1. **Recruit SI Leaders**: Interview any candidate recommended as SI Leader. Be certain to determine if his/her class schedule will allow sufficient time for enough sessions to meet class needs.

Forward names of all qualified SI Leader applicants to the Tutorial Services Coordinator. Be sure to communicate with the Coordinator about the SI for your course/s prior to the start of the SI’s start date to ensure that the SI has complied with the SI Leader hiring process.

2. **Make Students Aware of the SI Leader**: Describe and encourage the SI program in the **course syllabus** and stress the importance of attendance from the beginning of the course. When appropriate and as time permits, consider involving the SI Leader in class lectures and lab sessions to demonstrate your belief that the SI Leader is competent and has valuable information to share. This validates the SI Leader and will likely improve attendance at sessions.

   **The SI Leader should**
   - introduce him/herself to students and provide contact information during the first and second class meeting.
   - describe his/her background in the subject and previous SI experience.
   - describe and initiate the SI program, i.e., distribute and collect scheduling surveys.

   **The instructor should**
   - consistently remind students when/where sessions are held each week.
   - refer to sessions and/or the SI Leader during class.
   - treat the SI Leader as a respected source of information for students.
   - allow the SI Leader to make announcements.
   - ensure that the SI Leader participates in class activities.
   - consider awarding extra credit to encourage students’ attendance in SI sessions.

3. **Discuss Expectations with the SI Leader**: At the beginning of the term, meet with the SI Leader to discuss your expectations and to provide the course syllabus and any textbooks or lab books used in the course. Ensure that the SI is added to **myetudes.org** as a user and given access to any online resources being used. Clearly state your policy regarding the use of old tests in review sessions.

   Encourage the SI Leader to create his/her own materials for sessions and assist him/her with preparation when requested. Be sure the SI understands any resources s/he uses must be preapproved by you, the instructor.

   You and the SI Leader should sign an agreement that acknowledges that both have read the agreement and understand its contents.

4. **Communicate Regularly with the SI Leader**: Meet regularly with the SI Leader to discuss how sessions are going, how well sessions are being attended, and any expectations and learning outcomes you will be stressing. Regular weekly communication with the SI Leader (face-to-face or by email) is encouraged to
   - discuss lecture class topics/progress.
   - deal with individual student issues.
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- provide classroom management and presentation techniques.
- answer content questions
- review session materials being used and assist the SI Leader with answers, if necessary

5. **Track Participation:** Ask the SI Leader for a list of attendees and provide feedback to indicate whether students attending SI sessions are performing at a higher level than those not attending. (This data should be provided after the first exam and when final grades are determined, at a minimum.) You may want to make these statistics available to encourage students’ attendance and reinforce the value of SI sessions.

   In an informal way (perhaps before class starts,) regularly check with students who attend SI sessions for their general impression. Provide students with the option of e-mailing you if they do not want to make comments in open class.

6. **Participate in Evaluations of the SI Leader:** Attend at least a portion of an SI session for SI Leader evaluation. Using forms provided by the Coordinator/Supervisor, conduct anonymous student evaluations of the SI Leader and sessions at the end of the semester. Collect and forward them to the Coordinator/Supervisor.