



Boulder Faculty Assembly

UNIVERSITY OF COLORADO **BOULDER**

BFA Student Affairs Committee Notice of Motion
Recommendations for Faculty Communications in Syllabus Statement
BFA-R-2-021025 SAC

Whereas faculty members should communicate to students their policies regarding basic communication practices and expectations; and

Whereas students have requested guidance regarding the best ways to communicate with faculty; and

Whereas communication guidelines can help facilitate positive engagement and increase the possibility of success for all students, but especially those who may have less knowledge about norms regarding communication in higher education; and

Whereas the Boulder Faculty Assembly Executive Committee instructed the Student Affairs Committee to consider appropriate communication practices between students and faculty; and

Whereas syllabus guidance was developed in the Fall of 2024 by the Student Affairs Committee so that it can be provided by the campus to all faculty members.

Be it Resolved that the Boulder Faculty Assembly supports the Recommended Syllabus Statements Regarding Basic Communication Expectations and recommends its use to the faculty.

Submitted by Student Affairs Committee: March 3, 2025

Approved for submission to Assembly by the BFA Executive Committee: March 3, 2025

Submitted to the BFA General Assembly: March 6, 2025

Approved by Assembly on April 3, 2025 with: 42 in favor; 5 opposed; 1 abstention



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Recommended Syllabus Statements Regarding Basic Communication Expectations

Many students do not or cannot discern the behaviors that are explicitly or implicitly expected of them as students of this university. Referred to as the “hidden curriculum,” these expectations are culturally and socially specific ways of demonstrating respect for faculty and their pedagogy. In order to be more welcoming to students from all backgrounds, we request that all faculty include course policies for each of the topics below in their course syllabus. Sample language that *could* be used for each topic is provided on the right, but please use what makes the most sense for your course. The most important thing is that *your* expectations are made clear to the students in your class. We recommend these policies be stated early in the course syllabus, near basic meeting and contact information, to ensure students see it. Versions of these statements might also be posted on the homepage of the course Canvas site.

Communication Topic	Example Syllabus Communication Expectation Statements
How students should address faculty in class or other communication media	• Preferred name: Dr. _____ / Professor _____, Mr./Ms. _____, or [First name]. Please do not call me by: Dr. _____, Mr./Ms. _____, Professor _____, or [First name].
How students might best contact their instructors	• Preferred communication: Canvas Messenger/Email/Zoom/Office hours/Phone Call. Please do not contact me by using: Canvas Messenger/Email/Zoom/Office hours/Phone Call. • I prefer meeting with students during office hours. If you are not able to attend my office hours, please email me to make an appointment.
When students can expect a communication reply	• Communication turn-around: I will be able to reply to emails within 24 hours during the weekday and 72 hours on weekends. • I will not be able to return emails sooner than 24 hours, before 8am or after 5pm on weekdays, or on the weekends.
How and/or if students might request alternate timelines for submissions	• Requesting extensions: I will accept written work up to five days after the due date. You will lose five points per day for late work. • No late work will be accepted X days after the due date. • To submit homework late, please DO THE FOLLOWING [specify] with THESE LIMITATIONS [specify] .
What alternate accommodations (if any) students might request	• Requesting accommodations: If you are experiencing an emergency and need alternate accommodations not already addressed by Student Disability Services, please contact me. • I will reply shortly to confirm pre-arranged testing accommodations you may have through Student Disability Services. Additional requests for alternative testing can/cannot be arranged under extenuating circumstances. • I will not request documentation of unexpected urgent issues or crises that arise, including medical or psychiatric crises.