



Student Perspectives on the Attendance Policy

**AUC Student Council 22-23
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Introduction

This report examines the current attendance policy at AUC and investigates if and how AUC students have been personally affected by it during their studies. The AUC Student Council has undertaken this task during the 2022-23 period, as we have witnessed increased concern from the student body this year regarding the current state and form of the attendance policy at AUC, particularly since its reinstatement following the removal of pandemic restrictions in the Netherlands. The board particularly recalls a tense environment at the Attendance Policy Information Session in June, in which students expressed heightened concerns and dissatisfaction with this policy reinstatement. We thus believe that it is vital for students' concerns to be represented to AUC and its management within the current AS&P revision cycle.

To conduct this investigation, we distributed a survey to the students, asking them to select statements that they most identified with regarding the current attendance policy. In total, we received 365 responses to the survey. Out of the 365 responses, 162 respondents (44.4%) are first-year students, 107 (29.3%) are second-year students, 85 (23.3%) are third-year students, and 11 (3%) are either fourth-year students, exchange students or alumni. Results of the survey are will be analysed further in this report.

We additionally held three focus groups with students to gain a deeper understanding of various perspectives and concerns of the student body, and to brainstorm potential alternatives or amendments to the current policy. We initially considered including faculty members in these focus groups, but ultimately felt that students may feel more comfortable expressing their opinions and sharing their experiences solely with other students.

Within this report, results from the survey will first be presented. Next, the key themes and arguments that emerged within the focus groups will be discussed, with relation to the survey data. Finally, the report will conclude with a summary analysis and recommendations for next steps in this process.

Survey Results

Within the survey, fifteen statements were offered to respondents regarding the attendance policy, with an option to include their own statements. These statements were determined based on common opinions, experiences and concerns the council has heard from students regarding the policy. Students were directed to select all the statements that they most closely identify with regarding their perspectives on the attendance policy.

The most selected statement, “The attendance policy should be more lenient” received 248 votes, or 67.9% of all respondents. The statement “The attendance policy should be more lenient in the intensive period” received 209 votes (57.3%), while the statement “There should be more clarity in the accommodations and exemptions given by the BoE” received 204 votes (55.9%). Negative perceptions of the attendance policy and its impacts on the student body are further highlighted in the statements, “The attendance policy is condescending towards students” and “The current attendance policy negatively affects my mental health”, which received 158 votes (43.3%) and 152 votes (41.6%) respectively. The comprehensive results of the survey are included in Appendix 1.

Throughout the survey students were additionally given the option to write in responses and comments. These responses were considered when formulating questions for the focus groups. For a comprehensive list of the survey's additional comments and individual testimonies, refer to Appendix 2.

Focus Groups

Three focus groups were conducted, with 14 students total in participation. These were students who gave their email in the survey and responded to our email invitation. First, the students were asked general questions about the semester and how they are finding the workload and academic pressure. Then, students were asked questions about the attendance policy as it is now. Finally, students were asked what suggestions they have, if any, for a change in attendance policy.

The opinions expressed mainly contain three distinct discussions. The first is in relation to the procedure incurred by the policy as it is written in the current AS&P. The second discussion does not concern the carrying out of the attendance policy, but rather the existence of a policy which requires attendance. The third discussion contains suggestions from students on how they believe the attendance policy should change.

These arguments are outlined in the figure below, stating also in which focus group(s) they were mentioned. Please note that this does not necessarily indicate consensus among the group.

DISCUSSION

ARGUMENT EXPRESSED

Concerns with current exemption procedure

Lengthy exemption process makes it harder for students with mental health issues such as anxiety and depression (all groups)
Students feel pressure to disclose private information (all groups) <ul style="list-style-type: none"> - Mention of those who don't feel comfortable discussing personal issues with tutor (group 1) - Mention of those who struggle with debilitating menstruation and do not wish to disclose this (group 2) - Mentions that the need to continue sharing private information is harsh (group 3)
Complex exemption process and vague language in the AS&P contributes to stress of students (group 3)
Applying for exemptions after the end of the course is discouraging (group 1)

Discussions over existence of mandatory attendance

Class discussion is negatively affected when there is poor attendance (group 1 and 3)
Not all classes are discussion-based and require attendance to maintain quality of course (group 2)
When policy was lifted, some students skipped several lectures and still did very well (group 2)
Teacher is less motivated to improve quality of lectures if everyone is required to attend (groups 2 and 3)
Mandatory attendance shows lack of trust in students (groups 2 and 3)
Mandatory attendance is unfair to students who deal with health issues such as pain with menstruating (groups 2 and 3)

Suggestions for changes

The penalty for poor attendance should not be failing. The punishment should change (groups 1 and 3)
A recalculation of absences based on how much material you can catch up with (group 1)
Participation grade rather than absences (groups 1 and 3)
Distinction between excused absences and unexcused absences, and different consequences depending on the type of absence (group 2)
Remove attendance requirement in some courses while leaving it for others depending on necessity (group 2)
Ability to track absences in Canvas (group 3)
Sees no future for attendance policy (group 3)
Attendance should remain for first-years and not for others (group 1)
Policy should avoid people going to the BoE (group 2)

In many arguments, the focus group substantiated findings from the survey. This was most notable with the mention of mental health and the overlap with the survey statement: "The attendance policy negatively affects my mental health". Mental health was mentioned in every group without direct prompting from the moderators. One participant mentioned that they have "had classes where I felt like I had to attend because I did not have any days left to not attend. During days where I would force myself to go to class, I would either be in the middle of an anxiety or panic attack, I would not be listening. I was there physically, but there was no point in me being there". Furthermore, the concern that the attendance policy harms people with existing mental health issues was mentioned, with one student mentioning that the policy further compounds mental health issues. Another stated that "the system feels quite ableist. With mental health issues, you're left to struggle with that on your own".

This was a discussion which additionally concerned the exemption process, particularly the difficulty in applying for and receiving an attendance exemption. Students talked about the harsh consequences of having too many absences, with some suggesting a lighter punishment for absences. One participant stated that the procedure is "very complicated and it's not worth the effort. It's better to just push yourself to your own limits than to have to put even more effort into justifying what happened. It makes you feel more vulnerable". Another mentioned that there are "so many unnecessary steps that could have been simplified". One participant additionally mentioned the triggering nature of having to tell the same story repeatedly to different parties within the procedure, namely their tutor, the BoE, and either the SLO or a healthcare official. From our findings, in the discussion of the attendance policy, mental health remains a heavily related subject for many of the students who participated in our investigation.

The statement which was most agreed upon, "The attendance policy should be more lenient", was not in itself a main argument mentioned in the focus group, rather, the desire for more lenience was iterated in smaller, more specific arguments which could be characterised by a request for more forgiving alternatives. This could be seen in the proposal to have excused absences due to sickness, the proposal to have a recalculation of absences based on ability to catch up with missed content, and the request for a punishment lighter than failing a course. One participant highlighted that "the intensive is my biggest concern about the policy. Because, if you're ill for three days in the 16-week period, you get one attendance off for maybe three of your courses, (...) which isn't catastrophic at all. But if you're ill for three days in the intensive, you fail the course". Furthermore, some requested more lenience in the form of an easier exemption process, as seen with the complaints of the current process and with the suggestion for the policy to "avoid people going to the BoE". Given the array of suggested changes, it is clear that this statement can be interpreted not only as a criticism on the number of allowed absences in some cases, but also as a remark on the execution of the policy itself. Survey results and focus group discussion confirms that many students want greater flexibility than what the stated procedure allows for. Participants suggested class-based attendance conditions, with one stating that "we have three different disciplines here, and they all work very differently. I don't think this one-size-fits-all [approach] is fair".

The focus group also portrays perspectives similar to the survey regarding the quality of lectures and the policy's impact on them. Some cited a lack of motivation and incentive for lecturers to improve their lectures, while others discussed inconsistency between attendance and performance in courses. Participants additionally stated that not every course is discussion-based, and thus not every course relies on attendance to the same extent to enrich the course. However, just as in the survey, there were contrary opinions represented among the focus group participants. Participants in the first and third focus groups stated that in some circumstances, class discussion can be negatively affected when there is no attendance policy. However, in the second focus group it was argued that mandatory attendance encourages "forced discussion" in discussion-based courses, which harms the quality of the lectures. One student stated that while they "had classes last year where nothing was being discussed because people were not attended, (...) if people had attended in a poor state, there would still be no discussion". Thus, disagreement on the role of the attendance policy in the quality of lectures persists among students, as seen in the focus groups and in the survey response. It is important to mention that while different perspectives were represented within both the survey and focus groups, however, responses overwhelmingly favoured more negatively-perceived arguments; survey results in the statements "The attendance policy does not improve the quality of lectures at AUC" and "The attendance policy improves the quality of lectures at AUC" received 52.1% and 14% of votes, respectively.

While the focus groups largely substantiated the results of the survey, there were also perspectives in the focus group that deviated from what one would expect based on the survey results. While 40% of the survey participants agreed that "There should be no attendance policy", few participants in the focus group mentioned this perspective when asked what changes they envision for the attendance policy. Only one student reported seeing absolutely no future for the attendance policy, while the remaining participants were willing to discuss amendments to the current attendance policy. One participant stated, "Maybe it does help people, but doesn't for others. It depends on the person themselves, and they should be able to decide if it's beneficial or not".

Lastly, there was one concern which was mentioned in every group despite not being asked in the survey. Students in all focus groups argued that the current attendance policy pressures students to disclose private information. For students this was closely related to mental health issues, such as with students who struggle with mental health issues and would rather not disclose this information to their teachers and tutors despite feeling pressured to do so. One participant stated that if they still "weren't able to be vulnerable, I wouldn't have any documents to prove I had depression". Another stated that "if people really do not want to be there, there's probably a good reason why. It's obvious that the class is suffering, but it's not so obvious that the individual is suffering". Students also related this concern to physical health issues as well, citing experiences of students who struggle with debilitating menstruation. One participant discussed their experiences with painful period cramps, and "hav[ing] to calculate, 'Oh, for every month I can have one absence'. I feel like that's very discriminatory towards people who experience painful periods. And then they can't be sick, because they don't have the days left to skip class".

Recommendations

With consideration of the report's findings, the Student Council board puts forward several recommendations regarding policy amendments and procedural measures for discussion and implementation. The board understands that this issue has been the topic of a longstanding, heavily-nuanced conversation. However, our findings have proven that pursuing amendments within the policy is a crucial responsibility within our role in the AUC community. Although alternatives to the current policy will, to an extent, have their own drawbacks, we believe that the advantages of these alternatives far outweigh both their own disadvantages, and the issues that the current policy impose upon the community.

Regarding concrete recommendations for amendments to the attendance policy, the board has selected three approaches which we believe are most feasible, and address the structural issues imposed by the current policy. These are the three approaches that we wish to focus our discussions towards in the current 2022-23 AS&P revision cycle. We would like to clarify that we do not see this as an exhaustive list of set policy changes, but rather as three different approaches to initiate discussions with the Management and participatory governing bodies at AUC.

First, we wish to discuss the possibility of incorporating attendance into a participation grade for each class. Although not all classes currently include a participation grade, this option will not only allow for more nuance on a class-by-class basis, but also greatly diminishes the punishment aspect of the current policy, and creates more lenience within the process. This

would additionally remove many of the concerns about the imbalance of the policy within the intensive period.

The second approach we would like to discuss further regards the policy's procedural nature, and the potential shifting of responsibility from the BoE to the Head Tutor for issues of attendance. This, we believe, would ease the complexity of the current process, and remove some of the uncertainty embedded within the current policy.

The third approach we believe necessary to discuss regards the retaining of an attendance policy in 100-level courses, yet its removal on 200-level and 300-level courses. We see a potential issue in this approach, in that first-year students who predominantly take 100-level courses may still suffer from the same concerns explored within this report. Regardless, we see many benefits in this approach, as it gives students the responsibility to decide for themselves, and allows them to gain more independence throughout their AUC career.

Regarding procedural measures, this report has evidenced that the student voice has been widely excluded from the debate thus far, and we see it's inclusion as a vital part of the process and in fostering stronger connections between students and staff moving forward. Students have shown that they are willing to cooperate, collaborate and compromise when their voices and concerns are listened to and considered. Thus, we request that the findings of this report are distributed to faculty and flagged as a discussion point within departmental discussions. Just as it is important for students' concerns to be considered, we additionally see it as important for faculty's concerns and experiences to be recognised within this conversation, and for students and faculty to gain a deeper understanding of each other's positions. Lastly, we hope for the findings to be utilised by Management and the other participatory governing bodies to inform their positions within the upcoming discussion.

Appendix 1 - Survey Results

Statement	Number of Votes	Percentage
The attendance policy should be more lenient	248	67.9%
The attendance policy should be more lenient during the intensive period	209	57.3%
There should be more clarity in the accommodations and the exemptions given by the BoE	204	55.9%
The attendance policy does not improve the quality of lectures at AUC	190	52.1%
The attendance policy is condescending towards students	158	43.3%
The attendance policy should be more lenient during the 16-week period	152	41.6%
The attendance policy negatively affects my mental health	152	41.6%
There should be no attendance policy	150	41.1%
Exemptions should be granted before the end of the semester	147	40.3%
There should be no attendance policy in the intensive period	99	27.1%
The attendance policy gives me motivation to go to my lectures	83	22.7%
The attendance policy improves the quality of lectures at AUC	51	14%
There should be an attendance policy	29	7.9%
I am indifferent towards the attendance policy	23	6.3%
The current attendance policy is fine as it is	13	3.6%

Appendix 2 - Survey Additional Comments

Note on the inclusion of Appendix 2:

The board has included a list of the additional comments mentioned in the Attendance Policy survey in 2022, as we believe it assists in painting a more comprehensive picture of the gravity of the issue for AUC students. We additionally believe that Appendix 2 provides more context for the growing concerns of students regarding the policy. All responses have been reviewed to ensure anonymity for all survey participants.

"I completely disagree with the attendance policy. Covid still exists and if we have it, it still counts as an absence, which doesn't make sense to me. Also, if people are going to class for the sake of not having an absence (and potentially failing), then people are coming in sick, making others sick, not focusing (whether it is due to sickness or mental illness) and they are missing out on the rest that they need for potentially feeling better. In addition, there is more stress and pressure put onto students which does not help with existing mental health issues."

"I do remember thinking that I had COVID one week and thinking that I should test but I didn't in the end, because it was mid terms and I couldn't afford to miss class and not get exempted and then fail."

"Weirdly, the attendance policy contributed to the reason I decided to come on exchange here - thought I could do with some motivation to actually attend classes physically, as covid conditioned me to prefer lying in bed to heading up to campus. That being said, I think it's a bit too strict - if I feel unwell, for example, then I shouldn't be penalised for not coming into class."

"The attendance policy makes me consider resigning from this university. I am paralysed by anxiety before classes, afraid that I will be late and unable to attend my course. AUC system pushed me in a depressive episode. I find it so ableist to be forced to go to classes when i am mentally unwell, to not have the option to rest and take care of myself. For a neuro-divergent person this AUC system is not accessible."

"AUC has decided to prioritize statistics of quality of education and fees over student health and well-being. As a student, I feel unsafe and unsupported by them."

"The attendance policy encourages students to make poor decisions for our own health and academic goals. There have been days when I have been too sick or depressed to get anything out of my classes, but I showed up anyway because I was afraid of 'spending' my absences to early in case if an emergency later in the term. I would have been better off taking care of myself and following the content individually from my dorm. The fact that AUC does not allow us to make these decisions for ourselves is both condescending and harmful."

"I find that it makes things less accessible and anxiety inducing for people with mental health problems."

"I don't understand what the fuss is about. The attendance policy guarantees that we have a productive learning environment in which everyone actively participates, which means that you show up. This is not UvA. Obviously there should be more leniency with regard to illness. That's it though. The policy should stay, but be more flexible."

"I think the attendance policy is too strict and kind of absurd. It adds unnecessary stress for students and forces them to come sick to class (which I have done and I have seen my friends do). I think students should be able to decide on their own when they can and cannot attend class. After all, AUC is a learning environment and this policy is not inclusive of all student needs and can even hinder students education rather than improve it. I think that there should be no attendance policy, or at least it shouldn't be as strict as it is now, and it should allow more absences and flexibility."

"I feel that maybe that absence exemptions should be decided by the teacher concerned and not the BoE (as there is a very long processing time). For example, I had to miss a class as the government required me to go to the health service to get a test as part of my visa requirements—I had no choice in the matter and could not change the date/timing of the appointment. Yet, unless I went to the BoE, it still counted as one absence. I find this unfair, as it also took away one of my given absences that would be useful if I fell sick. Other than these kinds of things, I don't mind the attendance policy that much since it pushes me to go to as many of my classes as possible."

"I'd love more self-responsibility as in without the attendance policy I'd probably go to class anyway but I'd love more freedom in that sense."

"I particularly think the attendance policy creates a really stressful situation when individuals are unwell, even making no accommodations for COVID cases which is extremely surprising. More clarity should also be provided on situations wherein individuals are eligible for exemptions. Finally, I think marking partial absences on being late to lectures is quite unfair (particularly, when students may have legitimate reasons for being late or have communicated so earlier)."

"In my opinion the attendance policy adds some unnecessary stress on the students"

"I'm concerned with the fact that the policy is structured like you automatically fail, and then have to justify your extenuating circumstance. If you have an extenuating circumstance you should be able to get an exemption beforehand!"

"Since it has been enacted I have noticed that people turn up to classes more unprepared, when they might have skipped those classes before the policy. I wasn't expecting this to be the result, but I think the quality of discussions has decreased. I would prefer if my classes had 6 people in who cared and who'd prepared than 20 people, 12 of whom need the basics of the reading explained to them. I know it's not that simple, but i think some teachers would think the same."

"The attendance policy feels very much like being back at high school. I think students should be responsible for their own learning process and attendance."

"Some of my lectures don't even give a 5 or 10 minute lenience period before you are just marked as absent. It can be very stressful if your running a minute late or maybe you just need to use the restroom once you get to the building. Or if you know that you are going to be late, there is no point and you might as well skip. It is also hard to know how many absences you have if you are late because you do not always know how the teacher is deciding to deal with that."

"I think that especially in the intensive period when you have class from 15-18, the policy should be more lenient, because sometimes that's just a time at which you can't be in class everyday. An then especially in the June intensive."

"Attending class should be a right not a requirement. I understand the purpose, but there are more negatives than positives. We are college students and should not still be treated like high school students. We are able to make our own judgment on whether or not to go to class based on our mental health or other responsibilities. A doctor's note is not possible for a lot of cases. Also, so many more people are coughing in my class because we are forced to go- exposing all of us."

"I am a big fan of the way in which classes are a place to share and discuss our takes on theories we are studying and I can imagine that those discussions would be damaged by a more lenient attendance policy if less people show up to class. At the same time I think that it is harmful that students are forced to be in class when they feel like they shouldn't be (for whatever reason) and I think that students should be able to decide for themselves what classes they want to and have to attend."

"During the first month, half of the campus was sick, but we couldn't skip lectures and heal properly because of the policy."

"The attendance policy is the thing I hate most about AUC and made me doubt whether I should apply."

"I think one of my main problems with it is the fact that the majority of students at AUC are adults (some even older than average if they taken years out before coming to AUC) so it feels as if we're being treated like children and not university students."

"I think that it should be taken into account that AUC students not only have to deal with a very demanding academic life but also with all the non-academic struggles and problems that can surface in student's lives. For this reason, rather than policing students and perceiving them as already guilty by treating their reasons for absence as excuses, AUC should have a more humane attendance policy that takes the specific circumstances of students into account and makes it easier for them to balance their AUC work with current challenges. Not to mention the importance of pursuing hobbies and growing social relationships next to AUC, which is crucial for long term mental health and academic success. And another reason why people dont show up sometimes, yet still deliver on their exams. We are all adults here who pay tuition to receive an education and should be granted the agency to decide how we structure our lives. AUC should be more concerned with students well-being rather than course attendance which is only a small piece of the whole picture and right now actively contributes to a deterioration of mental health at AUC. Finally wouldn't it be interesting to investigate why certain lectures are less visited than others? What could be improved regarding lecture style, participation and teaching materials?"

"There are so many other ways to have an attendance policy but still be understanding of students, e.g. there could be justified VS unjustified absences where the justified ones don't count."

"The current policy is dangerous as a lot of people go to school sick, "saving" their absences for later, and by doing so they risk infecting others. Also it isn't inclusive for people who struggle with their mental health."

"I think the attendance policy does motivate students to come but it should be more lenient because students may need to miss class for multiple reasons including family issues, mental health concerns, doctor appointments, etc."

"I know the attendance policy is really annoying at times, but if it wasn't there we would simply never show up. I, too, would love to skip all the lectures that I found dull and useless. Then again, AUCs discussion-based learning concept would not make any sense if nobody showed up to class. Also, the amount of hours we have in a week really is quite doable, there is plenty of hours left in a day to do other things outside of class time. The only thing I would argue for is AUC being a bit more lenient, or having about 6 misses before failing a class. And then, of course, exceptions should be made for severe personal circumstances, but I am positive AUC will grant those when necessary."

"Almost the only way for me to use my absence rights is if I am physically sick to the point where I cannot get out of bed. Even then they're counted. I cannot take a day off to improve my mental health because I always worry: "What happens if I can't get myself out of the bed next time due to sickness? I have to reserve my rights till then." This mindset has been draining me out. It only. makes things worse to the point where I have to get into a crisis situation for my condition to be valuable enough to use my absence rights."

"As adults, the idea that we are forced to attend class, when we have the capacity and right to decide what is best for ourselves, is insane. It is against all the principles I believe in. Our university should be ashamed for seeing its students as people incapable of making responsible decisions."

"I understand the need to have an attendance policy of some kind, but failing the course for missing class is extreme. Especially when it's so few absences."

"I do see the point that classes are AUC are already small and if half doesn't show up it is a bit sad for the lecturer. On the other hand I've also had courses where I was happy it was online because if I actually had to go to class and pay attention I would have wasted my time so much."

"I strongly believe that there should not be an attendance policy because it does not make sense to force adults into classrooms when they don't particularly want to be there is condescending and unnecessary. Personally, I am dealing with depression and anxiety and this policy also affects my mental health very badly because I am always worried about attending classes even though I don't particularly need to go for them to pass my exams. It is demotivating that I am being forced to show up for class when I am so exhausted that I can barely get out of bed only because I will fail my course due to too many absences. It also does not help improve the class quality because students are only there for attendance and that does not motivate them to participate in any way. I would much rather be in a class of students who are there because they want to be there and not because they are forced to show up. I also think it often times does not make sense to show up for certain lectures when it is not exactly contributing towards learning as that time can actually be used in doing other fruitful activities such as self-study. Also many of us have to work to be able to afford our expenses and having to show up for class where I am not learning much and having to over-exhaust myself just because of attendance is very disturbing and demotivating."

"To me it's unclear under what circumstances exemptions may be made e.g. for mental health (appointments), funerals or family events/emergencies etc. - there is no way to keep track of your attendance or how teachers have marked your absence - I've found myself going to class on days where I would have really liked to stay home, either sick or mentally unwell. This is not a healthy development but nevertheless a common occurrence. Also with the increase of covid cases it's worrying that people come to class with symptoms because of the attendance policy."

"The attendance policy is ruining my mental health."

"I believe that the attendance policy is a good measure for first-year students because it takes some time to shift from high school to "adulthood" (despite the over-confidence of some of my peers, I could definitely see how they struggled with this adaptation). AUC, on the other hand, appears to lack confidence in its students' judgment by making the attendance requirement mandatory for second and third years. Furthermore, having students in the classroom who act as "fillers" brings everyone down because they frequently do not treat the teacher and their peers with the appropriate respect (I claim that as a person who has missed only two classes total since the beginning of my studies). I see the stance taken by the teachers who do not want to enter a classroom that is half-empty. But if the course is challenging and engaging, no attendance problems would be actually feasible (for instance, my "Human Body" class last year had only 3-5 people missing of the entire class throughout the semester as the course was very involving and nicely organized). Moreover, great part if AUC curriculum was taught in either middle or high-school in the system I came from (this fact especially concerns a lot of first-year courses). Due to the strict Exemption policy at AUC, I am unable to waive these certain courses because, for example, they were not taught "separately" in my previous system. I do not enjoy simply coming to class and wasting my time by repeating primitive topics in order to pass the course as a requirement for my future studies. For instance, in the "Mathematical Analysis" course at my old institution, the full AUC Linear Algebra curriculum was covered in a couple of lectures and seminars. Although there is no "formal" mention of the course in the curriculum, it easily exhausts the entire AUC course program. Yet I am bound to take the course for my following studies while in other circumstances I could've been spending my Educational Credits on something more useful. Finally, the systems of some of the institutions here make it impossible to give BoE a sufficient proof of absence. For instance, UvA doctors do not provide you with any particular document stating that you had an appointment, and as an international student, I have very limited access to medical care in general (making an appointment requires having the arrangement at least a week or two before the actual

meeting). In order to avoid failing the course, I must attend class even though I would prefer to stay at home and take care of my illness (when that is the case). It not only endangers me but also my peers who might face the same problem later if I, for instance, am contagious (a perfect example of this chain is first-semester Calculus exam last year when Covid-infected students were arriving at the AB making more people get the disease)."

"Many people are lazy. Others are uninterested in their course. Both students and lecturers are to blame."

"I have a professor who put on absent (twice already) for being 1 or 2 minutes late for a 8:30 a.m class. He pretended to do me a huge favour by giving me a late after I had to try and convince him. Moral of the story: even though I was there he put me on absence, which should not be acceptable. So I guess questions (to the BoE); what do we count as late? I hope that being 1 minute late does not have any consequences because that is absurd."

"It gives me a reason to go to class, but it shouldn't get me a failed grade if I don't a few times. Can't it be a subtraction from the grade after a certain amount of times instead of an immediate fail (as a compromise)?"

"Maybe there should be a way of „repairing” the attendance for example attending lectures with another group or additional lectures or something like that."

"As I wrote in the other section, I think there should be a separate tardy policy that does not let you get an absence for being a few minutes late (because sometimes it happens to everyone)."