



The Excelsior University Instructional Checklist for Faculty

Spring 2025 Launch

Standard Weekly Activities

	Complete
Faculty Administrative Responsibilities	
Check into your Excelsior email account at least once every 24 hours on weekdays and at least once on the weekends for emails from your Department Chair and others at the university	
Review the Faculty Playbook for guidelines on instructional expectations and best practices throughout the term	
Attend or watch recordings of Professional Development sessions as required in the Faculty Playbook.	
Announcements, Posts, and Notifications	
Post a short (1-2 minute) weekly video announcement that includes additional information about the week's assignments, tips/tricks/advice, answers to common questions, sharing expertise, or connecting the course content to real-world concepts. (see <i>Playbook for guidelines about video announcements</i>).	
Post additional announcements as needed throughout the week for important reminders, answers to common questions, additional information/shared expertise (see Playbook for examples of effective announcements)	
Post multiple substantial, meaningful discussion board replies on at least 3 days per week in weeks where there are graded discussion activities. Reply to different students each week. Role model best practices for discussions (i.e. APA formatting) (see Playbook for examples of discussion board best practices)	
Student Communication, Support, and Engagement	
Respond to any student questions sent via the Inbox or Course Q&A within 24 hours. Aim to reply more quickly to time sensitive questions. Alert students if you will be unavailable for communication for more than 24 hours.	
Refer students to Excelsior support resources whenever necessary: Writing Center (OWL, ORC) Brainfuse Online Tutoring), Library (24/7 chat), Accessibility Services , Advising , Bookstore , Student Assistance Program (ComPsych), etc.	
Hold weekly office hours or post availability for 1-on-1 Zoom meetings to struggling students to talk through difficult concepts and clear up confusion	
Send an inbox message to any student who was not active in the course during previous week, only active in some activities, received low grades on any previous week's assignments, or shows a change in grades or behavior from previous weeks.	
Communicate directly with each student at least twice per week. These communications should be substantive and may include formative or summative feedback, praise and encouragement, support, and/or direction to resources. This communication may occur through the inbox, grade center, office hours, or one-on-one meetings.	
Answer basic navigation and technology questions from students weekly. Refer students to appropriate resources if you cannot solve the issue (Tech Support, Student Support).	
Grading and Feedback	
Complete all grading no more than 4 days after the due date (by Thursday of the following week) for an 8-week course (7 days for a 15-week course)	

Provide substantive, individualized feedback, in alignment with rubrics, on all assignments (See Playbook for best practices in providing meaningful grading feedback).	
Check Turnitin similarity score and artificial intelligence score for ALL written assignments where Turnitin is turned on and report all academic integrity incidences to CLAS/CNHS according to current AI procedure. (See <i>Playbook for additional details on current process for AI.</i>)	
Keep grade book current and place zeros for missing assignments	
Early Intervention and Checkpoints	
Utilize the Notes function in the Canvas grade center to keep track of late submission agreements and other pertinent info about a student	
Attend Student Success Collaboration meetings or offer asynchronous insights	
Review the Teaching and Learning Dashboard and Canvas Analytics student engagement data throughout the term for trends. Share ideas and solutions with the Department Chair and faculty as applicable	
Raise advisor intervention flags for any students who were non-responsive to your outreach and A) were absent or minimally participatory B) scored poorly in the week's assignments C) need additional support and assistance or D) need to be connected to other Excelsior units like Accessibility Services, Financial Aid, etc.	

Pre-Term Activities

Faculty Administrative Responsibilities	
Attend Pre-term faculty meetings each term you teach or watch recording by the end of week 1	
Ensure you have completed all required trainings and orientations (i.e. FAC100, FERPA, Sexual Harassment trainings) and are familiar with all required technology (i.e. Outlook email, Canvas, Salesforce)	
Use Salesforce to accept teaching invitations and sign contracts within 3 days of receipt and at least one week before the start of the course when possible. For late teaching invites, accept invite and sign contract ASAP after receipt.	
Review syllabus, textbooks, and related learning resources and course materials at least 5 days before the start of term or once you receive access to the course	
Ensure access to required course materials and/or software (desk copy or access codes for textbooks)	
Complete any course set up tasks (groups, LTI setups) as soon as possible before the start of the term.	
Populate the Instructor Information area with a bio, contact information, and office hour availability	
Check the course for broken links (module by module) and report issues to Department Chair	
Attend or watch recordings of Excelsior University professional development/ trainings as required.	

Announcements, Posts, and Notifications	
Create and post a welcome video announcement to introduce yourself and the course	
Subscribe to the Course Q&A discussion board	

Unique Weekly Activities

Essential Student Success Activities, Week 1:

Conduct standard weekly activities.	
Early Student Engagement and Course Introduction	
Send an inbox message to any late registrants or first-time course takers (see list sent by email during week 1) and offer your support in getting them up to speed	
Send an inbox message to all students after late registration ends welcoming them to the course to establish a friendly presence	
Reply to ALL students' introductory discussion posts to welcome them to the course	
Early Intervention and Checkpoints	
Send an inbox message to any student who has not been active by day 5 of the term (Friday) offering encouragement and support and offering to meet with them.	

Essential Student Success Activities, Week 2:

Conduct standard weekly activities.	
Grading and Feedback	
Aim to complete week 1 grading more quickly, within 2 days, to set expectations for upcoming work. See playbook for best practices in providing meaningful grading feedback.	
Allow students to resubmit week 1 work if the student misunderstood the assignment or missed the mark (course context dependent).	

Essential Student Success Activities, Week 3:

Conduct standard weekly activities. No unique activities this week.	
---	--

Essential Student Success Activities, Week 4:

Conduct standard weekly activities.	
Early Intervention and Checkpoints	
Complete Midpoint Feedback in Salesforce, offering support and connecting struggling students to resources. Raise flags for non-responsive or at-risk students needing assistance (this may extend into week 5, course context dependent)	

Essential Student Success Activities, Week 5:

Conduct standard weekly activities. No unique activities this week.	
Attend or watch a recording of a Professional Development session if you have not already done so this term.	

Essential Student Success Activities, Week 6:

Conduct standard weekly activities.	
-------------------------------------	--

Student Registration and Course Completion	
Post an announcement reminding students to register for next term, refer students to their advisor to determine which courses to register for next	
Early Intervention and Checkpoints	
Discuss course extensions with at-risk students if needed, referring them to relevant policies.	

Essential Student Success Activities, Week 7:

Conduct standard weekly activities.	
Early Intervention and Checkpoints	
Remind at-risk students about the “What If?” feature in their Grades area of Canvas to determine what scores they will need to achieve on the final assignments to pass the course	

Essential Student Success Activities, Week 8:

Conduct standard weekly activities.	
Announcements, Posts, and Notifications	
Post an announcement reminding students to complete their student course evaluation	
Student Registration and Course Completion	
Post a wrap-up announcement at the end of the term – reflect on the last 8 weeks of learning and course takeaways, thank students for their contributions to the course, offer your contact information to stay in touch going forward, final reminder to register for next term, and let students know when final grades will be posted	
Post a second reminder to register for next term	
Course Completion and Extensions	
Remind students that all work must be completed by the last day of the term (aside from extension)	
If giving an extension send an email to ORR@excelsior.edu with the student’s name, course section number, and end date of the extension (max 30 days). Record an “I” as the student’s final grade.	

Post-Term Activities

Faculty Administrative Responsibilities	
Complete the faculty course evaluation	
Grading and Feedback	
Complete all final grading and enter letter grades in the Final Grade Column by the due date specified by your school	
Work with any students who have an extension, help students create a schedule of due dates within the extension time frame, when extension is finalized enter final letter grade and notify ORR of the grade change	

FUTURE STATE

Standard Weekly Activities

Hold 1 on 1 meetings or a “drop in” time with all students in the course once during the term (course context dependent)	

Pre-Term Activities

Review student success risk scores for all students on your roster.	
Review Course and Personal KPI data dashboard before term start (DFW rates, student evaluation scores from courses you taught prior, other pertinent data from previous terms)	
Return the completed checklist of term pre-term preparations to CLAS/CNHS	

Unique Weekly Activities

Week 1: Offer a live course orientation Zoom session to walkthrough the syllabus, answer common course questions, and get to know students (record this for others)	
Week 2/3: Complete Early Intervention feedback in Salesforce in week 2-3 (Similar to Midpoint feedback)	
Week 5: Review results of the Midpoint student evaluation survey and adjust teaching style as necessary. Share questions or concerns with Department Chair.	
Week 7: Send “nudge” inbox message to all unregistered students in week 7	

Post-Term Activities

Review Canvas Analytics, grade trends, and the Teaching Dashboard. Connect with other faculty to discuss student performance and plan strategies for the next term.	
---	--