



Policy on Use of Informational Banner Space in Canvas
RES 252627

AS&SS, AAC

- RESOLVED:** That the informational banner space in Canvas is designated as instructional space, consistent with faculty academic autonomy in course design and delivery; and be it further
- RESOLVED:** That postings in the Canvas banner space be limited to information that directly supports teaching and learning activities, course structure, and student academic success; and be it further
- RESOLVED:** That institution-wide announcements, event promotions, survey distribution, or campus messaging unrelated to the academic content of the course not be placed in the Canvas banner space, in order to prevent message fatigue and avoid overwhelming students with non-instructional information; and be it further
- RESOLVED:** That access to the Canvas banner space for required institutional notices (such as state, federal, CSU, or accreditation-mandated information) be coordinated through the Office of Academic Programs, which will notify faculty in advance and provide consistent messaging language; and be it further
- RESOLVED:** That this policy be incorporated into the Academic Catalog and Campus Canvas support documentation for faculty and instructional staff.
- RATIONALE:** Canvas functions as an extension of the instructional environment, and the banner space is a primary location where faculty communicate essential course structure, expectations, and academic guidance. When this space is used for general campus announcements or survey distribution, students may experience message fatigue due to the volume of communication already received through email, portal notifications, and student service platforms. Limiting the Canvas banner to instructional and course-relevant content supports student focus, reduces cognitive overload, and preserves the clarity of academic messaging.

Providing a defined process for cases in which institutionally mandated notices must be displayed ensures compliance while maintaining the instructional integrity of Canvas course spaces and faculty autonomy in course presentation.

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