

If I Become a Professor & University President:

Kingsford University

1. If I become a professor, for final exams, I would definitely include at least one question from each term test or midterm **identical** to see if students actually learned. (Those who got it right the first time should be able to solve it again, unless they brute-forced or memorized it. And those who didn't get it the first time should've learned from their mistake by now. They have no excuse to mess it up since it will be identical with the exact same numbers.) Students will also be encouraged to go back and review all their mistakes and previous tests. (No need to scrape the web to find past papers though that can be helpful too.)
2. My tests would have a much longer time limit, not excessively long, but significantly more than what's needed if you already know how to solve everything on the spot. For example, if a term test with 3 questions at UofT has a 50-minute time limit (as is the case for CSC236 and CSC263), I would give 150–180 minutes (more than 3x the time), or maybe even more for courses that rely heavily on problem solving and not much memorization, so that students who didn't learn the material in class have the chance to actually think and come up with the ideas on the spot. If they manage to do that, they'll never forget it. Some students might miss certain things during class or they may simply not have had the time to practice or learn everything so giving them this extra time gives those who care about their grades but didn't study much the chance to still do well *and* actually learn what they were missing.
3. The cGPA calculation method would be completely redesigned. Classes would still use grading scales, but with more granularity and smaller, more frequent drops between grade levels. For example, instead of UofT's current scale where 90+ is an A⁺, 85–89 is an A, and 80–84 is an A[−], I would break each letter grade into finer subcategories.

Rather than a single “A[−]” taht covers 80–84 it would be split into:

- **A1[−]** for 84–83 → 3.9 GPA
- **A2[−]** for 82–81 → 3.8 GPA
- **A3[−]** for 80 → 3.7 GPA

Similar convention will hold for the rest of the letter grades, so B would be split into B1[−], B2[−], B3[−], and so on, each with their own 0.1 GPA step down. These details would appear as a small subscript or notation next to the letter grade so the transcript stays clean and readable.

This change would make the GPA-to-grade curve much smoother and pretty much linear rather than the piecewise function it is right now (like dropping straight from 4.0 to 3.7 just because you got an 84 instead of 85). It would also help professors avoid constant edge-case requests from students asking for a one-point bump to reach the next GPA tier because there'd be smaller steps in between.

And for calculating the final cGPA, instead of converting each course grade directly into GPA and then averaging, we would first get their average numerical grade across all courses and *then* that average would be converted to the GPA scale. This would make the final GPA even more accurate because if each course is rounded, given that 20 credits (40 courses) are taken during undergrad, this would certainly make a huge difference.