



Guidance for Faculty on Attendance/Participation Expectations

- Do establish clear expectations for attendance in both face-to-face and any synchronous virtually class sessions.
- Do *record attendance* in Canvas for Seated courses, for both face-to-face sessions and when you have established the expectation for synchronous virtual attendance. Even when there is no course policy penalty for absences, attendance must be recorded.
- Do *track participation*, noting when a student has completely disengaged from an Online course. Be able to access a record the last day participation, based on course activities and assignments, if needed. (Do not set an expectation for synchronous participation for Online courses.)
- For MIA students in any type of class, be willing to Intervene and encourage when needed, by reaching out to students, or when necessary, using a Beacon alert, or submitting an AU Care Student of Concern report, or referring a student to Counselling Services in Thrive Wellness Center.
- Focus on learning goals and completion of outcomes, activities, assignments, and assessments.
- If successful completion of outcomes, activities, assignments, and assessments is *not* dependent on attendance, don't overly focus your efforts on attendance/attendance penalties, especially in a Hyflex model, where student have freedom to work asynchronously.
- Focus efforts on creating a class culture of academic integrity, rather than spending your time and effort determining whether absences due to illnesses was verified by a medical professional or not or should be counted as excused or unexcused. (Sometimes an ill student feels better and returns to class before they can get to a doctor),

Whether or not the student is authentically completing their work on time is more important than a total number of absences. See AU's [Academic Integrity Policy](#) in the Catalog for definitions of Academic Dishonesty (Section II.) and Faculty Responsibilities (Section V.) and the CLTE website Resources page on [Promoting Academic Integrity](#). (Coming soon.)

- Although you have established clear expectations, do demonstrate flexibility and exercise grace when appropriate. Being overly rigid with your usual attendance policy in such fluid times may not serve the student or you as well as you might think.

An example except from an otherwise strict syllabus attendance policy with significant penalties for missing more class meetings than allowed:

“Numerous consecutive absences due to extended illness or personal tragedy outside of the control of the student may be dealt with on an individual basis. In such cases, if the student is to expect special consideration or exceptions to the attendance policy, the instructor must be notified with written documentation at the time of the absences, and absolutely before final grades are due, and the student must show evidence of ability to keep up with and complete coursework.

This example would not override the Catalog’s **Attendance and Participation Requirement** (Administrative Withdrawal Policy):

“Enrolled students are expected to maintain regular attendance in seated classes and regular participation in online classes. If a student consecutively misses 25% of the semester or term noted by a lack of attendance (seated) or participation (online), the faculty member will assign an Administrative Withdrawal as soon as the 25% threshold of non-attendance or non-participation is reached. If the student had been attending/participating regularly with submitted and satisfactory assignments up to the point of their disengagement from the class, a grade of WP will be assigned. If the student had not been attending/participating regularly and little satisfactory work has been submitted, a grade of WF will be assigned.”