Faculty Agreement for Supplemental Instruction Program Continuation

Every year, we ask faculty participating in the Supplemental Instruction program to reaffirm their commitment to our program terms. We are always striving to improve the SI program, and so some changes may have been implemented within the last year. Please carefully read through the current terms of program participation and complete the form, available on page 2, to accept the terms, expectations, and requirements for faculty as outlined on the Faculty Agreement Form.

Supplemental Instruction at the University of Vermont

Description of the Program

Supplemental Instruction is a student success program that provides peer-led group study sessions for students to improve their understanding of course material and increase their study skills' effectiveness. A trained SI Leader will support students attending all sections of the course you are applying for by facilitating SI study sessions outside of class. These SI sessions promote collaboration and other learning techniques to guide students through the material presented in class.

Which courses are approved for SI?

Because there is a high demand for SI, it is necessary to evaluate where SI can have the greatest impact on student success and how we can provide the highest quality program possible. As such, course criteria[1] for the SI program are as follows[2]:

Criteria for a course to qualify for SI:	Criteria for a course to remain in SI:

• Support from Course Instructor(s)
 • >10% of D, F, W course grade distribution
 • Course enrollment of 100 or more students
 • Willingness to share mid-term and final exam grades and final course grades
 • Availability of funds
 • Availability of SI leaders
	• Continued support & communication from Instructor(s) of the course
	 • Continued support of Department Chair
	 • Number of SI leader contact hours with enrolled students:
	   o Unique contacts with 15% of enrolled students; and
	   o A minimum of 10 contacts per week
	 • Adherence to faculty expectations and requirements (see p. 2)
	 • Mid-term & final exam grades & final course grades received of all enrolled students
	 • Availability of funds
	 • Availability of SI leaders

Additional criteria for consideration:	
• Support of Department Chair • Priority to introductory level course • Priority to gateway courses (required course for major progression) • Presence of disproportionate impact for course success • High student repeat rate (2 or more times)	

[1]Criteria may be re-evaluated or modified at the discretion of the Tutoring Center.
[2]Some courses that do not meet all the above criteria may still be eligible for consideration.
Please direct questions to Eleanor Stephenson at estephe3@uvm.edu.

SI Leader Expectations

SI leaders hold two or more SI study sessions and one office hour each week. In addition, they collaborate with faculty to keep updated on course content and to develop SI study session plans and materials. SI leaders are NOT personal or teaching assistants and should not perform duties such as grading, proctoring, taking attendance, teaching classes, or performing clerical duties; they are solely a resource for students and may not be hired as Teaching Assistants for the same course in which they are an SI leader.

Faculty expectations

For SI to be integrated successfully into a course and be most beneficial to students, faculty support is necessary. We ask that you make the following commitments, including:

1. Collaborating with your SI Leader.
2. Sharing or making available course content and resources with SI leader (i.e. course textbook, online resources, and learning platforms, etc.).
3. Being in regular email communication with the SI coordinator.
4. Being available for up to two meetings per year with the SI Program Coordinator (remote, group, or one-on-one).
5. Not attending SI review sessions and office hours, nor may they have knowledge of student attendance – SI attendance must remain anonymous.

Faculty Requirements

For the SI program to be successful, faculty are required to complete the following tasks:

1. Provide SI leader with course builder or TA access to learning platform(s) to regularly post SI announcements and share materials.
2. Allow the SI leader to make a 2–3-minute introduction during the first week of class.
3. Continue to allow the SI leader to advertise and make brief in-class announcements throughout the semester.
4. Regularly encourage student attendance to SI review sessions and office hours, which includes in-class reminders, individual conversations, course materials and sharing SI information. Do not schedule TA or faculty review sessions that conflict with your SI leader's regularly scheduled review sessions or office hours.
5. Regularly meet with your SI leader for at least 10-15 minutes to discuss course content, upcoming assessments, sharing materials, and overall content progression in review sessions.
6. Consider making available course assessments and final grades for SI program evaluation. Please note that FERPA allows institutions to collect and share this information. For more information, click here. Faculty who share grades with our office will be actively supporting program evaluations, allowing us to analyze program effectiveness, support efforts to improve student experiences, identify training needs for our Supplemental Instruction leaders, and adhere to the best practices and standards set by The International Center for Supplemental Instruction.

Hiring Practices

We welcome the chance to collaborate with you on hiring SI leaders. This may include reviewing applications, recommending specific students for the role, interviewing applicants, and offering feedback on final selections. We will contact you at the start of the hiring process to discuss your desired involvement.

We will consider your recommendations and any feedback you have about other prospective candidates. However, we reserve the right to make final selections. As an AAEO employer, we are committed to inclusive hiring practices and will make hiring decisions based on a variety of criteria, including merit, past work experience, ability to meet the roles and responsibilities of the position, and programmatic need.

To accept the terms, expectations, and requirements for SI faculty outlined in this document, please click here.