

University of North Carolina at Chapel Hill Educational Policy Committee

Policy Approaches for Addressing Grade Inflation, Grade Compression, and Grade Inequality October 9, 2009

1. Ration the number of each letter grade an instructor or department may grant in each section (e.g., Princeton)
2. Separate evaluation of student performance from teaching (e.g., Swarthmore)
3. Report context information for each grade on the transcript (e.g., Indiana)
4. Provide a measure of accomplishment adjusted statistically for relative performance and “strength of schedule” for cross-department rankings
5. Prohibit comparison of students' accomplishment across departments and instructors
6. University-wide discussion and deliberation process on grading meaning and philosophy (e.g., Seton Hall)
7. Watch and wait