

Faculty, Staff, and SPI Expectations

Course Professor Expectations

1. Recommend SPIs for their section of a course
2. Meet with SPIs before SPI sessions begin to go over syllabus
3. Give SPIs time at the beginning or end of class to offer reminders about SPI sessions.
4. Setup meetings (weekly or bi-weekly) with SPI who attends their section to answer questions and offer assistance regarding course content, delivery of material, and any other information that would assist SPIs

Note: Due to FERPA, no SPI will be allowed to see individual grades. Information will be presented in a comparison between those who do and those who do not attend SPI sessions

SPI Qualities

When deciding what students would make good SPIs, it is crucial to consider the following qualities.

1. SPIs must be excellent students. Their overall GPA cannot be below a 3.3.
2. SPIs must be competent in course material from having previously taken the course. Their final grade in the course must be a B+ or better.
3. SPIs must be warm, outgoing, and empathetic. Students in the course should be comfortable going to SPIs with questions or concerns.
4. SPIs must want to help others progress, but they also must be able to place responsibility for the progress on the student.
5. SPIs must be able to work with peers and accept instruction and advice from faculty, staff, and fellow SPIs.
6. SPIs must be capable of maintaining a standard of academic excellence while performing the duties of a SPI.
7. If the candidate pool (as defined by GPA and course grades) does not yield a successful candidate, SPIs may be pulled from students who did not demonstrate the high level of course competency or from students who have not taken the course.
 1. If the SPI candidate **has** taken the course, but did not receive an B+ or better OR if the SPI candidate does not have at least a 3.3 GPA, it is up to the Course Professor, the Faculty Supervisor and/or the Academic Success Coordinator to demonstrate the other qualities the SPI candidate has that would make them an excellent SPI.
 2. If the SPI candidate **has not** taken the course, they must be able to demonstrate course competency in another way. Other ways to demonstrate competency may include, but are not limited to:
 1. A GPA of 3.5 in the subject area of the SPI course; and/or
 2. Previous academic support experience with the course content; and/or
 3. A professor who is willing to vouch that the student is capable of teaching the material to others.

SPI Expectations

1. Attend SPI training at start of semester
2. Meet with professors before SPI sessions begin to answer any questions and go over course syllabus
3. Attend all course sessions for the section the SPI is offering SPI sessions for.
 1. Arrive early to class, especially on the first day.
 2. Talk with students in the course, especially if you have not met them.
4. Work with students to pick best times for SPI sessions.
5. Prepare for and facilitate two 45 minute SPI sessions per week
6. Advertise SPI sessions to students attending course
 1. Write Date/Time/Location of next session on the board or have a handout.
7. Work with the faculty member of the course by:
 1. Going to his/her office to ask any questions about the material
 2. Request permission to make announcements about SPI sessions each and every time you want to make one.
 3. Offering to assist them where you can (passing out materials, starting a presentation)
8. Model professional and appropriate behavior for students
9. Observe SPI sessions of other SPIs
 1. After observing SPI sessions, offer feedback to other SPIs

In order for a student to be an effective SPI, that student must not:

1. Grade papers or homework assignments
2. Lecture or facilitate during the class sessions
3. Participate in answering questions during class unless directly invited to do so by the professor
4. Criticize the professor or the way the course is taught

Evaluation Process

1. SPI's have two scheduled evaluations per semester.
 - a. The 1st evaluation is a peer based evaluation where SPI's visit each other's sessions and are led through an evaluation piece that allows them to learn from each other.
 - b. The 2nd evaluation is conducted by the Coordinator for Tutoring/SPI and the Lead SPI and feedback is then provided to the SPI.
2. If at any time the Professor feels that there is an issue of competency or concerns about their SPI; they should reach out to the Faculty Coordinator for SPI or the Academic Success Coordinator for SPI.
 - a. This will initiate an evaluation, depending on the time of the semester, independent of the first two scheduled ones.
 - i. Professors should avoid visiting their SPI's session, unless this is agreed upon in speaking with the Academic Success Coordinator. This is to make sure that the dynamic of the sessions isn't altered for both the SPI and the students in attendance.
 - b. After evaluation if there are still concerns, a conversation will be held to discuss the future of that SPI.