

SUPPLEMENTAL INSTRUCTION (SI)

SI Leader Job Description



Job Title: SI Leader – Part Time

Supplemental Instruction (SI) is an academic support program that targets historically difficult courses. SI sessions are regularly scheduled, out-of-class review sessions where SI leaders facilitate student learning and help students better understand course concepts in a targeted course. These 1.5 to 2-hour sessions are held two times per week for the duration of the semester. SI leaders also attend class lectures of SI course.

Responsibilities:

- Follow all procedures and policies set by the SI program and Learning Resource Center.
- Attend all class lectures of selected course. Take accurate notes and understand all homework assignments as you are expected to be familiar with all course material.
- Prepare session plans and materials to ensure students' academic development.
- Plan and facilitate two SI sessions per week for the duration of the semester.
- Actively promote SI sessions through class announcements and emails to students.
- Maintain contact during the semester with students, professor, and supervisor.
- Be familiar with campus resources available to students.

Administrative Responsibilities:

- Attend and participate in paid pre-semester training and monthly trainings as scheduled.
- Conduct peer SI leader observations, complete observation form, and debrief following observation.
- Submit SI attendance reports and session plans weekly.
- Submit staff log and timecard monthly.

Qualifications:

- Earned grade of B or higher in the selected course: prior enrollment with the same professor is preferred.
- Faculty recommended (content competency is required).
- Commitment to work 10–13 hours per week to attend class, and plan and facilitate SI sessions.
- Effective communication skills
- Outstanding organizational and time management skills.
- Willing to learn new skills.

Expectations:

- Maintain professionalism at all times.
- Be prepared and be on time for each SI session.
- Support and care about student success.
- Demonstrate an understanding of, sensitivity to, and respect for the diverse academic, socio-economic, race, ethnicity, gender identity, sexual orientation, age, mental or physical disability, and religious background of all students, faculty, and staff.
- Work with a significant degree of independence and good judgment.