

## Faculty Survey of Short-Term Illness Notification Form (STINF) Use and Best Practices for Managing Late Work, Missed Classes, and Exams

In April 2012, the Trinity College Dean's Office conducted a faculty survey to ascertain how individual instructors were managing their students' absences from class, missed exams, and submission of late work. We also queried faculty on their use of the STINF. Finally and most importantly, we sought to assemble from faculty a list of best practices and suggestions for managing student absences and missed work that we could then make available to all instructors. This report is broken down into two sections. The first section contains quantitative measures related to participation by faculty in the survey, the types of courses they teach, faculty practices in the areas that the survey explores, and faculty perspectives on STINF use by students (both appropriate and inappropriate). These data are presented as a series of tables. The second section contains a summary of faculty responses to our solicitation of suggestions for managing student absences and missed work. In the appendix that follows this summary, all the individual faculty responses (there are 66)<sup>1</sup> are made available, organized topically, for easier review.

### A. TABULAR PRESENTATION OF QUANTIFIABLE DATA

We begin with a presentation of data drawn from the faculty survey on STINF use. Faculty responses constitute a representative sample of the faculty of Arts and Sciences.

*Table 1*

#### Academic Departments and Programs Whose Faculty Responded to the Survey (and no. resp.)

Art, Art History & Visual Studies (2)	Literature (1)
Biology (10)	Mathematics (7)
Chemistry (1)	Psychology & Neuroscience (21)
Classical Studies (3)	Public Policy (10)
Cultural Anthropology (1)	Religion (1)
Economics (1)	Sociology (1)
English (4)	Statistical Science (6)
German (4)	Theater Studies (4)
History (4)	Women's Studies (1)

Total no. Depts. = 18/33 (55%)    Total no. Responses = 133 (ca. 25%)

As Table 1 shows, the faculty survey was completed by 133 instructors or approximately a quarter of all Trinity College faculty. All three divisions are amply represented, as are over half of the A&S departments and programs.

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<sup>1</sup> In addition to the 66 suggestions from faculty, there were 5 responses from faculty that present no suggestion.

**Table 2.**

**What type/size course are you teaching this semester?**

#	Answer	Response	%
1	Seminar (< 18 students)	48	41%
2	Small lecture course (< 40 Students)	40	34%
3	Large lecture course (>40 students)	29	25%
	Total	117	100%

We asked this question (table 2) in part to enable us to examine whether the size and nature of a course (i.e., whether it is a seminar or a small or large lecture course) affects how the STINF system is used by students and faculty.

**Table 3.**

**Do you define your absence and missed work policy in your course syllabus?**

	Answer	Response	%
1	Yes	90	78%
2	No	26	22%
	Total	116	100%

Table 3 shows that nearly 4 of 5 instructors who responded to the survey define their policies on absence and missed work in their course syllabi. Drilling down a bit into the question of instructors' policies on absence and missed work, we asked survey participants whether they required students to submit a STINF when they miss work due to short-term illness. As Table 4 shows, a solid majority (62%) reported that they do require a STINF.

**Table 4.**

**Do you require students to submit a STINF if they are absent or miss work due to illness?**

#	Answer	Response	%
1	Yes	71	62%
2	No	44	38%
	Total	115	100%

The data show that a considerable discrepancy exists between the practice in seminars on the one hand and lectures (both small and large) on the other. Table 5 shows that only 44% of seminar instructors who responded to the survey require STINFs from their students. This contrasts with 70% and 79% in the case of small and large lecture instructors respectively. The difference seems likely to result from the fact that seminar instructors know and work very closely with students in their seminars and hence may manage missed work and absences more informally.

**Table 5.**

		Type/Size of Course			Total
		Seminar	Small Lecture	Large Lecture	
Require students to use STINF?	Yes	20 (44%)	28 (70%)	23 (79%)	71 (62%)
	No	25 (56%)	12 (30%)	6 (21%)	43 (38%)
Total		45 (100%)	40 (100%)	29 (100%)	114 (100%)

We also asked faculty whether students bypass the STINF system by writing emails directly to them, the instructors, when they are missing graded work due to illness. As Table 6 shows, it is not uncommon for students to avoid using the STINF system in this way, with 62% of respondents reporting occasional and an additional 19% reporting rare cases of this. It is worth noting that when students bypass the STINF system the academic deans are not informed of the student’s notification. As a consequence, we are not in a position to intervene on behalf of students with successive illness episodes during a semester and perhaps be helpful to them. We also do not have an accurate account of how often they are notifying faculty of illness in a given semester. Because it is our practice to monitor the number of STINFs submitted by students and the pattern of those submissions, students’ failure to use the STINF system when ill complicates our efforts to identify instances of misuse of the STINF system. This, in turn, may contribute to faculty ambivalence about the system and cynicism about whether students are complying with faculty expectations of them in this regard.

**Table 6.**

**Do students ever email you directly when they are miss work due to illness rather than submitting a STINF, thereby bypassing the deans’ efforts to monitor STINF usage?**

#	Answer	Response	%
1	Rarely, if ever	22	19%
2	Occasionally	72	62%
3	Frequently	22	19%
	Total	116	100%

When we cross-tabulate the question whether faculty require the use of STINFs with that of whether students avoid the STINF system by email the instructor (see table 7), the results are predictable. Of the instructors who replied ‘Yes’ to the question as to whether they require students to use the STINF only 9 (13%) reported that non-use of the system is frequent. Of those instructors who replied ‘No’ to requiring students to use the STINF, 13 (30%) reported that students frequently circumvented the system by writing directly to the instructor.

**Table 7.**

		Do you require students to submit a STINF?		Total
		Yes	No	
Do student email you directly?	Rarely, if ever	17	5	22
	Occasionally	45	26	71
	Frequently	9	13	22
	Total	71	44	115

When asked whether it was true, untrue, or neither true nor untrue that Trinity College students are using the STINF system as it is intended, faculty are, not surprisingly, skeptical. As table 8 shows, only 15% of respondents replied “true.” By contrast, 39% of respondents to this question replied “untrue,” with the remaining 46% reporting that the statement was “neither untrue nor true.”

**Table 8.**

**Trinity College students are using the STINF system as it is intended. (Untrue or True?)**

#	Answer	Response	%
1	Untrue	44	39%
2	Neither untrue nor true	53	46%
3	True	17	15%
	Total	114	100%

When asked more specifically whether it was untrue, true, or neither untrue nor true that the STINF system was working well in their course this (spring 2012) semester, respondents were somewhat less critical of the system. In their course, 23% of faculty respondents replied “true,” and 29% “untrue” to this statement, as table 9 shows.

**Table 9.**

**The STINF system is working well in my course this semester. (Untrue or True?)**

#	Answer		Response	%
1	Untrue		33	29%
2	Neither untrue nor true		55	48%
3	True		26	23%
	Total		114	100%

We also asked faculty whether it was true, untrue, or neither true nor untrue that the STINF system is “working better this semester than in past semesters.” Table 10 shows their responses, which are underwhelming: only 14% of respondents reported that in their opinion the system is working better this semesters.

**Table 10.**

**The STINF system is working better this semester than in past semesters. (Untrue or True?)**

#	Answer		Response	%
1	Untrue		27	24%
2	Neither untrue nor true		70	62%
3	True		16	14%
	Total		113	100%

The 14% of respondents who responded ‘True,’ indicating that they thought the system was working better this spring, were then asked why they thought this was so. Table 11 shows their attempts to explain why they thought this was the case.

**Table 11.**

**Why do you think the STINF system is working better this semester?**

- Faculty efforts to educate students and make demands through the syllabus and discussions (5)
- Increased awareness of appropriate use, faculty options, and obligations (2)

- Greater risks for students who misuse STINFs (2)
- Students using STINFs more, emails less (2)
- Monitoring by deans (2)
- Unsure, but getting fewer STINFs (4)                      no. resp. = 15

These faculty responses suggest that instructors perceive some modest improvement in students' use of the STINF system. Instructors point to enhanced efforts on their own part to educate students in this area and to set clear expectations. Respondents also seemed aware of recent efforts in the Dean's Office to monitor student use of STINFs and to refer students who seem to be misusing/abusing the system to the Office of Student Conduct. In fact, our review of the overall number of STINFs submitted by students and anecdotal evidence from students themselves suggest that tightened requirements and enhanced monitoring have resulted in a substantial (20%) decline in the number of STINFs submitted by students this year when compared with last year's STINF submission numbers.<sup>2</sup> Additional factors contributing to the more measured and appropriate use of the STINF system by students include the following:

- A requirement was introduced in Fall 2011 that students must contact the instructor within 48 hours of submission of a STINF to discuss their situation and why and how it should be accommodated;
- Dean Baker wrote to all first-year last fall to describe how/when the STINF system is to be used and not used by students;
- The Honor Council ran advertisements in the *Chronicle* explaining the STINF system and how it should be used; and
- The *Chronicle* ran a series of articles on changes in the STINF system that may have had the effect of heightening student awareness of how the system works and how it may be being abused/misused by some students. They also address the consequences that may attend misuse of the STINF system.

## **B. SUGGESTIONS/BEST PRACTICES**

As noted earlier, instructors were also asked to make suggestions and recommendations for the benefit of all faculty members based upon their own experience in managing student absence and missed work. We are pleased to report that 66 instructors offered suggestions, which we summarize below under various headings. Those who would prefer to read instructors' actual responses will find them reproduced in the Appendix.

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<sup>2</sup> This decline in the number of STINFs submitted is all the more remarkable when seen in the context of steady annual increases of nearly the same percentage in each of the years since the STINF system was initiated in October of 2003. Of course, as noted elsewhere, our STINF data do not account for notifications students make who circumvent the STINF system entirely, but presumably this has been the case also in past years.

## **Summary of Faculty Responses (Suggestions and Best Practices) to the Following Statement and Question:**

Finally, some faculty, we know, have developed successful approaches to working with students who miss exams and/or submit late work in their courses. For example, some instructors notify students at the beginning of the semester that no make-up exams will be given and that other exams will be weighted more heavily instead. We're eager to compile a list of approaches instructors are employing to good effect and intend to make them available to all faculty for their consideration.

### **What successful strategies do you use to manage missed exams and/or late work?**

#### **a. Regarding exams:**

- i. Students are not permitted to make up quizzes/tests during the semester. Students are allowed a fixed number of dropped grades, and absences will be considered as either a dropped grade or as a zero.
- ii. Make up exams are not permitted. The instructor weights other exams (given later in the semester) more heavily. (Reweight later exams to avoid having students with strong earlier grades purposefully skip later exams. Norm grades to avoid advantaging students who have missed more difficult exams.)
- iii. Oral exams only are allowed for missed exams.
- iv. Offer make-up exams at an uncomfortable time (e.g., 6 am on the Saturday morning following the in-class exam).
- v. Make it clear that the form and content of a make-up exam will be significantly different from (and possibly harder than) the original exam.
- vi. All unexcused late assignments are penalized.

#### **b. Regarding attendance:**

- i. Count class attendance as part of the final grade.
- ii. Students who have missed class must hand in a written make-up assignment.
- iii. If you require team-based learning, structure in class team assessment credit into the final grade and explain to students that this credit may not be made up if the student is absent from class.

#### **c. Regarding written work handed in during the semester:**

- i. Late assignments should be penalized. Specify the lateness penalty both on the course syllabus and in the assignment directions.
- ii. Build extra credit work into the semester that can be used to substitute for missed work or can be used as additional credit if work has not been missed.

## **II. Additional suggestions from faculty:**

- a. Many first-year students are unaware of the STINF policy. It would be important to educate students early on about the appropriate use of the STINF.

## FINAL OBSERVATIONS

We are pleased to share these results with all faculty in Trinity College of Arts & Science who teach undergraduates because, for better or worse, we must all manage student absence and missed work in our courses and make use of the STINF system when absence and missed work are the result of short-term illness. Although it is doubtful that any formal system for managing these matters will ever be popular and fully satisfactory to those who use it, the STINF system does have the virtue of enabling faculty to work with their students to deal with absence and missed work within the context of individual courses and in accordance with individual faculty policies. It is precisely because our system is based upon direct student-faculty interaction (where we think it belongs) that we were hopeful that faculty would be able to share their rich (if, at times, troubled) experience in this area. The appended suggestions are just that, a valuable collection of strategies and practices that have worked to one degree or another for the individual faculty members who have employed them. It should surprise no one that some suggestions contradict others, and the strategies employed by some respondents may seem unworkable or even offend the sensibilities of other faculty. So be it. We present them to you for your consideration, leaving it to your judgment whether this or that suggestion might be adapted to your purposes. In short, we're hopeful that you will benefit from reviewing the suggestions of your A&S colleagues who took the trouble to share their thoughts on the matter.

Respectfully submitted,



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**APPENDIX: Full list of Faculty Suggestions (Topically Organized):** A. Exams, B. Papers and other written assignments, C. Attendance, D. other suggestions related to all assignments (including exams, papers, and attendance), E. No suggestion

**A. Suggestions related to exams:**

- 1) All exams except for the final are optional; if a student "opts not to" take a test (i.e., if he/she doesn't show up for any reason), then other exams are weighted more heavily instead. For assignments, the lowest score is dropped so one assignment can be skipped at minimal consequence.
- 2) Alternative, more difficult makeup exams
- 3) At least one or two in class pop-quiz grades are automatically dropped for all students (the top 4 count towards the grade). If all absences were excused, I consider the effect on their grade of only counting the top 3.
- 4) I do not give make-up exams; instead I reweight other exams to make up for the missed ones. I feel that this avoids the problem of creating a make-up exam that is sufficiently different to avoid giving the student an advantage, but still sufficiently similar to allow for meaningful comparisons to other students' work. Also, I reweight only subsequent exams, so that students with good scores on early exams will not have a natural motivation to skip later exams to make those existing good scores count more. On a related point, I count class attendance as part of the grade for each student; this causes them to skip class significantly less. (Of course it also causes more STINFs to be submitted, because of the greater number of graded items -- not because of greater STINF abuse.)
- 5) I offer only one cumulative make-up exam at the end of the semester.
- 6) I do not give makeup exams; instead, I use students' final exam scores to replace the missed exam scores (after rescaled properly). This seems to prevent students from missing exams unless absolutely necessary.
- 7) I have told my students that if they miss an exam and file a STINF, I am obliged to set them a makeup exercise. However, I am not obliged to make that exercise of the same difficulty as the exercise they missed--it might well be harder. And I make sure that it is. But a problem I'm experiencing is that students don't feel themselves obliged to file a STINF if they haven't missed a specific exam, paper deadline, vel sim. You just can't skip class sessions, and think its ok, because there wasn't an exam that day. And such willful absenteeism ought to be visible to their deans, not just to me.
- 8) I offer no make-ups, but weight other exams more heavily instead.
- 9) Students who file STINFs take the same exam a bit later.
- 10) There are lots of reading quizzes in one course. I give a final, make-up reading quiz which can replace the lowest score, so it is available to anyone who wants to take it. It makes sense for students w/ lots of missed quizzes due to illness (three lowest scores are dropped, anyway).
- 11) I tap into students' risk aversion by making the next exam count double, so to speak.
- 12) The "no makeup exams" is a horrible alternative-- it encourages students to punt on a midterm and gamble on the final. I can't believe you offered that as a positive example. I require work to be made up within one week (or to offer evidence of why that's impossible), and I do go to the trouble of writing alternate versions of exams &c. when needed for make-up.
- 13) I offer no make-up quizzes, they have two dropped grades, so those are used for absences and I only offer oral exams for missed exams
- 14) no make ups
- 15) Neither harms nor helps the student (average other exams).
- 16) I request that students make up the exam prior to the next class meeting unless the illness persists. This minimizes any advantages a student who is misusing STINF might gain over classmates.

- 17) I reweight the missing grades by the average of the rest - students who intentionally miss exams/quizzes tend to do poor overall. STINF just gave them a legitimate reason.
- 18) I simply provide make up exams.
- 19) I tell students it's my option: give a make-up, or weight other quizzes and exams more.
- 20) I try to get them to complete the exam within 24 hrs. If they cannot do so, I drop that exam and calculate the final grade based on two rather than three exams
- 21) I have to reschedule and have special times for students to come to my lab to take missed exams.
- 22) My official policy is that I will make arrangements on a case-by-case basis. This means students aren't incentivized to skip an exam (planning to just take the final), but for students I trust, if it's easier all-around to just weight another exam more heavily, I still have that option.
- 23) I include a statement on my syllabus indicating that when given, makeup exams are administered at the convenience of the instructor. I also indicate that they are likely to differ in form and content from the in-class exam.
- 24) I only allow make up exams on the day the final is scheduled. I don't give a final so students who need to make up an exam have to wait until the very end of the semester to do so. I think this encourages students to take exams when they are scheduled, but it can seem unfair under some circumstances.
- 25) If a STINF was used then the student gets to take a make up about 1 week after the exam that is held at 7:40 in the morning. If the make-up is missed they must take a different sort of exam during the final exam periods--this works because my final exam is just the 3rd hour exam and takes only 1.25 hrs. to complete--leaving lots of time to take another exam
- 26) Make-up exams give fewer options, etc.
- 27) Making up exams within one week.
- 28) Missed exams - a make-up / late work -- don't accept it
- 29) My class has 125 students; I once had 8 people STINF a midterm - tests are the only place I feel it's abused in my class. I offer one makeup (the 2 midterm are not equally difficulty, so reweighting would be unfair) if necessary. If they can't make that, they must do an oral makeup exam.
- 30) I arrange exam re-sits, which is great for the students but painful for me (sometimes I end up having to arrange make-up times for a single exam).

## **B. Suggestions related to papers and homework assignments:**

- 1) I drop the lowest 1 of the 11 problem set grades; when they try to turn one in late, I point to the syllabus, which says no late work accepted, and then tell them they have just used their "freebie."
- 2) I require students to provide written answers to discussion questions I prepare on the assigned readings for each class.
- 3) I require students to submit a written summary of the readings assigned for any class they've missed for whatever reason.
- 4) If there is no STINF, I mark the paper down for every day late.
- 5) I have allowed students to drop their lowest grade on papers. If a student does not turn in a paper on time, they receive a 0% which is dropped if it remains their only missed assignment
- 6) Require a longer paper for a missed paper, especially if these are response papers, which can become outdated after class discussion (I don't want them to rehash class discussion). Alternately, write on a book/text we haven't treated in class, but using the same kind of analysis.
- 7) All late assignments are penalized
- 8) I don't give exams. Deadlines for papers are set up by mutual agreement and adjusted as needed. All papers must be turned in by the end of the course.

### **C. Suggestions related to attendance:**

- 1) I do not have exams in my courses but attendance is crucial. I stress that and mandate written makeup assignments.
- 2) This only sometimes happens in my courses; if the student has had good attendance, I accommodate them very generously - less so if they have been absent frequently. I also email the Deans if a student is frequently absent, especially if I know the student and know that this is not a regular behavior.
- 3) I get to know my students well, communicate with them, and make it clear they should communicate with me. I prefer to know what is really going on rather than them hiding behind an easy form letter. Attendance and participation is 35% of their grade, and I don't allow any "free absences"--I don't understand why other professors condone absences and allow them without consequences. But I do explain to students why their presence is so valued and important, and try to teach the kind of class that they are eager to attend and participate in. I discuss absences with students in compassionate way but hold them accountable. I do sometimes fear that a student will write something negative on an evaluation because I expect them to come to every class, but luckily this seldom happens. But I do fear it, and that is a problem. I wish they did not get signals from other professors that missing classes is no big deal.

### **D. Suggestions related to all assignments (written assignments and exams):**

- 1) I enforce deadlines. The syllabus states that if students do not contact me about late/missed work for ANY reason before the deadline, they will lose some credit. After enforcing this a few times, the students respond.
- 2) Give everyone a one-time free pass for missing deadlines (there are four throughout the semester), which reduces the arguing over it. I also allow a make-up assignment to raise the grade. There are severe penalties, though, for everything else.
- 3) I allow a make-up to be scheduled with me outside of class time if the excuse for missing is valid.
- 4) Lateness penalty specified on the syllabus and on seminar paper directions.
- 5) I allow make-up for homework, but not for exams. In case of a missed test, other tests are weighted higher to fill in for it. That usually deters STINF misuse.
- 6) I just ask students to contact me if they miss exams or are late with papers, and I make arrangements on an individual basis. I do emphasize the importance of trying to contact me before the exam or due date if at all possible.
- 7) Homework: drop the two lowest scores; midterm exams: make up possibility
- 8) If the absence appears legitimate, I arrange a make-up exam or new deadline for a term paper. For a serious, long-term illness, I might arrange an individualized syllabus for make-up work.
- 9) I make missed exams uncomfortable to make up (6AM the following Saturday... because everyone's available then...). Late work is handled on a case-by-case basis depending on the circumstances.
- 10) I put policies in the syllabus that put students at a disadvantage if they must make up work after they submit a STINF. If the students provide any indication of a legitimate reason for a STINF then I make an exception to the policy. I prefer for students to also contact me directly in addition to STINF (this should be in our syllabus) since I get the feeling they are going behind my back to STINF, it is impersonal, and they don't even have to make up a good sounding excuse. My experience suggests that sincere students do send me an email with their excuse, or they find

some other way to explain. I certainly appreciate the dean's desire to monitor STINF use, but I really don't like it that all they have to do to lie is go online and fill out a form.

- 11) I refuse to accept late papers without an STINF or, preferably, direct intervention from a dean. As long as students know that they can turn in papers late, a small, persistent minority will exploit that opening to leverage more time for assignments. I also take attendance and require a STINF for class absences. I do this because students told me that they didn't expect that they have to show up to class, unless it's clearly stated in the syllabus and there are rewards/consequences for absences. I realize that it is not really appropriate to require STINF's for class attendance, but we appear to be in a new age where students expect more direction from the faculty and other adults in their lives. The students misuse the STINF system. I end up giving midterms late all the time because several students will all of a sudden develop an illness on that day. They use them to get extensions on papers that they've had two weeks to work on. They use them when they're not sick--period. I don't tend to follow up in these instances, just because I figure that--at least--the dean's office has a record of the situation and, perhaps, can monitor the situation with people who overuse the system. I also try to contact the deans when a student is clearly in trouble. But the situation is untenable, largely because a small, but persistent minority of students don't take responsibility for their actions and think that the rules don't apply to them.
- 12) I take the situation case by case. But generally I find that students are honest and I give them the benefit of the doubt and let them make up work.
- 13) I use grades on other exams or assignments to count for missed work. I make sure that the grade is normed appropriately, so that students who miss a harder assignment are not unfairly advantaged. I want to add: I get the sense that freshmen are not very well oriented to the STINF policy during orientation (or through any other centralized effort). I find it works fine with older students who have 'caught on,' but it's frustrating to have a room of freshmen to whom the policy is "news." This is why I don't enforce the policy with them as well as I should, since I don't feel I always have time to explain the policy.
- 14) My course employs team-based learning methods with both individual and team work required in each class session. My syllabus clearly states that individual assessments missed may be taken if an acceptable excuse is provided in advance of the class session time. However, teamwork cannot be recreated, remediated or otherwise made-up. Therefore, students forfeit assessment credit with every absence, regardless of reason. In the two years this course has run this way I have had very few absences.
- 15) 48) My undergraduate course is a bit unusual--It is a P/F workshop for honors students to aid in the completion of their theses --I have never submitted an F grade because it doesn't ever seem to apply to honors students. I have students sign in for every class and follow-up if they skip more than one--Because this course really is a workshop that helps them complete their work, they seldom miss it. When they miss for one reason or another, they invariably e-mail me to explain. STINF's have been used a couple of times, but given the nature of this particular course, I don't see them as relevant.
- 16) One-third grade off for every day late on assignment; will not grade after one week without extenuating circumstances explained in detail; no make-up exam with extenuating circumstances explained in detail beforehand.
- 17) Please note that my response to the prior question re not requiring a STINF form for missed work is because I interpreted this question as any missed work or absence, not just due to illness. It would be required if they explain that their absence was due to illness. What I have found helpful is that I adhere to a policy of assess a percentage reduction for late assignments, and attendance is counted in the grade based on allowing only one unexplained absence. Students seem to know I am serious about this, and thus either use the illness form when really acutely ill or communicate with me about absences. I do think this form has been abused some in the past, but as I have

become more specific in my syllabus and don't make exceptions to grade deductions, it seems to work better.

- 18) I set clear policies about late work or exams. (E.g. set deadlines by which such work must be made up.)
- 19) The specific reason is evaluated and a new deadline given. If the reason is not good enough, they get a zero.
- 20) I transfer the weight to other and similar assignments.
- 21) We consistently refer the students to the Office of Student Conduct, stating that it is their responsibility to judge whether students are incapacitated. That seems to encourage some students to complete work rather than to seek a borderline STINF. Still, other students seem clearly abusive of the policy.
- 22) We generally have a policy where no late work is accepted without penalty.
- 23) We have limited the number of STINFs students can utilize in a semester. We do not accept STINFs for certain graded assignments.
- 24) We take roll; contact students with absences. In prior years I have had a set policy (X number of unexplained absences has Y consequences), but such a policy demands good record keeping and I did not know I'd have a TA until the last minute so that I did not incorporate it this time. It is impossible for us to judge the STINF forms--without a medical visit I can't tell who is lying and who is not. I admire the medical school practice of requiring students to "swipe in" when they arrive at a course--but that technology works because they have one big lecture hall for the major lecture courses, and only need one swiper machine. Regarding makeups--we gave one makeup for the students who either were sick for the midterm or decided spring break began 2 days before it did. And the extra exam giving that was required for the one who needed time & half, or quiet room.
- 25) When a student has a suspiciously high number of STINFs, I ask them to write a short response paper to that day's reading.

**E. No suggestions to make:**

- 1) haven't found one yet
- 2) I haven't come up with a successful strategy but certainly would be interested in the results of this survey to learn from other faculty.
- 3) NA
- 4) None
- 5) None. It's all out of my hide - I have to make them available, meet w/ the students etc.