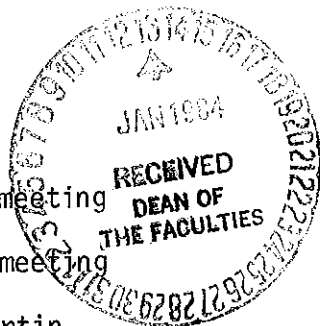


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AGENDA
Faculty Senate Meeting
January 18, 1984
3:45 p.m.
Moore Auditorium



- I. Approval of the minutes of the December 7, 1983 meeting
- II. Approval of the agenda for the January 18, 1984 meeting
- III. Report of the Steering Committee, Patricia Y. Martin
- IV. Reports of Standing Committees
 - a. Elections Committee, S. Douglass Seaton
- V. Unfinished Business
- VI. New Business
- VII. University Welfare
- VIII. Announcements of Deans and other administrative officers
 - a. Dean of the Faculties, Daisy P. Flory
 - b. Student Body President, Thomas L. Abrams
- IX. Announcements of the President of the University

ANNOUNCEMENTS: The University Women's Club and the College of Arts and Sciences will host University Wednesday Social immediately following the Senate meeting in 708 Keen. A charge of \$1.50 will be collected to defray expenses.

Book

Faculty Senate Minutes
Moore Auditorium
January 18, 1984

I. Regular Session

The 1983-84 Faculty Senate met in regular session on Wednesday, January 18, 1984, at 3:45 p.m. in Moore Auditorium. Mr. Steve Edwards, Senate President presided.

The following members were absent. Alternates who were present are listed in parenthesis following the member they represent. Doris Abood, Craig Adcock, John Albright, Joseph Allaire (Herman James), Burton Atkins, Jay Baker, Paul Beck, Neil Betten, John Brigham, Edwin Cook, Russell Dalton, Galor Edgeworth (Carol Darling), Donna Fletcher, Steve Goodman, Leroy Gould, Bonnie Greenwood, William Heard, Norejane Hendrickson, Katherine Hoffman, Donald Horward, Joe Icerman, Robert Kalin, Gary Kleck, Steven Klees, Curtis Krishef, William Laird, Claude Lilly, Robert Neuman, James Orcutt, Barbara C. Palmer, Paul Piccard (Isaac Eberstein), Robert Reiser, Leslie Robison, Richard RuBino, Patricia Russo, Edwin Schroeder, William Shrode, John Simmons (Tom Denmark), William Snyder, Fred Standley, Jack Taylor, Walter Taylor, Hollie Thomas, Allan Tucker, Glayde Whitney, William Young.

II. Approval of the Minutes

The minutes of December 7, 1983, were approved as distributed.

III. Approval of the Agenda

The agenda was approved as distributed.

IV. Report of the Steering Committee, Patricia Martin

"Early in December, 1983, members of the Senate Steering Committee participated with other faculty and with FSU administrators and staff in a Leadership Conference organized by Vice-President Turnbull (as chairman of the University Executive Council) on the topic of plans for the future of FSU. As a part of the conference, a luncheon meeting was held with the staff of the Florida Postsecondary Education Planning Commission. Dr. David Spence, Executive Director of the Commission, addressed participants on the status of the Commission's plans, including their likely effects on the future of Florida State University. Vice-President Turnbull has identified ten or so issues from that meeting which he intends to pursue.

Early in the present term, the Steering Committee met briefly with Mr. Malcolm Baroway (Executive Director of Communications for Ohio State University) to discuss his experiences in campaigns in Ohio and Michigan to combat passage of referenda similar to Florida's Amendment I, the Citizen's Choice Amendment, regarding revenue cuts and restrictions. Mr. Baroway came to Tallahassee to consult with, among others, the Board of Regents staff, the Governor's office, and the FSU Steering Committee. He offered advice on the role of faculty in the opposition campaign and suggested that faculty can most effectively serve as resource

people.

Senate President Steve Edwards participated recently in the quarterly meeting of Faculty Forum, the association of SUS faculty senate presidents. Several items were discussed. (1) Support for graduate students. The Board recognizes that current budget arrangements fragment graduate student funding into at least three budget categories (faculty salary money, OPS money, and fee waivers). Efforts will be made by the BOR to structure the funding process differently so figures which reflect actual support levels for graduate students can be obtained. (2) Board of Regents legislative priorities for 1984-85. Aside from the normal costs to continue, the Board's first priority is library acquisitions and its second, movement of faculty salaries to the upper quartile. (3) Library acquisitions. Dr. Dick Dougherty, Director of the University of Michigan Library, was brought here to advise the Board of Regents on its upper quartile goals for libraries in the State University System. He viewed the goal of increasing the number of volumes in each one of the libraries to match upper quartile institutions as unrealistic. The approach he advised would have each institution identify its peers and seek to increase its acquisition rate to match that of its peers. In this way, individual institutions can seek to build distinguished collections in concentrated areas rather than across the board.

Early in January, the Steering Committee met with President Sliger. Topics discussed included undergraduate recruiting, the meeting in December with the Chancellor and BOR Chairman Murray Dubbin on the topic of Amendment I, and various concerns of the faculty, including comparisons of our status with that of the University of Florida.

Finally, the Steering Committee is concerned about attendance at Senate meetings. We have barely reached a quorum several times this year and seek your suggestions for improving the situation. Attendance patterns over the past two years are being analyzed to determine if problems exist in particular areas. If so, this will be used as a basis for discussion with the Deans on this problem."

V. Reports of Standing Committees

a. Elections Committee, S. Douglass Seaton

"The Senate President has asked the Elections Committee to report today with an outline of the procedures and schedule to be followed in this semester's Senate and faculty elections. These elections will follow the procedures designed in the newly approved by-laws.

During February the various Schools and Colleges will be electing faculty Senators for the 1984-86 term. At the same time those Schools and Colleges that have seats becoming vacant on the Professional Relations and Welfare and the Grievance Committees will be instructed to provide nominees for those faculty committees--at least twice as many nominees as there are spaces to be filled from each School or College.

For the Professional Relations and Welfare Committee and the Grievance Committee, there will be an opportunity for additional nominations from the Senate floor at the March meeting. It is hoped, however, that the new system, whereby sufficient nominations are made from the Schools and Colleges, will eliminate the need for last-minute nominations in the Senate meeting in order to complete the ballot, and consequently save the Senate's time. Ballots will then be prepared and mailed to the entire faculty, and they will be counted by the Elections Committee in early April.

For the Steering Committee, as soon as the roster of Senators for the 1984-85 academic year is complete, new and continuing Senators will receive nomination forms for the Steering Committee. A slate of nominees will be drawn up and circulated. At the April Senate meeting (1984-1986 Senators) the first item of business before the new Senate will be the election of the 1984-85 Senate President. Thereafter, the floor will be opened for additional Steering Committee nominations, each of which must have four (4) seconds. The election will be held, as in the past, by secret ballot in the meeting."

VI. Unfinished Business

There is no unfinished business.

VII. New Business

The Steering Committee knows of no new business to be brought forth today.

VIII. University Welfare

Senate President Edwards asked if there were any items of university welfare and there were none at this time.

IX. Announcements of Deans and other administrative officers

- a. Dean of the Faculties, Daisy P. Flory
SUS Early Retirement Program

"The Board of Regents and the UFF agreed to an early retirement program for in-unit faculty and in-unit A&P at the universities in the fall. The Board of Regents sent the University a policy statement on the program in December.

All in-unit employees, regardless of age, who have accrued at least ten (10) years of creditable service in the Florida or Teachers Retirement System may participate in the program during the period from July 1, 1983, to June 30, 1985. Faculty and A&P staff who have accrued creditable retirement service as described above, and who are sixty-two years or older, must choose to participate by June 30, 1985, or forfeit the right to future participation. Decision to participate in the program is irrevocable.

Faculty participants, who retire under this option and the rules of the Division of Retirement, can be re-employed by the University, for half of the academic year (19½ weeks/780 hours) at one-half of their 39 week academic salary without this affecting their retirement status. A&P participants can be re-employed for 19½ contiguous weeks during each calendar year at a salary rate proportional to their appointment. The period of reemployment extends over five consecutive years beginning with the academic year next following the date of retirement.

All decisions regarding participation in this program are subject to the Florida Statutes governing retirement and to the rules of the State Division of Retirement. Under these rules, all participants must actually retire and terminate their employment prior to reemployment and remain off all state payrolls for one calendar month after retirement or forfeit first month's retirement benefits. Participants may not be employed more than 780 hours during one calendar year (this prevents reemployment during spring and fall semesters of the same calendar year).

A memorandum describing the program is being mailed out next week to all in-unit faculty and A&P in-unit employees. A meeting to provide additional information on the program will be held Tuesday, February 7, 4:00 p.m., Room 006, Library and Information Studies Building. Representatives from the Office of the Dean of the Faculties, Personnel, Florida Division of Retirement, and Social Security Administration will be present at the meeting."

The Senate President commented that this early retirement program differs in goals and operation from the FSU Pilot Program and the Steering Committee has asked President Sliger to request permission to continue the Pilot Program for several more years until we can determine if it is able to achieve the desired goals. President Sliger has agreed to made this request.

b. Student Body President, Thomas L. Abrams

Mr. Abrams thanked the Senate for inviting him to this meeting. Mr. Abrams talked briefly about some of the on-going activities of the student body, such as the student run radio station, raising money for the handicapped, various speakers, and the proposed +/- grading system. It is sincerely hoped that this altered grading system will be received favorably when it is presented to the Faculty Senate.

Among other activities outlined were the organization of small group meetings to discuss race relation problems on campus, a student recruitment program to bring in quality students and a strong effort to register students to vote. The students can have a strong voice in opposition to Amendment 1 this fall.

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Mr. Abrams expressed his appreciation for the faculty at Florida State University.

IX. Announcements of the Vice President for Academic Affairs, Augustus Turnbull

Vice President Turnbull thanked Tom for the outstanding job he has done. The students are very supportative of the University and they can be assured that the administration will give careful consideration to the proposed altered grading system.

Mr. Turnbull distributed the following report issued from the Division of Academic Support Systems. As you can see the preliminary report is very good.

Preliminary Registration Information
The Florida State University
Spring Semester, 1984

January 17, 1984

This information is based on records from the Division of Academic Support Systems covering registration activity through Friday, January 14. The preliminary information on total head count includes projections of off-campus registration not yet completed: Continuing Education, internships, thesis and dissertation students. The preliminary information on student credit hours (reported here for the first time because of the interest in funding applications) does not include those same off-campus projections for either year. Official enrollment figures will be released from the Office of Budget and Analysis following the eighth week of classes.

<u>Preliminary Head Count</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>	<u>(1984-1983)</u>
Freshman/Sophomore	6,745	5,171	4,657	-514
Junior/Senior	9,569	10,247	10,234	- 13
Graduate	3,703	3,619	3,454	-165
Special, Transient, and other	591	627	868	+241
TOTAL TALLAHASSEE CAMPUS	20,608	19,664	19,213	-451
Est. Continuing Education	1,000	900	1,300	+400
Panama City	--	483	539	+ 56
TOTAL	21,608	21,047	21,052	+ 5

<u>Preliminary Student Credit Hours</u> (Both campuses)	<u>1983</u>	<u>1984</u>	<u>(1984-1983)</u>
Lower Division	80,576	84,260	+3,684
Upper Division	117,842	113,561	-4,281
Graduate	34,712	35,940	+1,228
TOTAL	233,130	233,761	+ 631

Overview: The Tallahassee campus remains about 500 students smaller than it was in 1982-83, consistent with Fall semester reports. The selective, but small 1982 freshman class is now reflected in a smaller sophomore class (-650 students).

The overall student numbers remain essentially constant. Growth in student numbers is seen in Special student, and Continuing Education categories along with the Panama City campus which grew nearly 12%. The addition of evening registration at the Center for Professional Development and an increase in evening course offerings created much of the growth in Continuing Education.

The credit hours for Spring, 1984 also remain level, but for a different reason. Undergraduate students on the Tallahassee campus are down in head count 527 students, but total student credit hours for undergraduate enrollment on the Tallahassee campus are the same as 1982, which means our undergraduate students enrolled in 7,500 additional hours or about 0.5 credit hours per student.

Vice President Turnbull briefly discussed the following issues:

1. At this time there are no plans for budget cuts. It is hoped that some funds (OCO, book OCO) will be released soon. We are still short on headcount of students, we will turn to increasing this number in the fall.
2. In all areas of the University the budget process is described differently. There is a task force on budget flexibility to look at specific suggestions to be made to the Legislature. Dean Werner Baum is chairing a committee to look at internal procedures.
3. The University Executive Council met with Herb Morgan to discuss useful and productive ways in which the University can approach issues being pushed by the Legislature.
4. Leadership Tallahassee is identifying young community leaders. One of the workshops being designed will focus on the university system.
5. The School of Nursing has a new dean, Evelyn Singer as does the Institute of Engineering, Elwin Dantin.
6. We must develop better relations with business and industry.
7. Special workshops are being developed for deans to help bring in outside funds. This will be closely coordinated with the FSU Foundation.

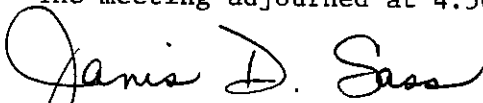
8. FSU must broaden its governmental/philanthropic relationships. The office of University Relations will need to expand its staff to cover the areas it is now unable to reach.
9. We should capitalize on our proximity to state government. FSU is in the best position to build on the closeness of state government and its interests.
10. Phase 1 of the Panama City Branch has done well. A Pensacola newspaper reported that FSU had done a good job of taking over. Now long range plans must be drawn up to define the nature of this branch. Dean Larry Bland and Assistant Vice President Mary Pankowski are working together to focus on the expansion plans.

Issues of concern directly related to Academic Affairs are:

1. Student recruitment
2. Student Affairs has a great presentation selling the student's life on campus, we now need a presentation to sell the academic life.
3. The self study is being completed. Useful recommendations will be forthcoming.
4. A committee to look at ways to develop merit pay for faculty is being chaired by Clifford Madsen.
5. The McKnight Foundation has created an endowment to improve minority involvement in higher education. Dr. Bickley is heading this endeavor.
6. Mary Pankowski and Representative Al Lawson are reviewing the issue of free courses to state employees.
7. An external consultant was brought in to look at our library problems. The Board of Regents has asked for \$20 million for library improvements.
8. John Fenstermaker is chairing a committee to look into self study recommendations for the Panama Canal branch.
9. Stephen Winters has agreed to head the new Honors Program. This will enable priorities to be placed on honors students and their needs.
10. Dean Daisy Flory and Associate Vice President Paul Elliott are stepping down from their respective offices. This will instigate the need for administrative changes including that of converting the two-year program in the Office of Basic Studies to that of a four-year program of Undergraduate Studies. A more comprehensive report will be given at a later date.

X. Adjournment

The meeting adjourned at 4:50 p.m.



Janis D. Sass
Secretary to the Faculty



The Florida State University
Tallahassee, Florida 32306


Office of the Student Senate
President

January 20, 1984

MEMORANDUM

TO: Faculty Senate
FROM: Ed Brosman
Student Senate President
RE: **SENATE RESOLUTIONS**

Attached is a copy of Resolution #9. It was passed by an overwhelming majority on January 18, 1984 by the Thirty-Sixth Student Senate.


Ed Brosman, Senate President

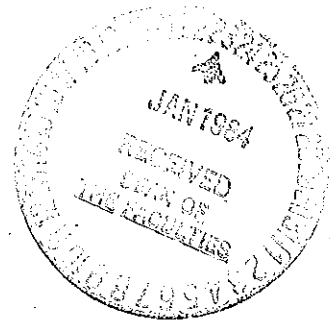
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"SOME MEN SEE THINGS AS THEY ARE AND SAY WHY.
I DREAM THINGS THAT NEVER WERE AND SAY, WHY NOT."



The Florida State University
Tallahassee, Florida 32306
Office of the Student Body
Vice President

January 20, 1984



To Selected Administrators and Faculty Members:

A Proposal to incorporate pluses and minuses into the present grading system has been completed by the Executive Branch of Student Government. On January 18, 1984, this proposal, in the form of a resolution, was overwhelmingly approved by the 36th Student Senate (see enclosed resolution). Next, this proposal will be submitted to the Faculty Senate Steering Committee for consideration. The purpose of this letter is to inform faculty and administration of this intention.

This particular grading system will maintain any present grade distribution curve while simultaneously allowing for finer distinctions which, it is felt, is in the best interest of students. Furthermore, Student Government concludes the following: in this case, that which is in the best interest of students is in the best interest of the University as a whole.

The actual proposal, with arguments in its support, is enclosed. It is urged that any administrator or faculty member with questions, criticism, or advice contact Tom Abrams or Jeffrey Wool at the Office of Student Government: 244 Union, or 644-1811. May students, faculty, and administration work in concert to achieve this important change for the better.

Sincerely yours,

Tom Abrams
Student Body President

Jeffrey Wool
Asst. to the President

P.S. Deans of Colleges,

At your discretion, please share this information with the faculty of your particular college.

"SOME MEN SEE THINGS AS THEY ARE AND SAY WHY.
I DREAM THINGS THAT NEVER WERE AND SAY, WHY NOT."



The Florida State University
Tallahassee, Florida 32306

*Student Body
Office of the President*

**PROPOSAL: TO INCORPORATE PLUSES AND MINUSES INTO THE PRESENT
GRADING SYSTEM AT FLORIDA STATE UNIVERSITY.**

**PREPARED FOR STUDENT GOVERNMENT BY: MR. JEFFREY WOOL
EXECUTIVE BRANCH**

**"COMING TOGETHER IS A BEGINNING.
STAYING TOGETHER IS PROGRESS.
WORKING TOGETHER IS SUCCESS."**

While there exists no perfect grading system, some are more advantageous than others. The executive branch of Student Government at Florida State University concludes the following: It is in the best interest of students, and accordingly, of the University to incorporate pluses and minuses into the present grading system (see Appendix 1).¹ The advantages to this particular system are as follows: It allows professors a wider range in reporting the value of a student's performance in relationship to any particular letter grade; it provides the professors with a means to make a clearer distinction between different letter grades (for example, A-/B+, B-/C+), while simultaneously allowing for an equally clear distinction within a given letter grade (for example, B+/B-, C+/C-); it minimizes the impact of any two particular grades; and, as the result of its possibility for greater precision and differentiation, it will, in many cases, be viewed as a more accurate representation of the student's university performance.

First, it is undoubtedly clear that under the present grading system, academic performances of a considerable variety are assigned precisely the same letter grade and consequently are awarded precisely the same numerical points. Suppose, for example, the following conceivable case: Student "x" and student "y" both received the letter grade "B" in a particular course; however, student "x" had an average of 89/100 and student "y" had an average of 80/100. Had that same difference of 9/100 occurred between a 94/100 and 85/100 the difference reflected in these students' grade point

¹Similar four point plus/minus grading systems are currently utilized by at least these five following institutions of higher education: Harvard University, Vanderbilt University, University of California (Berkeley), University of Michigan (Ann Arbor), and Mills College.

average would be twenty-five percent. This apparent misrepresentation would be minimized under a system with pluses and minuses, for within any base letter on the grade distribution curve, there will exist two distinctions which more accurately represent that student's performance. In addition, the possibility of being numerically rewarded for a strong B, C, or D with a B+, C+, or D+ will provide additional incentive to many students who, under the present system, accept for fact that an entire letter grade improvement is an unrealistic goal. Lack of incentive, particularly towards the end of a semester is an undesirable reality that a plus/minus system will, if not eliminate, certainly alleviate. This preservation of whatever incentives grades offer is in the best interest of all involved in the educational process.

Second, the plus/minus system provides the professor with a means to reflect numerically the distinction between any two base grades (A, B, C, D, F). An "A-" is valued at 3.75 while a B+ is valued at 3.25. This substantial difference allows the base letters to maintain their integrity. Furthermore, the difference of .5 applies both from plus to minus as well as from minus to plus. This equidistance, in effect, allows for the identical grade distribution curve as the present system (see Appendix 2). For all intent and purpose, the plus/minus system is a refined version of the present grading system. The presence of minuses balances pluses and in turn prevents inflated grade point averages.

Third, while the plus/minus system respects the integrity of base letter grades in general, it minimizes the impact of any particular grade a student receives; consequently, on the whole, a more meaningful summation of the student's performance is

recorded. This point is of particular relevance to the competitive student. Assuming such a student receives, under the present grading system, a "B", it is likely that he or she was in the upper percentile of those receiving a "B" in that particular course; under the plus/minus system that student would have likely received a "B+". In numerical terms, this amounts to a difference of .25, which is quite considerable. Now suppose during one semester under the present grading system that same competitive student received for five courses (three credits each): A, A, B, A, B — for an average of 3.60. Again suppose that under the plus/minus system that same competitive student received for the same courses: A, A, B+, A-, B+ — for an average of 3.65. This, for a competitive student, is a reasonable conversion and points out the lessening impact of any particular grade.

Fourth, and of utmost importance, a system with greater precision and differentiation will, in many cases, be viewed as more representative of a student's university performance. A consequent of this point will be that students at Florida State University will have a more credible base from which to launch their future career endeavors. In virtually all cases when a student applies to graduate programs the following criteria are most heavily weighed: grade point average and scores on the appropriate standardized test. According to a Hofstra University survey of 668 Deans of U.S. Graduate and Professional programs, there exists an inverse relationship between the proportion of Pass-Fail grades on one's transcript and the importance assigned to one's transcript in the admission process (see Appendix 3). As more Pass-Fail grades are awarded, the importance of the

standardized test increases and the importance of one's grade point average decreases. Although this study uses the extreme case of Pass-Fail markings, the following point can be inferred: admissions officers rank the importance of one's transcript according to its information content. If admissions officers are more comfortable in accepting as accurate a transcript with five distinctions (A, B, C, D, F) than one with two (Pass-Fail) it is possible that they will accept as even more accurate a transcript providing twelve distinctions (Plus/Minus). Students, after investing four years in compiling their official records, want these records viewed as more representative of their actual capabilities than the result of one standardized examination. In a more specific vein, the Plus/Minus system will benefit serious students in their attempts to gain admission to both Law and Medical schools. First, concerning Law School applicants, the following is the case: this particular Plus/Minus system values base grades, pluses, and minuses, in nearly an identical manner to that used by the Law School Data Assembly Service (LSDAS), through which all Law School applicants' transcripts must filter (see Appendix 4).² The practical effect of this fact is that students will have the opportunity to be numerically rewarded for their performance at Florida State University in precisely the same manner that the LSDAS concludes is proper. A university should supply the means for its students to be competitive with students from other universities; the Plus/Minus system would provide them with such means. Precisely the same facts apply to Medical School applications (see Appendix 5). In this case, in addition to the desirable similarity between the

²The 8/100 of a point lost in a "-" will be gained in a "+".

Plus/Minus grading system and The Association of American Medical Colleges' conversion tables, certain specific courses are of proportionately greater importance in gaining admissions to Medical Schools; the performance of students in such courses should be precisely conveyed to admissions officers. The cost of receiving a "B" for high "B" work in the present grading system is simply too severe; intermediate gradations would remedy this problem.

Concerning the processes of conversion and implementation, the Division of Academic Support Systems at Florida State University concludes the following: "(The considerations of conversion and implementation) should not present insurmountable problems" (For the report in its entirety, see Appendix 6). Financially, the recommended change would require: a) the hiring of two analysts for six months and b) an estimated 10,000 dollars for Final Grade Rosters and A.P.R.D. (transcript) forms. The study found that many of the presently used forms allow for a two character grade field; these forms need not be altered or replaced.

As for the scope of this system, Student Government recommends that it govern both graduate and undergraduate programs. This recommendation is based on the following two points: first, of the initial four arguments in support of the Plus/Minus system, the first three apply to graduate as well as undergraduate programs; the fourth may apply to graduate students to the extent that potential employees consider students' transcripts as well as their degrees. Second, Florida State University presently offers graduate courses in which certain undergraduates may enroll; a consistent grading policy would avoid the possible complications of such enrollment.

In conclusion, a common objection to a system of this sort

is: the more gradations a particular system acknowledges, the more those who adhere to such a system are tempted to regard as scientific that which is not. This may be the case; however, it does not undermine the advantages of this system. The change to this system, if implemented, will affect all persons at Florida State University. Understanding this consequence all groups: students, professors, and administrators have a vested interest in carefully considering the options available. Although each of the separate groups is delegated a particular role in the process, there exists a common objective: To provide Florida State University with the most advantageous grading system possible. Student Government concludes that incorporating pluses and minuses into the present grading system will provide such a system.

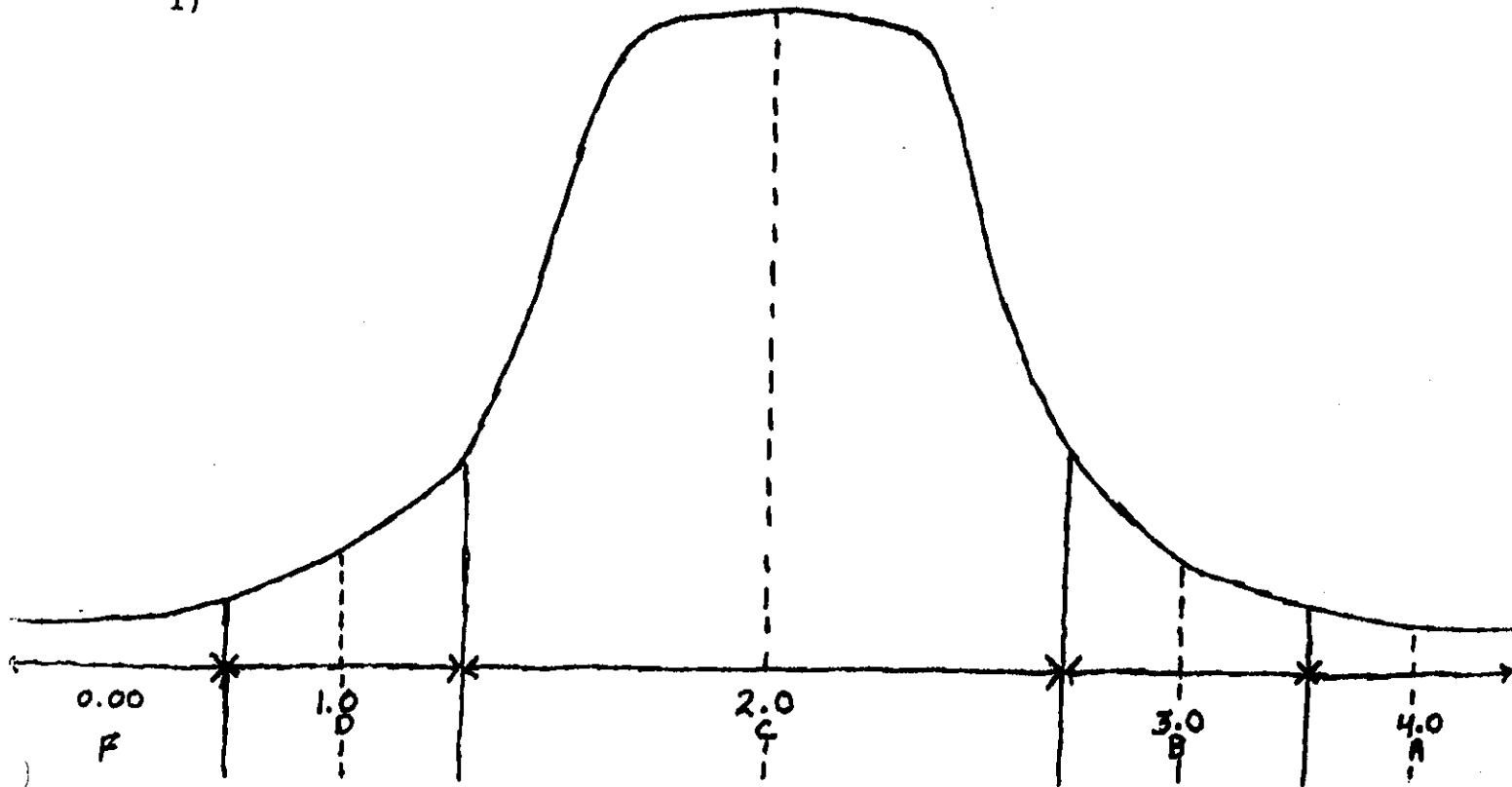
FOUR POINT; PLUS/MINUS GRADING SYSTEM:

Numerical Values:

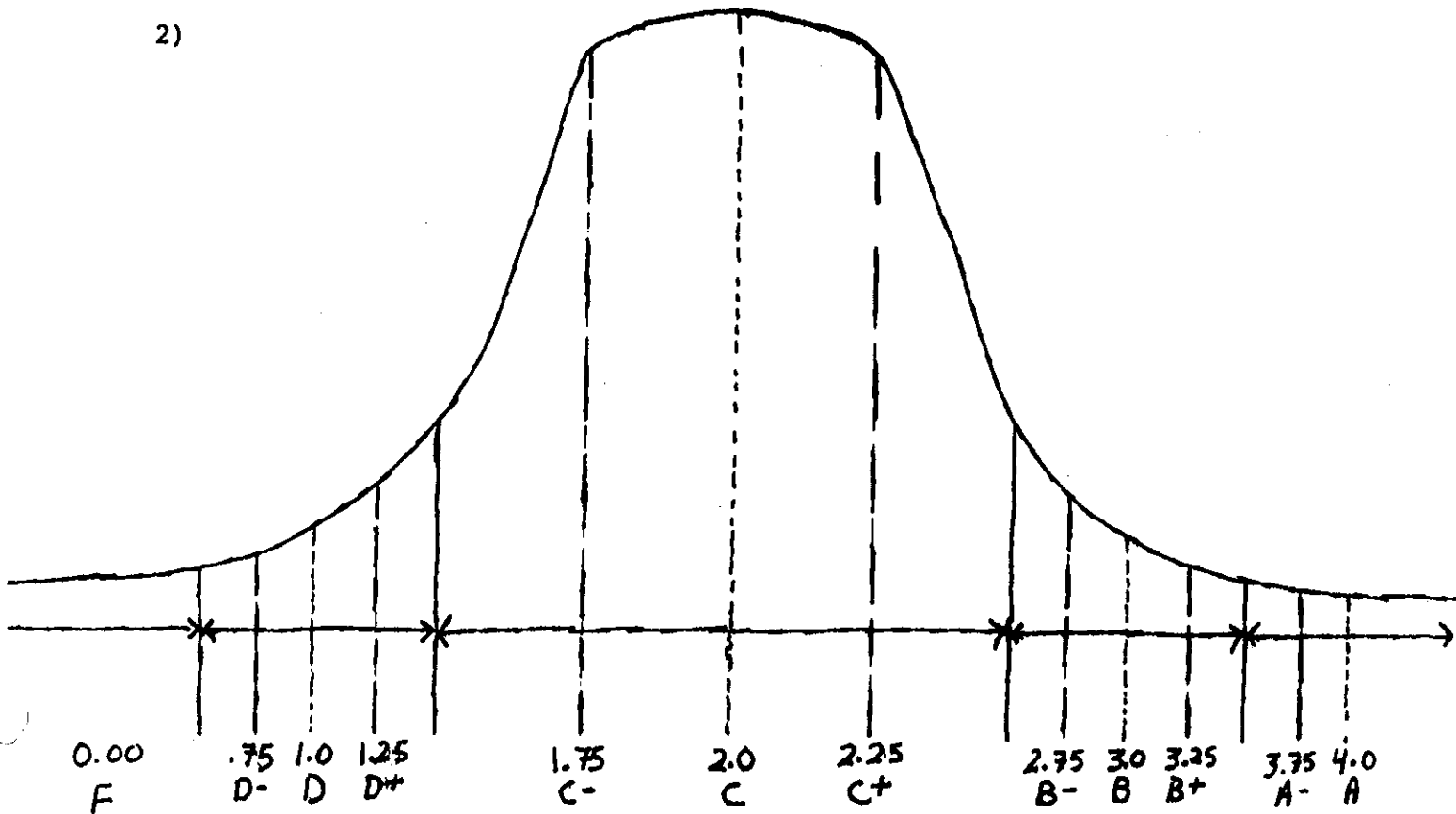
A	:	4.00	D+	:	1.25
A-	:	3.75	D	:	1.00
B+	:	3.25	D-	:	.75
B	:	3.00	F	:	0.00
B-	:	2.75			
C+	:	2.25			
C	:	2.00			
C-	:	1.75			

A Grade Distribution Curve: 1) 4.0 2) 4.0+/-

1)



2)



HOFSTRA UNIVERSITY

New College Report # 2*

October, 1971

A Survey of Graduate School Attitudes
Toward Non-traditional Grading Systems:

Preliminary Report**

Margaret A. Hofeller

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New College, Hofstra University's innovative degree-granting undergraduate unit, and the Center for the Study of Higher Education at Hofstra University, have joined in a cooperative program of educational research since 1969. Members of both staffs participate, with the College and the Center pooling resources for the diverse projects. Participants in this cooperative venture into educational research include Dr. Harold E. Yuker, Director of the Center; David Christman, Dean of New College; Professor Margaret A. Hofeller, Project director; and Marina L. Dean and Emaline Finkels, Research Associates. The following report is a direct result of this jointly conducted research and is one of the continuing series of published documents.

This study was undertaken with the support of the International Business Machines Corporation.

Table 1

Ratings of Importance of Admissions Criteria

Factor	Ratings				No Response $\frac{N}{Z}$
	Great Importance $\frac{N}{Z}$	Average Importance $\frac{N}{Z}$	Little Importance $\frac{N}{Z}$	No Importance $\frac{N}{Z}$	
Standardized test score for admission	135 (35)	205 (52)	34 (.09)	4 (.01)	13 (.03)
Undergraduate G.P.A.	295 (76)	83 (21)	4 (.01)	0 (0)	5 (.01)
Quality of undergraduate school	140 (36)	207 (53)	33 (08)	5 (.01)	6 (.02)
Letters of recommendation	73 (19)	181 (46)	54 (24)	24 (06)	15 (05)
Entrance exams	19 (.05)	56 (14)	55 (14)	118 (30)	143 (37)
Personal interview	84 (21)	115 (29)	72 (18)	52 (13)	68 (17)
Other criteria	24 (06)	16 (04)	3 (01)	11 (03)	337 (86)

Table 2
 Changes in Importance of Admissions Criteria
 As a Function of Pass-Fail Grades

Factors	Ratings			No Response
	Of More Importance $\frac{N}{Z}$	Of Same Importance $\frac{N}{Z}$	Of Less Importance $\frac{N}{Z}$	
Standardized tests	255 (65)	108 (28)	2 (.01)	26 (07)
Undergraduate G.P.A.	110 (28)	154 (39)	83 (21)	44 (11)
Quality of undergraduate school	199 (51)	151 (39)	5 (01)	36 (09)
Letters of recommendation	150 (38)	177 (45)	10 (03)	53 (14)
Entrance exams	51 (13)	134 (34)	22 (06)	184 (47)
Personal interview	107 (27)	175 (45)	11 (03)	98 (25)
Other criteria	13 (03)	36 (09)	1 (.002)	34 (87)

items last on the questionnaire. At another, the explanation
on either the respondents' lack of information to date or their unwilling-
ness to confront the question. Still a third, equally reasonable analysis,
based on the evidence available from those who did respond, suggests that,
based on the graduate schools' admittedly limited experience with Pass-
Fail records, a student's background, in terms of his own or his college's
record with non-traditional grading, is not correlated with his graduate
school performance. Obviously, any current "selection-biases" restrict
the definitiveness of this finding.

Summary and Conclusions

Questionnaire data were obtained from 391 (58%) of 668 Deans of
U.S. graduate and professional programs in liberal arts and sciences,
education, law, medicine and nursing on non-traditional undergraduate
grading systems. The major findings are that:

1. Grade point averages remain the single most important criterion for the evaluation of graduate school applicants.
2. When students' records contain a large number of Pass-Fail grades, standardized test scores and the apparent quality of the undergraduate college gain in importance as admissions criteria.
3. Any given proportion of Pass-Fail grades create significantly more negative effect when they occur in courses in applicants' major fields than in his overall record.
4. Pass-Fail grades in as few as 10% of applicants' major course have negative impact on evaluation of these applicants.
5. The clear majority of graduate schools report the practice of

APPENDIX C: LSDAS TRANSCRIPT SUMMARIZATION

LSDAS Transcript Summarization

The LSDAS produces a year-by-year, college-by-college summary of your undergraduate record by converting your grades, if possible, to a standard 4.0 system (4 is high) and your credits to semester hours. We then calculate a grade-point average (GPA) for each year and a cumulative GPA for each year at the college that issued the transcript. No attempt is made by the LSDAS to equate grades earned at different institutions to a national scale. A description of the elements detailed on an LSDAS Report will be included on the copy of the report sent to you.

Policies and Procedures on the Summary of Transcripts

General Policy Statement

The LSDAS is designed to summarize in uniform fashion the undergraduate records of law school applicants. In doing so, grade notations and systems are converted to the 4.00 system as follows:

Table 1

4.0 Scale	A+ to F	1 to 5	100-0
4.33	A+	1+	98-100
4.00	A	1	93-97
3.67	A-	1-	90-92
3.50	AB		
3.33	B+	2+	87-89
3.00	B	2	83-86
2.67	B-	2-	80-82
2.50	BC		
2.33	C+	3+	77-79
2.00	C	3	73-76
1.67	C-	3-	70-72
1.50	CD		
1.33	D+	4+	67-69
1.00	D	4	63-66
0.67	D-	4-	60-62
0.50	DE or DF		
0.00	E & F	5	below 60

Grade notations and systems with more than 2 passing grades are converted to the 4-point scale as follows:

Table 2
Four Passing Grades

Highest Passing Grade	= 4.00
Second Highest Passing Grade	= 3.00
Third Highest Passing Grade	= 2.00
Lowest Passing	= 1.00

Three Passing Grades

Highest Passing Grade	= 4.00
Middle Passing Grade	= 3.00
Lowest Passing Grade	= 2.00

Failing grades in all systems are converted to zero on the 4-point scale. Passing grades in systems of one or two passing grades are not converted to the 4-point scale, but credits for the work in such systems are totaled and reported separately as unconverted credits.

These conversion values are employed in all cases involving such grade notations or systems, including those in which a particular college internally assigns different weights.

Thus, LSDAS will convert a B+ to 3.33, even though an institution translates that grade to 3.50 when calculating grade point averages. This is what most law school admission officers did in their own offices before LSDAS was available to perform such routine calculations for them. One should not construe such a procedure as an attempt to equate grades on a national scale; admission officers understand that a particular grade earned at one institution may not have the same meaning as the identical grade at another. In all cases a copy of a candidate's transcript(s) accompanies the LSDAS report, and the proper interpretation of the grade point average is left to the law school admission officer's expertise.

Several reasons support this policy. Most important, perhaps, is the fact that the affected grading systems are common ones, and law school admission officers believe that particular grades in these systems are interpreted in relatively similar ways by those who assign them. [It is unlikely, for example, that teachers at one school assign B+ grades in a certain manner because those grades carry internal conversion weights of 3.50, while they would assign the same grades in a substantially different fashion just because it converts to 3.33.] The notations used in Tables 1 and 2 have a common interpretation, and LSDAS has selected a common set of numerical values to represent them. Thus, an LSDAS average of 3.33 always signifies a B+; if a B+ at a particular college can be demonstrated to indicate unusual achievement, then appropriate weight will be given to it by the law schools.

A different policy could lead to very inequitable results. If LSDAS were to convert standard grades in the various ways which might be recommended by individual colleges, students with identical grade notations would find themselves with widely divergent averages. This would inevitably bring pressure to bear on the colleges to adopt the highest possible conversion scales. The resulting LSDAS averages would lose any semblance of uniformity, and law schools would have to recalculate transcripts in order to obtain meaningful results.

The ultimate purpose of LSDAS is to minimize the routine, manual aspects in the admissions process, thereby maximizing the resources available for evaluating applicants. LSDAS's uniform conversion system has succeeded in doing this, thereby freeing admission officers to look beyond a student's cumulative average. The truly important questions—what a particular average means at a given undergraduate institution, whether an applicant's record has been improving significantly from freshman to senior year, etc.—can be given appropriate attention. It is these kinds of considerations which are vital when large numbers of candidates are being compared.

LSDAS Specific Policies and Procedures

1. The LSDAS provides a year-by-year, college-by-college summary of a candidate's undergraduate grades and credits (grades, when possible, in terms of the 4-point scale and credits in terms of semester hours).
2. Candidates must ask every institution listed on their LSDAS registration form to send the LSDAS an official transcript. Transcripts received directly from candidates are returned to them. If you are unable to obtain a transcript from an undergraduate institution, you **must** complete the Academic Record Form enclosed in this packet. This form must be returned with your LSAT/LSDAS Registration Form in the Registration Envelope.
3. After a candidate's grades are converted to the 4-point semester-hour system, a GPA and a cumulative GPA are calculated for every year spent at the college that issued the transcript.

GRADING SYSTEMS CONVERSION TABLES

APPENDIX 5:

GRADING SYSTEM CONVERSION TABLE #1 - The most commonly used grading systems: "+" = n.3 and "-" = n.7

Find the vertical column which most closely parallels the grading system used at your college. The corresponding AMCAS grade for each grade within this column can be found in the AMCAS Grade column (VVV) on the right side of this table. Enter the corresponding AMCAS grade in the "AMCAS GRADE" column on your Academic Record. Use the appropriate AMCAS weight (column ###) in all AMCAS GPA computations.

AMCAS will verify any "+" or "-" grades from your Official Transcript and include the corresponding weights in GPA calculations, even if your school does not assign different weights to "+" and "-".

A	A+	A	A	A	A	A	A	E	A	H*	A	HH*	100-93	100-90	100-93	4.0	1	4.0	1+1	3.0	VVV	###
A-	A-		A-	A-									92-90			3.7			1-	A-	A	4.0
B+	B+	B+		B+									89-87			3.3			2+	B	B	3.3
B	B	B	B	B	B	B	B	S	B	HP*	B	H*	86-83	89-80	92-85	3.0	2	3.0	2	2.0	B	3.0
B-	B-		B-	B-									82-80			2.7			2-	B-	B-	2.7
C+	C+	C+		C+									79-77			2.3			3+	C+	C+	2.3
C	C	C	C	C	C	C	C	M	C	P*	C	P*	76-73	79-70	84-77	2.0	3	2.0	3	1.0	C	2.0
C-	C-		C-	C-									72-70			1.7			3-	C-	C-	1.7
D+	D+	D+		D+									69-67			1.3			4+	D+	D+	1.3
D	D	D	D	D	D	D	D	I					66-63	69-60	76-70	1.0	4	1.0	4	D	D	1.0
D-	D-		D-	D-									62-60			0.7			4-	D-	D-	0.7
F	F	F	F	E/NC	F	NC/N	E	F	F	F*	NC	F*	<60	<60	<70	0.0	5	0.0	5/6	0.0	F	0.0

*If these grades were earned in graduate school, please see Table #4.

GRADING SYSTEM CONVERSION TABLE #2 - For schools with "n.5" intermediate grades or a continuous range from 4.0 to 0.0

Find the horizontal row which most closely parallels the grading system used at your college. The corresponding AMCAS grade for each grade within this row can be found in the AMCAS Grade row (>>>) at the bottom of this table. Enter the corresponding AMCAS grade in the "AMCAS GRADE" column on your Academic Record. Use the appropriate AMCAS weight (row ###) for each AMCAS grade in all AMCAS GPA computations.

A		AB		B		BC		C		CD		D		DF	F	
A		AB		B		BC		C		CD		D		DE	E	
A		B+		B		C+		C		D+		D			F	
A+	A	A-		B		B-		C		C-		D		D-	F	
A															F	
>>>	4.0-3.9	3.8-3.6	3.5	3.4-3.2	3.1-2.9	2.8-2.6	2.5	2.4-2.2	2.1-1.9	1.8-1.6	1.5	1.4-1.2	1.1-0.9	0.8-0.6	0.5-0.1	0.0
###	A	A-	AB	B+	B	B-	BC	C+	C	C-	CD	D+	D	D-	DE	F
	4.0	3.7	3.5	3.3	3.0	2.7	2.5	2.3	2.0	1.7	1.5	1.3	1.0	0.7	0.5	0.0

GRADING SYSTEM CONVERSION TABLE #3 - For Canadian colleges and universities only

If grades are reported in both letters and numbers, the exact letter grades should be entered in the "OFFICIAL TRANSCRIPT GRADE" column on your Academic Record. Locate the exact grades which appear on your OT in horizontal row "AAA". The corresponding AMCAS grade for each grade within row "AAA" can be found in the AMCAS grade row (>>>) at the bottom of this table. Enter the corresponding AMCAS grade in the "AMCAS GRADE" column on your Academic Record. Use the appropriate AMCAS weight (row ###) for each AMCAS grade in all AMCAS GPA computations.

If only numeric or percentage grades are used, find the horizontal row other than row "AAA" which most closely parallels the grading system used at your college. When percentage grades are not based on 100, convert actual percentages to a base of 100 (e.g., in base 50, multiply actual grade by 2; in base 150, multiply actual grade by .667). The corresponding AMCAS grade for each grade within a row can be found in the AMCAS grade row (>>>) at the bottom of the table. Enter the corresponding AMCAS grade in the "AMCAS GRADE" column on your Academic Record. Use the appropriate AMCAS weight (row ###) for each AMCAS grade in all AMCAS GPA computations.

	9	8	7	6	5	4	3	2.1				
	100-87	86-80	79-76	75-73	72-70	69-66	65-63	62-60	59-56	55-53	52-50	<50
	100-84	83-75	74-72	71-69	68-66	65-64	63-62	61-60	59-56	55-53	52-50	<60
	100-87	86-80	79-75	74-70	69-65	64-60	59-55	54-50				<50
	100-87	86-80	79-75	74-70	69-65	64-62	61-59	58-55	54-52	51-48	47-45	<45
AAA	A+	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
	I		II			III			IV			
>>>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
###	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0.0

GRADING SYSTEM CONVERSION TABLE #4 - For Graduate schools having three passing grades other than A/B/C and lowest passing grade equal to "B"

If your graduate school uses three passing letter grades other than A/B/C, and indicates that the lowest grade is equal to a B, use this table. Find the horizontal row which most closely parallels the grading system used at your college. The corresponding AMCAS grade for each grade within this row can be found in the AMCAS grade row (>>>) at the bottom of this table. Enter the corresponding AMCAS grade in the "AMCAS GRADE" column on your Academic Record. Use the appropriate AMCAS weight (row ###) for each AMCAS grade in all AMCAS GPA computations.

	H	HP	P	F	
	H	HP	P	U/F	
	DIST	HIGH	PASS	F	
	H	HP	P	U	
>>>	A	A-	B	F	
###	4.0	3.7	3.0	2.7	0.0



The Florida State University
Tallahassee, Florida 32306

Division of Academic Support Systems

MEMORANDUM

TO : Paul R. Elliott
FROM: Billy R. Norwood *B.N.*
RE : New Grading Systems
DATE: October 10, 1983

In considering the impact of a change in the grading system, there are many factors not completely defined at this time. The following categories are general in nature and may not cover everything:

I. Conversion

A. Programs

Approximately twenty-five job streams containing approximately fifty programs would have to be modified, some requiring minor changes and others to be rewritten. This would require the time of two analysts for six months.

B. Forms

Many forms are used to print grades and most of the forms allow room for a two character grade field (such as B+). No modification of those forms will be required. Others, such as the Final Grade Rosters and APRD (Transcript) forms will require revision at a cost of \$10,000.

C. Calculation Process

The method used to calculate the new grades still has to be determined and possible changes in the retention tables noted. This calculation should be kept simple to assist everyone in doing manual calculations.

II. Implementation

A. Date

The Fall, 1984, term would be the best date to consider changing to a new grading system in order to redesign forms and complete the program modifications. Changes of this type should be made effective for a complete academic year.

Paul R. Elliott
October 10, 1983
Page 2

B. Decision to Convert

The decision to convert should be made by December, 1983, if possible, in order to complete the necessary conversion work by September, 1984.

III. Other Considerations

- A. This will increase the complexity of manual calculation of quality points and GPA, and will have an impact across campus for a number of years. Most academic offices must carry out their own calculations manually.
- B. Automated GPA Calculation could markedly decrease the staff time now being used for hand calculations. However, since all A.I.D.S. resources are currently committed this task will have to remain a manual one for the foreseeable future.

These considerations should not present insurmountable problems. If you need more information on this subject, please feel free to call on us.

BN:vm

cc: Mr. Maxwell Carraway
Mr. Jeffrey Wool