Supplemental Instruction (SI)
Faculty Partners Guide

Spring 2027 Update

Contact Supplemental Instruction
Supplemental Instruction Coordinator
Rachel S. Hawley, Ph.D.

Email: rhawley3@msudenver.edu
*Feel free to message me on Teams
https://www.msudenver.edu/supplemental-instruction/

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Supplemental Instruction (SI) Overview and Summary

Supplemental Instruction (SI) was first developed in 1973 by Dr. Deanna Martin at the University of Missouri at Kansas City. SI is an academic assistance program that provides weekly, peer-led group study sessions for students taking historically difficult, gateway, and bottleneck courses. SI sessions bring students together in a collaborative learning environment where they improve their understanding of course material, review and discuss important concepts, develop study strategies, and prepare for exams. In SI, students connect *what to learn* with *how to learn*. SI is provided for all students who want to improve their understanding of course material and improve their grades; SI is *not* a remedial program for struggling or failing students. Students who attend SI sessions on a consistent basis traditionally earn a half to full letter grade higher than those students who do not participate in SI.

Mission Statement and Goals

Our Mission

MSU Denver's Supplemental Instruction Program is committed to helping students understand what to learn and how to learn by developing transferable study skills, honing critical thinking skills, becoming more active in their courses and building connection to the MSU Denver campus community.

Our Goals:

- Helping students become more independent learners.
- Reducing DFW (D, F, and Withdraw) rates in targeted historically difficult courses.
- Improving student grades in targeted historically difficult courses.
- Increasing re-enrollment and persistence of participating students.
- Creating strong learning communities for our MSU Denver students.
- Gain problem-solving experience through trial and error.
- And, ultimately, improving the graduation rates of students at MSU Denver.

By encouraging regular attendance, SI aims to accomplish these goals through helping students:

- Understand what to learn and how to learn
- Develop transferable study skills
- Gain problem-solving experience through trial and error
- Develop analytical and critical thinking skills
- Become more actively involved in the course
- Engage in discussion and collaborative activities with peers
- Build connection to the MSU Denver campus community

Key Elements of SI

- The SI Program supports historically difficult courses at MSU Denver. SI course assignments are based on challenging content and high rates of D's, F's and withdrawals – not because of the way it is being taught or by whom it is being taught.
- SI Leaders are assigned to a specific faculty/section(s) and plan and lead at least two 60-minute SI study sessions per week that integrate *what* to learn with *how* to learn.
- SI Sessions are voluntary, outside of class, and beneficial for ALL students (not just for students who are struggling). SI Sessions are open to all students in the course section and is *not* viewed as remedial.
- SI Leaders attend all class sessions for their designated section(s) as a model student, getting to know the students and staying up to date with all course material, expectations, and challenging content to students.
- SI Leaders are encouraged to collaborate with faculty to discuss the course and how to best support the students, including meeting with faculty on a regular basis.

- SI Leaders attend training before the semester begins and ongoing bi-monthly professional development to continue sharpening their professional and leadership skills, including topics such as strengthening student academic performance, session facilitation tips, using inclusive language, and strategies for marketing sessions to students.
- Students who regularly attend SI Sessions earn higher grades and have lower DFW rates (D's, F's and Withdrawals). Data has also demonstrated higher graduation rates for students who regularly participate in SI.

SI Leader Requirements

SI leaders are employed on a semester-by-semester basis and continued employment is dependent upon a number of factors, including meeting academic requirements, regular observations, attendance at program trainings, course availability and adherence to the SI Program policies.

To be an SI Leader, students must meet the following requirements:

- Maintain a semester GPA of 3.0 to ensure their work as an SI Leader is not interfering with their education.
- Received a B+ or higher in the course they SI for.
- New SI leaders must receive two favorable faculty/staff recommendations prior to hiring.
- Students who have work study are more likely to be hired.

Differences between Supplemental Instruction & Other Academic Supports

MSU Denver offers multiple academic support programs that focus on student success through peer learning. The purpose and role of each lead to a different approach to serving students. There are clear benefits for each program, and students are encouraged to utilize as many programs as will best meet their needs! (Note: Teaching Assistants' roles and responsibilities typically vary by department, and from Undergraduate to Graduate TAs.)

SI leaders Academic Support SI@msudenver.edu	Tutors Academic Support Tutoring@msudenver.edu	Learning Assistants Academic Support LA@msudenver.edu	Peer Mentors Connect to Academic Support RoadwaysPeerMentoring@msudenver.edu	Writing Consultants Writing Center writingcenter@msudenver.edu
SI Leaders are assigned to a specific course/faculty. They attend a designated class as a model student and provide support for other students during regularly scheduled SI sessions outside of class.	Tutors are assigned to specific courses, but not a specific section/faculty. They provide walk-in and scheduled one-on-one tutoring sessions during regularly scheduled hours at designated tutoring locations.	Learning Assistants are assigned to a specific course/faculty. They provide support for students primarily during class, as well as office hours outside of class, based on class needs.	Peer Mentors help students find a community on campus to build their academic, social, and emotional support networks. All students are assigned a Peer Mentor as a resource and connection.	Writing Center Peer Consultants help students with writing assignments for any class or personal writing projects. Students can make appointments at any of 3 locations on campus or online, and walk-in support is subject to availability.
SI Leaders plan SI sessions based on challenging course content, faculty collaboration, and students' needs. **Note: SI Leaders do not help professors in class. That is what LAs are for.**	Tutors prepare general content for one-on-one and small group tutoring sessions and adapt to student needs.	Learning Assistants meet regularly with faculty to discuss upcoming activities and how they will be involved in the classroom.	Peer Mentors provide personalized support for individual students and plan group activities and events.	WC Peer Consultants provide 50-minute one-on-one or group sessions that help students with writing assignments, as well as resumes, cover letters, grad school applications and more.
SI Leaders emphasize collaboration, discussion, student engagement, and ownership of learning – as well as how these skills can transfer to other courses.	Tutors emphasize individual study skills, organizational skills, and student ownership of learning.	Learning Assistants emphasize class participation, discussion, collaboration, student engagement, questioning techniques and ownership of learning.	Peer Mentors help connect students to resources for various skills/needs and help promote ownership of learning.	WC Peer Consultants help students with understanding writing assignments/prompts, planning and drafting, organization, citation support and proofreading, and more.
BONUS: All these support services are FREE and can be used simultaneously by students.				

Requesting a SI Leader

Beginning Spring 2027, faculty are asked to identify their own SI leader, in alignment with the way that LAs and TAs are requested. An email will be sent out close to the course schedule publication date with a link to apply for a SI leader.

Things to consider when identifying a SI leader:

Faculty should speak with their proposed SI Leader before submitting an application to ensure that the student:

- Is interested in serving as an SI Leader
- Understands the responsibilities of the position
- Is available to attend class regularly
- Has sufficient time in their schedule to facilitate SI sessions and complete required training
- Meets the program's eligibility requirements

Faculty should look for students who demonstrate:

- Strong communication and interpersonal skills
- Reliability and professionalism
- A positive attitude and willingness to help others
- Leadership potential
- The ability to facilitate discussion rather than simply provide answers
- Empathy and patience when working with peers
- Consistent class attendance and engagement
- Effective study habits and learning strategies

The strongest candidates are students who are respected by their peers, enthusiastic about learning, and committed to supporting the success of others.

Submitting the name of a student does not guarantee placement, but identifying a qualified and interested candidate will help streamline the hiring and selection process.

Faculty Role

Faculty support is critical to the SI Program's success. Typically, the more students perceive that the faculty and SI Leader are a team, the more students participate in SI. Research indicates that students participate in voluntary and optional academic supports much more when they perceive that support – like SI – aligns to the faculty's expectations of how to be successful in the course.

However, we fully recognize the busy schedules of our amazing faculty partners. We do not expect faculty to be involved any more than they are willing or able. SI is not intended to create additional work or time commitments for faculty! In fact, the most successful partnerships should help faculty save time.

What Are the SI Faculty Requirements?

- **Complete a Faculty Questionnaire with your SI leader within the first week:** This is an opportunity for you to meet with your leader and communicate your preferences ranging from method of communication to how often you would like to meet with your leader.
- **Grant Access to the Canvas Course:** SI Leaders should be added to your Canvas class in "SI Leader" role so that
- they can access content, email students, post announcements, and interact in discussion questions. (See instructions below)

- **Introducing SI to the Class:** Allow the SI Leader to make a 2–3-minute announcement during the first class so they can introduce Supplemental Instruction to the class, let students know who they are and what an SI Leader is, share SI Session information, and personally invite students to attend SI Sessions.
- **In-Class Announcements:** Continue to allow the SI Leader to make brief 1–3-minute announcements throughout the semester to remind students about SI and encourage their attendance.
- **Faculty Promotion:** Allow the SI Leader to post SI Session information for students to see each class. You can also remind students about SI Sessions in your own whole class announcements, during individual conversations with students, and by sharing SI Session information on class materials (e.g. syllabus, handouts). And we also ask that you not promote it as remedial or only focus on students who are struggling. All students can benefit from SI!
- **Meet with your SI Leader:** The relationship between SI Leader and faculty should be professional and collaborative. It is recommended that faculty meet with their SI Leader for at least 10-15 minutes per week to discuss course content, upcoming exams, the progress of SI Sessions and participants, helpful learning/study strategies, and any other additional questions or concerns that may arise. SI Leaders are required to meet with faculty at least every other week, so please schedule recurring appointments with them.
- **SI Program Assessment and Evaluation:** We may be in contact with you about assisting us to provide information for SI program evaluation: exam grades and/or grades after exams. (Note: FERPA allows institutions to collect these data; students' right to privacy regarding this information will be fully protected.) You can always email exam grades anytime to SI Program Staff to analyze and compare SI participants' grades to non- participants'.

Can I Offer Extra Credit and/or Find Out which Students Participate in SI Sessions?

SI only works if attendance is anonymous. The goal of SI is to improve students study skills and earn better grades because of what they learn. This can only be accurately assessed if the faculty don't know who has attended and they don't receive extra credit to improve their grades simply by showing up. Therefore, SI Leaders know that they are never to share the names of students who attend with their faculty members during the course of the semester. However, we do encourage you to offer course extra credit for students who attend a certain number of sessions, and we can provide you with those names at the end of the semester. Several faculty offer extra credit for utilizing several services on campus, including:

- Attending faculty office hours
- Visiting the Tutoring Center
- Visiting the Writing Center
- Participating in academic skills workshops hosted by various programs on campus
- Attending presentations on campus related to the course

You can find a copy of a blank Academic Engagement Verification form that you can modify on your own by going to this link: https://www.msudenver.edu/wp-content/uploads/2026/05/Academic-Engagement-Verification-Form.pdf

Making Supplemental Instruction part of this option is a great idea, but since the benefits increase the more regular students attend, we recommend a staggered approach to extra credit offering. For more information and a sample extra credit assignment, please contact the SI Coordinator at rhawley3@msudenver.edu

An Extra Credit Example:

Students who regularly attend SI sessions can earn extra credit based on their attendance throughout the semester using the following scale:

Attendance	Points
1-3 sessions	2 points
4-9 sessions	5 points
10-12 sessions	8 points
13 + sessions	10 points

How Do I Add My SI Leader to Canvas?

The steps to add an SI Leader to Canvas should only take 1-2 minutes to complete. You will need your SI Leader's net ID (the first part of their MSU email before the @ sign – for rmcdonald@msudenver.edu, *rmcdonald* is their net ID). If you have difficulties, you can contact SI Program Staff or the MSU Denver IT department.

1. Log in to Canvas.
2. In Course Navigation, click the People link.
3. Click the Add People button.
4. To add a user, you can search for users with up to one of three options: email address, login ID, or SIS ID. To select a search option, click the button for your preferred search method.
5. In the Role drop-down menu, select "SI Leader"
6. In the Section drop-down menu, assign the user a section in the course. If you want to limit the user(s) to only interact with other users in their section, click the Can interact... checkbox.
7. Click the Next button.
8. Select Submit.
9. You can also view these helpful instructions, from the Canvas Community website, by clicking here.

How Can I Encourage My Students to Take Advantage of SI?

Here are some ways faculty members have promoted SI to students and encouraged their participation in SI Sessions:

- Promote SI to all students in their class, not just those who are struggling, since students of all levels learn from each other by attending SI.
- Include information about SI on their course syllabi.
- Post announcements about SI on Canvas and other course platforms/materials.
- Add their SI Leader to Canvas, so they have another avenue to connect with students and access the course material students have access to.
- Send exam scores to SI Program Staff to share SI Participants' vs. Non-SI Participants' scores and announce the results to students to encourage them to attend sessions.
- Make announcements about SI Sessions in addition to and/or with the SI Leader when they make announcements and reminders of SI Sessions.
- Collaborate with the SI Leader to find creative ways to market the session to students in the class.

Syllabus Statement

We recommend SI faculty partners include a brief "blurb" on SI in their course syllabi to demonstrate your support of the SI Program and encourage students to attend SI Sessions. This is optional, as we know your syllabi may already be completed, but here are two examples of a description that can be modified or simply cut/pasted:

Basic syllabus statement:
Supplemental Instruction (SI) group study sessions are available for this course. SI provides free group study sessions at least twice a week, and students who regularly participate typically earn higher grades. *SI is beneficial and open to all students enrolled in this class, not just students who are struggling.* For information about the days, times, and locations for SI Sessions, refer to the SI website: https://www.msudenver.edu/supplemental-instruction/

Longer syllabus statement:
Supplemental Instruction (SI) is Available to You for Free!

Supplemental Instruction (SI) group study sessions are available for this course for free, two times a week throughout the semester. These SI Sessions are planned and facilitated by your SI Leader, a student who has

successfully completed this course in the past and is attending class and preparing SI Sessions based on the class content. SI Leaders plan sessions where students can improve their understanding of course material, review and discuss important concepts, develop study strategies, and prepare for exams.
SI is beneficial for everyone and open to all students enrolled in this class, not just students who are struggling. Students who participate regularly in SI Sessions typically earn higher final course grades and exam grades than students who do not participate. You do not need to prepare anything to attend an SI Session, but bring your class notes with you.
For information about the days, times, and locations for SI Sessions (for this course and all others supported by SI), refer to the SI website: https://www.msudenver.edu/supplemental-instruction/

Early Alert Process

One way that we want to encourage students to come to SI is to target students who are struggling. While we do not want anyone to consider SI as remedial, we do want to ensure that students who are struggling are aware that they are in a SI supported course. Therefore, all of your students will show up on the Early Alert forms that you will receive in your email. Students who would benefit from SI sessions will then get an email from Student Academic Services informing them of *all* of our resources, and other resources on campus, but will specifically inform them about their SI Leader, contact information, and session times/dates.

Can I Attend SI Sessions?

In general, faculty do not attend SI Sessions as this changes the dynamic of the session immediately. The tone tends to shift to match the instructor's typical classroom setting, and students often turn to instructors to ask questions, rather than working with the SI Leader. The SI Program was developed as an anonymous academic support for students since it is optional and voluntary. Additionally, keeping session participation anonymous helps prevent any advantage (or perceived advantage) students attending sessions may have over students who would like to attend but are unable due to their schedule. If you are curious about the content of SI Sessions, you can always ask your SI Leader and/or contact the SI Program Staff.

If you would like to see how a SI Session works, you can observe a session for a different class and/or attend SI Leader training the week before the semester begins. If you would like to take advantage of this, please email si@msudenver.edu or rhawley3@msudenver.edu to get set up.

What Benefits Have Faculty Observed from SI?

Faculty have noticed a variety of benefits from having an SI Leader in their course. Common benefits include (all quotations are from the Spring 2026 SI Faculty Survey responses):

- "[Students] benefitted greatly from tips on studying from a peer mentor. The class did not engage as well toward the end of the term, but the SI leader did a good job of continuing to attempt to engage and adjusting plans as needed to try and increase engagement."
- "High quality assignments and a deeper understanding of the course content."
- "Students that were working with [SI Leader] seemed to demonstrate high levels of buy-in and ended up with much higher grades. [She] was in regularly contact with students, often answering questions before class began and after class ended. Izzy had a friendly and directly positive impact on the students that attended her SI sessions."
- "Although my class was very small, I appreciate the SI support given the content was extensive and the assignments were challenging (senior-level). Thank you for providing an SI for my course!"
- "I highly recommend the SI program for all freshman level general studies courses at MSU Denver."
-

Note: It would help us if you could respond to this survey at the end of the semester.

SI Leader Role

SI Leaders serve as learning facilitators or "processors" of course material. Their role is not to re-teach, re-lecture, or give students the answers. They are trained to facilitate group sessions that enable students to improve their understanding of course material, review and discuss important concepts, develop study strategies, and prepare for exams. The professor first delivers course content and material; the SI Leader then helps students process that information.

SI Leaders bring structure and focus to the group study sessions and help keep students on task. They act as model students by exhibiting successful learning behavior and strategies. They attend class punctually and regularly, and are attentive and taking notes while sitting in class (while also building relationships with students and inviting them to SI Sessions). SI Leaders participate in SI training before and throughout the semester to continue developing their skills in helping facilitate student learning.

What Should I Expect from the SI Leader?

The SI Leader will:

- Attend all class meetings and act as a model student.
- Take notes during class (which are used to plan sessions, so their notes likely have a different perspective and content than others students' notes as they observe what is most difficult, where students struggle, etc.).
- Maintain a professional and positive attitude about all matters such as class standards, grades, and student questions and/or concerns (SI Leaders and faculty are a united team!).
- Discourage students from attending SI as a substitute for class meetings.
- Keep the names of students attending SI Sessions anonymous, and will share the number of students participating in sessions as requested by faculty.
- If requested by faculty, share SI session materials with faculty.
- If requested by faculty, provide feedback on student understanding (and misunderstandings) in SI Sessions.
- If requested by faculty, participate in class discussions and activities (otherwise they are a quiet observer).
- If requested by faculty, help facilitate collaborative learning activities during class.

The SI Leader will not:

- Grade or review assignments, homework, exams, etc.
- Proctor exams.
- Re-teach or re-lecture during SI Sessions.
- Act as a Teaching/Learning Assistant during class by checking student work or teaching the course.
- Fill in as a substitute for the instructor if the instructor cannot attend class. *However, SI Leaders can hold SI sessions during class if the instructor wants to use that time instead of canceling class.*
- Share the specific names of students participating in SI until the end of the semester, if requested for extra credit purposes. *However, students can self-disclose using the extra credit form above.*

Faculty-SI Leader Collaboration

The SI Program develops SI Leaders in professional skills such as communication and collaboration throughout each semester, recognizing that our SI Leaders have a wide range of professional backgrounds and experiences – and for some SI Leaders, building relationships with faculty may be their first experience truly developing a collaborative and professional relationship. As you get to know your SI Leader, your relationship with them will continue to develop their skills in teamwork, collaboration, communication, and professionalism (thank you in advance!). Please let SI Program Staff know if you have any concerns about your SI Leader related to this.

During our Kick-Off training before classes start and ongoing throughout the semester, we explicitly share some tips and guidance for building collaborative relationships with faculty. The following section, "Tips for Meeting and Collaborating with Faculty" is in the SI Leader Handbook and serves as one of the resources for SI Leaders to further develop these skills as they build collaborative relationships with their faculty.

Tips for Meeting and Collaborating with Faculty

As you get to know each other more and clarify expectations for communicating and collaborating with each other, these might change. Until then, follow these tips.

- **BE CONSIDERATE** – You have a busy schedule, and so do faculty. Just because something will work for you or is your preference meeting-wise doesn't mean it will work as well for faculty or is also their top preference. Ask questions to help figure out what will work best for the two of you.

- **BE PROFESSIONAL** – You have the privilege of representing not only yourself, but also the SI Program and all student employees at MSU Denver – wow them with all of the reasons you are a leader on campus (and an SI Leader!). Be professional in person, in email, in all interactions. A few considerations include:
    - Check your spelling, grammar, etc. before sending any emails.
    - Avoid using any profanity or slang words (i.e. "gonna").
    - Be responsive to all emails and communication.

- **AGENDA** – Create an agenda for meeting ahead of time (so you don't appear unprepared and the meeting has purpose). This might include:
    - Certain topics that you often/always talk about.
    - New topics that are timely/relevant.
    - Specific questions you have about the course, faculty expectations, etc.
    - Asking faculty about upcoming content students constantly find challenging.
    - Sharing upcoming session plans/ideas.
    - Touching base about the # of students attending sessions (***not*** the names) and trends you observe.
    - Study strategies or learning techniques for the course and content.

- **PREVIEW AGENDA** – It is usually helpful to share an overview with faculty before the meeting, so they know what to expect and know its purpose.
    - This might be a bulleted list of general topics (such as the brief agenda examples above).
    - You can share specific questions you would like to discuss.

- **TWO-WAY CONVERSATION** – Collaboration is not one-sided, so make sure you are not just sharing things with your faculty and asking them questions – directly invite their questions of you and their ideas for your students.

- **ASK** – Don't just assume faculty do/don't want to be copied on your emails to students or to see your session plans. You'll never know for sure unless you ask ☺.

- **WHEN IN DOUBT, CONNECT TO SI PRO STAFF** – If you don't know something, you can always connect faculty to SI Pro Staff. Make sure to do a "warm hand-off" – send an email to si@msudenver.edu and cc your faculty.

FAQs

Do Students Work on Homework during SI Sessions?

SI is not for graded homework. It is also not a study hall. The goal of SI is to create independent learners. If students are engaging in analogous problems in SI and focus on furthering their understanding of the concepts, they are equipped to complete the homework by themselves after the SI Session. SI Leaders may create analogous problems for students to work through in SI and challenge them to verbalize and demonstrate what they are doing and *why*. SI helps students sharpen their tools to be successful in the course and prepare for exams.

Why Do the SI Leaders Attend All of the Classes?

It is important for SI Leaders to attend all classes for the section they are assigned, regardless of how long they have been an SI Leader and/or worked with the professor. SI Leaders attend class sessions for multiple reasons:

- To remain current on course content and material.
- So SI Leaders receive the course material the same way students are, and at the same time.
- To model appropriate student behavior (including taking notes).
- Maintain a positive, visible presence in class to promote their SI Sessions and build relationships with students.
- To help students clearly identify that the faculty member and SI Leader are a team, and that attending SI
- Sessions aligns with the professor's expectations for student success in the course.

Who Do I Contact if I Notice My SI Leader Is Not Attending Class and/or Is Not Modeling Appropriate Behavior?

SI Leaders should always inform their faculty of any absence from class and/or SI Session ahead of time. If you notice that your SI Leader is arriving late, leaving early, missing class, or demonstrating disruptive or inappropriate behavior, please contact the SI Coordinator at si@msudenver.edu or rhawley3@msudenver.edu or feel free to reach out on Teams. We encourage faculty to loop us in as soon as an issue arises so that we may address it immediately.

Am I guaranteed SI support each semester?

SI support is not guaranteed and is dependent on a number of factors, including budget, SI session attendance, departmental approval, the availability.

The SI Team at MSU Denver

The key participants in the SI model at MSU Denver are: the SI Coordinator, SAS Specialist, SI Program Assistant, faculty partners (whose classes are supported by SI), Senior SI Leaders, SI Leaders, and the student participants.

SI Coordinator: Rachel S. Hawley, Ph.D.
Email: rhawley3@msudenver.edu
The SI Coordinator possesses a strong understanding of the UMKC SI model, and provides leadership in developing, implementing, and promoting an exemplary and comprehensive SI Program at MSU Denver. Collaborating with both Academic Affairs and Student Affairs, the SI Coordinator works closely with administrators, faculty liaisons, and other campus programs across the campus to meet the needs of the greater campus community.

SI Program Assistant: Rowan Lemons
Email: rlemons@msudenver.edu
The SI Program Assistant is a student employee who has served as both a SI Leader and Senior SI Leader and has shown great leadership skills and commitment to the SI Program. They are the primary point of support for Senior SI Leaders, including running leadership meetings and trainings. They also design and implement most of the SI leader bi-monthly trainings, working with Senior SI Leaders to facilitate learning and SI Leader support.

Senior SI Leaders
Senior SI Leaders are outstanding SI Leaders that have been selected to help contribute to the inner workings of the SI Program through mentoring, training, and developing SI Leaders. They maintain their position as SI Leaders, working with a course every semester, while also mentoring new SI Leaders and giving them feedback on their session plans and observing their sessions.

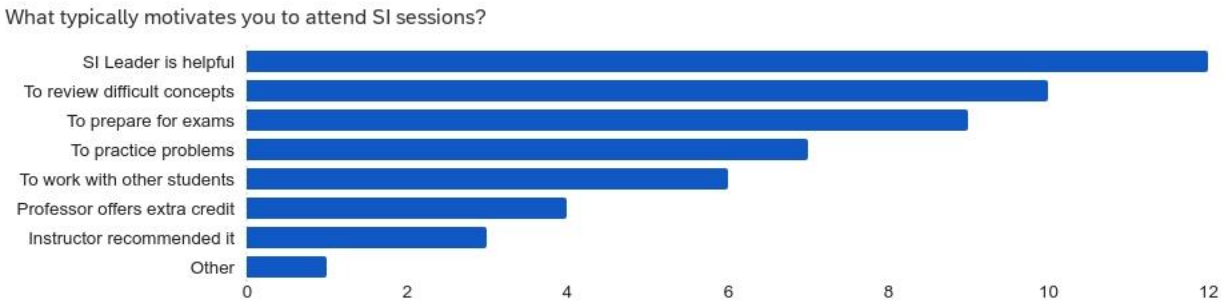
SI Leaders
SI Leaders are exceptional students who have already mastered the course material. They are trained to plan and facilitate group study sessions for students to improve their understanding of course material, review and discuss important concepts, develop study strategies, and prepare for exams. They provide two or three 50-60 minute sessions each week, bringing together course readings and content together in a collaborative learning environment. Through the process of planning and leading SI Sessions, SI Leaders gain content knowledge as well as develop many transferable professional skills (i.e. communication, leadership, collaboration, time management, organization, problem solving).

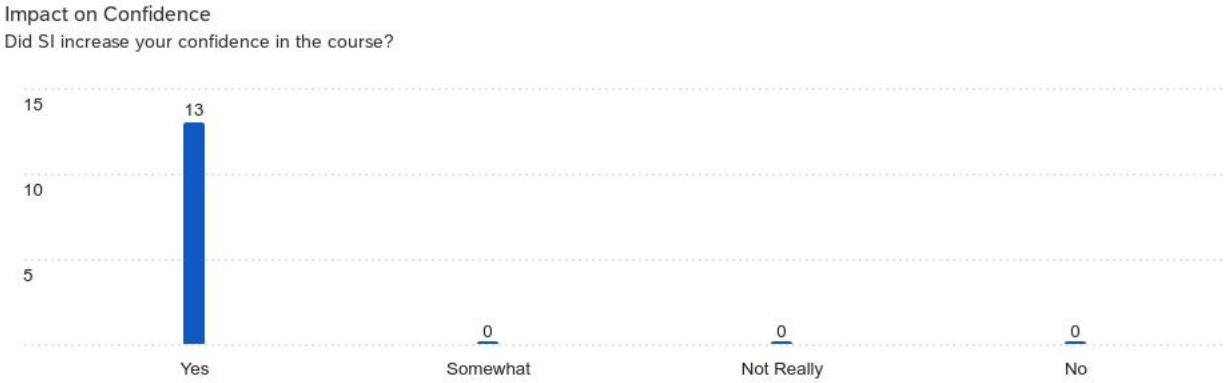
SI Faculty Partners
Faculty partners are the professors who teach courses that are historically difficult for students at MSU Denver and typically have been identified as gateway or bottleneck courses; those courses that have a high percentage of Ds, Fs, and Withdrawals. These faculty support the SI Program by having their course section(s) linked to an SI Leader and help encourage students to attend SI Sessions.

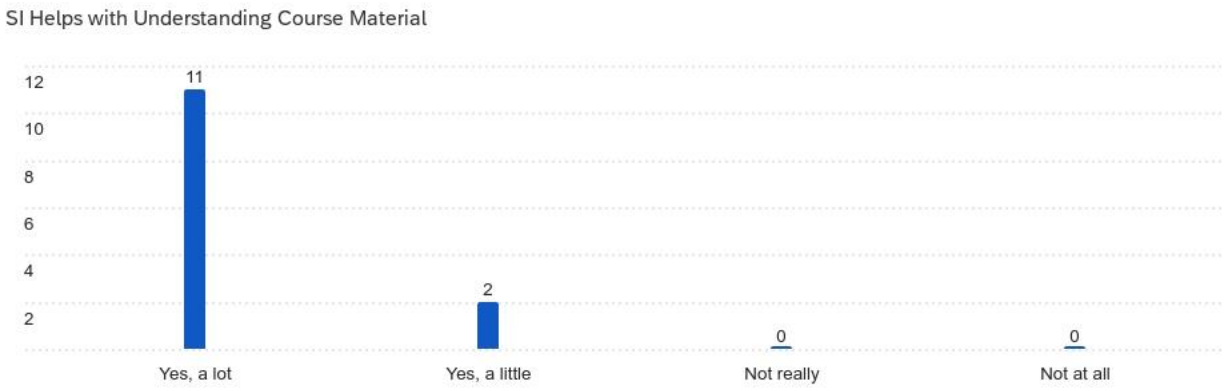
Supplemental Instruction Data

The following is from the Spring 2026 SI Student End-of-Semester Survey.

*Stay tuned for a new SI Data Dashboard!






SI Helps with Understanding Course Material
12
10
8
6
4
2
11
2
0
0
Yes, a lot
Yes, a little
Not really
Not at all