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DOC 1992-04 Wording Change to Encourage Professors to Encourage Attendance

University of Dayton. Student Academic Policies Committee

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PROPOSAL TO THE ACADEMIC SENATETITLE Wording Change to Encourage Professors to Encourage AttendanceSUBMITTED BY Student Academic Policies CommitteeDATE April 15, 1992

Indicate the action required: Legislative, Concurrence, or Consultation, and refer to the appropriate reference in the Senate Constitution (Article IIB, 1, 2, 3,).

ACTION IS: LegislativeREFERENCE IS: Article II, B, 1, d

DESCRIPTION OF PROPOSAL:

(Note: To encourage a more serious attitude toward academics among undergraduates the SAPC recommends the addition of the following statement as the first paragraph under **ATTENDANCE POLICY** on page G-1.1 in the Faculty Handbook.)

The University strongly encourages faculty to foster a classroom environment conducive to a serious attitude toward academic responsibilities among undergraduates. This includes reminding students that learning is the goal of education, and is more important than exams, grades, or GPA. Students are helped and motivated when instructors clearly point out how their course is relevant to students' lives. Faculty members should not assume that every undergraduate will automatically make this connection. Professors need to specifically point out why attending class is in the students' best interest. Instructors are reminded that students are more likely to attend class regularly when lectures are well prepared and interesting, when exams reflect lectures, and when meaningful class participation is encouraged. Professors are strongly encouraged to continually enhance their classroom presentation skills by keeping up-to-date on educational research findings and by attending various workshops and seminars on classroom presentation skills on a regular basis. Instructors are reminded that attendance for first year students is mandatory and that instructors need to keep accurate attendance records to justify any actions taken regarding attendance.