, improve curriculum, and integrate advances in the field. One student summarizes his impact with "One of the best professors I have had in all my years in UCD. He truly understands the topic and honestly cares for the students." As Professor El-Farra says "Learning should not be an onerous task, but it should be exciting and challenging."

Distinguished Teaching Award – Graduate and Professional Teaching

Professor Dean Tantillo, Department of Chemistry

Professor Tantillo has developed new tools to make chemistry accessible to the next generation of students, disabled or otherwise. One of his PhD students is blind and in order to make visualization of molecules a reality for the visually impaired, Professor Tantillo uses a 3D printer to print molecular structures. The experience of having a blind student in the group facilitates other group members to see chemistry from a new perspective. They are required to describe their research without reference to visual clues, and this trains students to be unambiguous scientific thinkers and communicators. Another of Professor Tantillo's students was profoundly deaf and here the challenge was that all communication had to be purely visual – again forcing unambiguity and clarity. Professor Tantillo is a passionate teacher, and he treats all of his students as respectfully as he would a colleague.

Associate Professor Julie Dechant, School of Veterinary Medicine: Department of Surgical and Radiological Sciences

Julie Dechant is an Associate Professor of Clinical Equine Surgery, Emergency & Critical Care in the School of Veterinary Medicine. Her faculty colleagues, residents, and students regard her as an exceptional instructor with a creative and effective teaching style. Adjectives used by vet students to describe her teaching include “dedicated,” “amazing,” “enthusiastic,” “well-organized,” “approachable,” and “empowering.” Residents in the veterinary school appreciate her genuine contributions to their professional development and growth through her mentoring, humble demeanor, sense of humor, and exceptional intellect. Her faculty peers value her leadership in redesigning curricular content and her special skills as both a didactic and clinical instructor.

Professor Lavjay Butani, UCDHS: Pediatrics

Dr. Lavjay Butani exemplifies all of the qualities and remarkable accomplishments one would hope for in a clinical educator. He is an exceptional teacher who cares deeply about his students; he is a distinguish researcher in his field; and he has made significant contributions to medical education. Since his appointment in 1999 to the Department of Pediatrics, he has inspired students and won the admiration of his peers. Through his valuable work and dedication, he continues to make an important impact in his field and on the lives of his students, friends and colleagues.

PROPOSED REVISION OF DAVIS DIVISION BYLAW 13.5
Executive Director

Submitted by the Committee on Elections, Rules and Jurisdiction

Endorsed by the Executive Council

The proposed amendment would delegate responsibility for Senate membership records, including Emeriti, to the Executive Director of the Davis Division of the Academic Senate.

Rationale.

The Davis Division Bylaws do not provide explicitly that any Senate organization has general responsibility for keeping records of Senate membership and committee service, although Davis Division Bylaw 72(B)(1) currently provides that the Emeriti Committee shall maintain records of Davis Division Emeriti/ae. The proposed revision would provide that the Executive Director has responsibility for Senate membership records, including Emeriti records. The Emeriti Committee independently has proposed changing its bylaw to eliminate that committee's responsibility for records.

Proposed Revision: Davis Division Bylaw 13.5 shall be amended as follows. Deletions are indicated by ~~strikeout~~; additions are in **bold type**.

13.5 Executive Director (En. 6/6/2008)

- A. Upon recommendation of the Executive Council, and in accordance with applicable policies and procedures, the Chair of the Davis Division shall appoint an Executive Director of the Davis Division. The Executive Director shall report to and receive general direction from the Chair of the Davis Division, with guidance and input from the Executive Council as necessary. (En. 6/6/2008)
- B. The Executive Director, as a non-Senate officer of the Davis Division, among other duties, shall serve as chief of staff for the Davis Division and as policy advisor to the officers of the Division. (En. 6/6/2008)
- C. **The Executive Director shall maintain and keep current a record of the membership of the Division (including Emeriti/ae), the Senate committee service of each member of the Division, and the roster of all committees of the Senate.**

PROPOSED REVISION OF DAVIS DIVISION BYLAW 84 (C)

Instructional Space Advisory Subcommittee

Submitted by the Committee on Planning and Budget and Instructional Space Advisory Subcommittee.

Endorsed by the Executive Council.

The proposed revision would increase the membership of the subcommittee and provide representation from each of the undergraduate colleges.

Rationale.

The Instructional Space Advisory Subcommittee needs more faculty representation from across more disciplines. Currently, per Davis Division Bylaw 84(C) there are only two Senate faculty members appointed by Committee on Committees and the other two Senate faculty members are also members of the Committee on Planning and Budget, with one of them being the chair of the space subcommittee. Having a Senate faculty member from each college and school appointed to the subcommittee would be extremely helpful and more beneficial to the discussions regarding classroom space, etc. that take place within the committee. Each college and school has their own classroom/teaching space needs and currently the committee only hears the perspective of the three or four members appointed. In the case of the College of Letters and Science, one representative from each of the divisions would be appointed. In addition, the chair of the Instructional Space Advisory Subcommittee ~~would be a Senate faculty member at large, and not necessarily a member of the Committee on Planning and Budget.~~

Proposed Revision: Davis Division Bylaw 84 shall be amended as follows. Deletions are indicated by ~~strikeout~~; additions are in **bold type**.

C. Instructional Space Advisory Subcommittee

1. This committee shall consist of ~~eight~~ **four** regular Senate members and ~~two-one~~ **three** regular representatives, **in addition to its ex-officio members and representatives.** ~~There committee shall be include at least one regular Senate member from each of the three undergraduate colleges other than the College of Letters and Science, and at least one regular Senate member from each of the three divisions within the College of Letters and Science. The Senate members shall be: two selected by the Committee on Committees; Two members will-shall be selected by the Committee on Academic Planning and Budget Review from its members, with the rest selected by the Committee on Committees. (one of whom will serve as Chair of this subcommittee).~~ The **regular** representatives shall be ~~the Director of Campus Space and Planning and one appointed by the Davis Academic Federation. one appointed by each of the Davis Academic Federation, the Office of Resource Management and Planning, and the Office of Architects and Engineers.~~ In addition, subject to system-wide Academic Senate Bylaw 35.C.2 and 3, the following shall serve ~~as~~ **ex officio**; the Registrar as a member; the

Director of the Center for **Educational Effectiveness** ~~Excellence in Teaching and Learning~~ as a member when also a member of the Senate and as a representative when not; ~~and the Assistant Registrar and the Manager of Classroom Technology~~ and the Director of Space and Campus planning as ~~a~~ representative~~s~~. (Am. 6/10/03) (Am. 2/24/2011)

2. This subcommittee shall have the following duties:
 - a. To review classroom scheduling and utilization policies to ensure the efficient use of classroom space.
 - b. Advise the Chief Campus Officer on campus needs for new instructional space and on needs for improvements and upgrades to existing instructional space.
 - c. To consult with faculty and identify the needs for instructional technology in classrooms.
 - d. To establish design criteria for instructional space based on an understanding of the arrangements, layouts and sizes that provide effective learning environments for various instructional activities.

PROPOSED REVISION OF DAVIS DIVISION BYLAW 121
Committee on Preparatory Education

Submitted by the Committee on Preparatory Education

Endorsed by the Executive Council

Background:

It used to be that UC incoming freshmen who did not indicate reading and writing competency at levels thought to be necessary to succeed in obtaining a UC degree, or did not test out of having to take remedial reading and writing courses, had to take Subject A. In 1974, throughout the 1980's, in 1996 and again in 2008, Senate Regulation 636—the University of California Entry Level Writing Requirement—has been amended. Davis Division Regulation 521, which addresses the UC Davis University of California Entry Level Writing Requirement for the campus, was enacted in 2006. SR 636 and DDR 521 do not use the “Subject A” language. Over the course of time the language “Entry Level Writing Requirement” has come to supplant the language “Subject A.”

Rationale:

Davis Division Bylaw 121 was enacted in June 2002. The language “Subject A” is no longer the term of art for courses designed and taught to fulfill the UC and the UC Davis reading and writing proficiency requirement. To be consistent and brought current with the language of SR 636 and the language of DDR 521, the “in Subject A” language of DDB 121.D.2.b. should be replaced with the language “for the Entry Level Writing Requirement (ELWR).”

Proposed Revision: Davis Division Bylaw 121 shall be amended as follows. Deletions are indicated by ~~strikeout~~; additions are in **bold type**.

121. Undergraduate Council (En. 6/5/2002)

D. Committee on Preparatory Education

1. This committee shall consist of five members, with broad representation from the colleges offering undergraduate instruction. The membership of this committee shall include one member from each of the Departments of Mathematics and English. In addition, there shall be one undergraduate student representative and one representative from the Academic Federation.
2. This committee shall have the following duties:
 - a. To monitor and conduct periodic reviews and evaluations of remedial education.
 - b. Under the direction of the University Committee on Undergraduate Preparatory Education, to oversee the administration of the examination ~~in Subject A~~ **for the Entry Level Writing Requirement (ELWR)** and related remedial courses on the Davis campus.
 - c. To oversee the use of placement examinations in mathematics.
 - d. To be responsible for implementation of University Academic Senate Regulation 761 on the Davis campus.

- e. To monitor and conduct periodic reviews and evaluations of the English as a Second Language Program on the Davis campus.

PROPOSED REVISION OF DAVIS DIVISION REGULATION 521

University of California Entry Level Writing Requirement

Submitted by the Committee on Preparatory Education

Endorsed by Executive Council.

Statement: Davis Division Regulation 521.C. needs to be amended to stipulate that a student who has not satisfied the University of California Entry Level Writing Requirement prior to enrollment in the University of California, Davis, may, upon enrollment, satisfy the requirement by passing UC Online Course Writing 39A with a grade of C or better.

Background:

In June, 2006, Davis Division Regulation 521 was enacted. It was written to keep abreast of the UC reading and writing proficiency requirement governed by Senate Regulation 636, which was amended in February 2004, and again in January 2008. In 2010, the then current procedure was to place incoming freshmen who identified as English as a Second Language (ESL) students via the Analytical Writing Proficiency Examination (AWPE) into a developmental writing sequence that may have included 1-3 quarters of Linguistics ESL courses (LIN 21-23) and one quarter in designated ESL sections of Workload 57. The UC's pursuit of online courses of study led to UC Online Course Writing 39A or WR39A, Introduction to Writing & Rhetoric, and to its being offered Spring Quarter, 2014.

When DDR 521 was being drafted, circa 2005-06, paragraph 521.C. was written to stipulate a UC Davis student's options when they had not satisfied the University of California Entry Level Writing Requirement prior to enrollment in the University of California, Davis. The stipulated options for such a UC Davis student were that they must satisfy the requirement either by passing the University of California Analytical Writing Placement Exam administered Systemwide or on the Davis campus, or by passing Workload 57, offered by Sacramento City College, with a grade of C or better. The establishment of equivalent courses across the UC system and online coursework were under consideration. Spring quarter 2014, UC Online began offering "Writing 39A" as a means for meeting the Entry Level Writing Requirement.

When DDR 521 was being drafted, circa 2005-06, paragraph 521.E. was written to state that "Students placed into Linguistics 21, 22 and/or 23 will have three quarters plus one quarter for each required Linguistics course to meet the requirement." Spring quarter 2014, UC Online began offering "Writing 39A" as a means for meeting the Entry Level Writing Requirement.

Rationale:

At the time that Davis Division Regulation 521 was written and then subsequently enacted in 2006, UC Online Course Writing 39A was not an option for UC Davis students to satisfy the UC Davis campus Entry Level Writing Requirement. Now it is.

Given that UC Online Course Writing 39A is UC Irvine's WR39A course (which satisfies the UC Entry Level Writing Requirement), that UCI's WR39A is equivalent to UC Davis' Workload 57 (WLD 57), and that UC Davis accepts equivalent courses from other UC campuses per the systemwide initiative, DDR 521.C. should have, in addition to existing options DDR 521.C.1. and 2., the option of satisfying the University of California, Davis, Entry Level Writing Requirement by passing UC Online Course Writing 39A with a grade of C or better. It may be best to have this additional option read "by passing with a grade of C or better any UC campus course that satisfies that campus' Entry Level Writing Requirement, whether the course is taken in the classroom or online."

At the time that Davis Division Regulation 521 was written and then subsequently enacted, the LIN 21-23 series was the series into which incoming freshmen who identified as ESL students were placed. The committee has been informed that LIN 21-23 no longer exist in the Department of Linguistics and that UWP 21-23 have replaced LIN 21-23. Subsequent to the transfer of the LIN 21-23 series to UWP, which took place during the Spring quarter of 2013, incoming freshmen who identify as ESL students are placed in the UWP 21-23 series.

Proposed Revision: Davis Division Regulation 521 shall be amended as follows. Deletions are indicated by ~~strikeout~~; additions are in **bold type**.

521. University of California Entry Level Writing Requirement (En. 6/1/2006)

- A. The University of California Entry Level Writing Requirement is a reading and writing proficiency requirement governed by Senate Regulation 636 and this Divisional Regulation. (En. 6/1/2006)
- B. Prior to enrollment at the University of California, each student may satisfy the University of California Entry Level Writing Requirement as specified by Senate Regulation 636. (En. 6/1/2006)
- C. A student who has not satisfied the University of California Entry Level Writing Requirement prior to enrollment in the University of California, Davis must satisfy the requirement either (En. 6/1/2006)
 - 1. by passing the University of California Analytical Writing Placement Exam administered Systemwide or on the Davis campus, or (En. 6/1/2006)
 - 2. by passing Workload 57, offered by Sacramento City College, with a grade of C or better. (En. 6/1/2006)
 - 3. **by passing UC Online Course Writing 39A with a grade of C or better.**
- D. The final examination for Workload 57 shall be the University of California Analytical Writing Placement Exam, which shall be evaluated by instructors from both UC Davis and Sacramento City College. (En. 6/1/2006)
- E. A student must satisfy the University of California Entry Level Writing Requirement as early as possible during the first year in residence at the University of California. A student who has not done so after three quarters of enrollment will not be eligible to enroll for a fourth quarter. Students placed into ~~Linguistics 21, 22 and/or 23~~ **University Writing Program 21, 22, and/or 23** will have three quarters plus one quarter for each required Linguistics course to meet the requirement. (En. 6/1/2006)

PROPOSED REVISION OF DAVIS DIVISION REGULATION Grading

Submitted by the Committee on Elections, Rules and Jurisdiction.

Endorsed by Executive Council.

Rationale: Davis Division Regulation A540(F) currently allows an undergraduate to repeat a course in which she or he received a grade of “D, F, or Not Passed” and allows a graduate student to repeat a course in which she or he received a grade of “C, D, F, or Unsatisfactory.” It is not clear whether an undergraduate who receives a D+ may repeat or whether a graduate student who received a C+ may repeat, and apparently campus practice to allow undergraduates to repeat with a D+ but not to allow graduate students to repeat with a C+. We are recommending a change to make it clear that undergraduates may repeat with a D+ and graduate students may repeat with a C+. D+ is the highest “Not Passed” grade and C+ is the highest “Unsatisfactory” grade, so the revised regulation would make the threshold for repeating the same for letter-graded and non-letter-graded courses, and would do so for both graduate and undergraduate students.

Proposed Revision: Davis Division Regulation A540 shall be amended as follows. Deletions are indicated by ~~strikeout~~; additions are in **bold type**.

- (F) Repetition of courses not authorized by the Davis Division Committee on Courses of Instruction to be taken more than once for credit is subject to the following conditions.
- (1) An undergraduate student may repeat only those courses in which he or she received a **letter** grade of D+ **or below**, ~~F~~, **or a grade of** Not Passed, as well as courses in which a grade of I has become permanent on the student’s record because the work was not completed within three years, as described in (C) above. Departments may restrict repetition of a course if it is a prerequisite to a course already completed with a grade of C- or better. Courses in which a **letter** grade of ~~D or F~~ has been **assigned earned** may not be repeated on a Passed or Not Passed basis. (En. 4/21/80, Am. 3/11/81) (Am. 9/1/2010)
 - (2) A graduate student, with the consent of the appropriate graduate adviser and the Dean of Graduate Studies, may repeat any course in which he or she received a **letter** grade of C+ **or below**, ~~D, F~~ **or a grade of** Unsatisfactory, as well as courses in which a grade of I has become permanent on the student’s record because the work was not completed within three years, as described in (C) above, up to a maximum of three courses for all courses repeated. Courses in which a **letter** grade of ~~C, D, or F~~ has been **assigned earned** may not be repeated on a Satisfactory or Unsatisfactory basis. (Am. 10/25/76, effective Winter 1977) (Am. 9/1/2010, 9/1/2011)
 - (3) Repetition of a course more than once requires approval by the appropriate dean in all instances.

- (4) Degree credit for a course will be given only once, but the grade assigned at each enrollment shall be permanently recorded. (Am. by mail ballot 5/7/74)
- (5) In computing the grade point average of an undergraduate who repeats courses in which he or she received a grade of D or F, only the most recently earned grade for each course and corresponding grade points shall be used for the first 16 units repeated. In the case of further repetitions, the grade point average shall be based on all grades assigned and total units attempted.
- (6) In computing the grade point average of a graduate student who repeats courses in which he or she received a grade of C, D, or F, only the most recently earned grade for each course and corresponding grade points shall be used.