



Purdue University
IMPACT Steering Committee
Office of the Provost
West Lafayette, IN, 47907

Service Level Agreement for:

- Single Faculty
- Course Coordinator
- Multiple Sections With Collaborative Faculty

Service Level Agreement

This document constitutes an agreement between the IMPACT Faculty Fellow(s), [redacted] [hereafter known as "Faculty Fellow(s)"] and the Steering Committee of Instruction Matters: Purdue Academic Course Transformation (IMPACT) (hereafter known as "IMPACT Steering Committee").

1. Term

The term of this agreement is from the beginning of the term [redacted] through [redacted] (the end of the term during the first semester that the redesigned course is offered).

2. Definitions

Single Course Section Redesign – used when:

- Course is typically taught by the same 1-3 instructors OR 1-3 instructors and multiple TAs *and*
- Other sections are already redesigned or instructors are coordinating among themselves for adoption of redesign

Multiple Sections With Course Coordinator – used when:

- Single person responsible for managing all sections of course *and*
- Course typically taught by many instructors and/or TAs *and*
- Coordinator responsibility includes control of all sections in determination of 1) course-level learning outcomes, 2) course-level design plan, and 3) a student-centered learning environment

Multiple Sections With Collaborative Faculty – used when:

- Multiple faculty teaching sections of same course with no controlling coordinator *and*
- Small group (1-8) of faculty either elected by the course instructors or assigned by the department head to work developing the course redesign materials (Faculty Design Team) *and*
- Single or small group (1-3) of faculty selected from Faculty Design Team as responsible for final course redesign materials [designated Faculty Fellow(s)] *and*
- All instructors teaching the course will use the Redesign Team's materials

IMPACT Support Staff – staff assigned to support the faculty fellows and faculty design teams by providing expertise in pedagogies, student centered learning, assessment, instructional technologies, information literacy, etc. consisting of staff from CIE, ITaP, PEC, the Libraries, and the ELRC

Faculty Fellow(s) – faculty member(s) responsible for the course redesign and approved by the department head to lead the course design.

Faculty Design Team – small group of faculty either elected by the course instructors or assigned by the department head to work with the Faculty Fellow in developing the course redesign materials.

Course Redesign – the final redesign materials including 1) course-level learning outcomes, 2) course-level design plan, and 3) a student-centered learning environment

3. Service Overview

The IMPACT program, overseen by Provost Jay Akridge, is centrally-funded and supported by the Center for Instructional Excellence (CIE), ITaP, the Libraries, Digital Education, and the Evaluation and Learning Research Center (ELRC).

As outlined in this agreement, the IMPACT Steering Committee will oversee the provision of services by the IMPACT Support Staff to the Faculty Fellow(s) for instructional design services, professional development, assessment, and content development assistance, to redesign the Purdue University course, [redacted]. These services will be provided free-of-charge to the Faculty Fellow(s) for the period outlined in the Term section (Section 1).

In return for completion of course redesign activities outlined in Section 5 Faculty Fellow(s) Responsibilities (which includes the development of a Course Redesign consisting of 1) course-level learning outcomes, 2) course-level design plan, and 3) a student-centered learning environment as determined by the IMPACT student self-assessment survey) the IMPACT Steering Committee will provide funding in the amount of \$10,000, distributed in accordance with the schedule outlined in Section 9 Milestone Funding. **There will be a 3-year limit in meeting these milestones to obtain funding.**

4. IMPACT Responsibilities

The IMPACT Support Staff will appoint a course redesign team composed of IMPACT Support Staff to work with the Faculty Fellow(s) in their course redesign project. Four types of services are provided: instructional design, professional development, assessment, and content development.

4.1. Instructional Design Services

- Work with the redesign team to assist in analysis of course goals and learning outcomes, student needs, and development of course design, content, and activities.
- Assist in choosing and implementing redesign strategies according to accepted instructional design principles.

4.2. Professional Development Services

- Prepare and deliver Faculty Learning Community (FLC) sessions on topics related to course design to support active learning, such as student learning, pedagogy, teaching strategies, assessment, and technology.

4.3. Assessment Services

- Assist in developing learning outcomes and learning objectives for the course.
- Assist in developing and implementing an assessment plan for measuring whether learning outcomes were achieved.
- Coordinate an assessment plan that measures the effectiveness of various IMPACT course attributes (faculty development, student experience, existence and use of learning objectives, course data mining, cultural change, and student achievement).
- Coordinate analysis and reporting of data.

4.4. Content Development Assistance

- Assist the Faculty Fellow(s) in identifying which content items from among a group of instructor-supplied content may be appropriate for specific learning objectives.
- Assist the Faculty Fellow(s) by providing training on content creation in technologies that will be used for instruction in the course, or directing the Faculty Fellow(s) to the appropriate source for training if needed.
- Assist the Faculty Fellow(s) in locating and procuring Libraries electronic information resources to help create assignments using those resources to enhance student learning.
- Assist in creation of a set of common course materials to be used by current and future instructors of the course to help ensure the sustainability of the course redesign.

5. Faculty Fellow(s) Responsibilities

As described in the IMPACT Call for Proposals, Faculty Fellow(s) agree to:

- Attend and participate in required Faculty Learning Community (FLC) sessions and all activities associated with FLC meetings, which are facilitated by other faculty and IMPACT Support Staff for the cohort semester. Success of the FLC meetings and redesign process depends heavily on faculty participation; absence from 3 FLC sessions in the curriculum may result in termination of this agreement.
- Develop and follow a course redesign plan and assessment strategy in consultation with IMPACT Support Staff.
- Work with the IMPACT Support Staff to refine learning outcomes and align course assessments with learning outcomes for your course redesign project.
- Share the set of common course materials with other instructors of the course to help ensure the sustainability of the course redesign.
- Meet weekly or biweekly with IMPACT Support Staff to work through the course redesign plan and develop content for the course for at least the initial semester involved in FLCs.
- Deliver the redesigned course within one calendar year of acceptance into the program.

Faculty Fellow(s) and Redesign Teams are also encouraged to:

- Attend and participate in other IMPACT events such as presentations by invited guest speakers.
- Present a brown bag seminar in the home department, college, and or campus about the course redesign as part of the IMPACT project.
- More broadly, become leaders of continued improvement with respect to teaching on the Purdue campus. This includes providing feedback to the IMPACT Steering Committee about your experience, serving as a mentor to future IMPACT Fellows, and sharing insights with colleagues.
- Because sustainability of the redesigned course is critical to the success of IMPACT, whenever possible, continue to teach the redesigned course for an additional 3 semesters.
- With the support of IMPACT support staff, share the redesign by participating in the scholarship of teaching and learning.
- Meet with the support team after the first semester of the course offering to identify additional redesign needs.
- Multiple Sections with Collaborate Faculty: Consult with and communicate to the other members of the Faculty Redesign Team throughout the course redesign process.

6. Multiple Sections with Course Coordinator – Additional Coordinator Responsibilities

As described in the IMPACT Call for Proposals, Faculty Fellow(s) agree to:

- Commence and maintain regular communication concerning IMPACT course redesign activities with current instructors of the redesigned course throughout the redesign, assessment, and course delivery processes, soliciting and using input as needed.
- Utilizing the input of current course instructors as appropriate, share the set of common course materials with current and future instructors of the course to help ensure the sustainability of the course redesign.

7. Multiple Sections with Collaborative Faculty - Faculty Redesign Team Responsibilities

To help ensure the sustainability of the course redesign, the Faculty Redesign Team agrees to work together to develop a common course redesign that can be applied by all instructors to all delivered sections of the redesigned course. To reach this goal, an IMPACT Faculty Fellow will be identified and will consult with the faculty redesign team get input and make all efforts to reach consensus on issues surrounding the redesign. In addition, the Faculty Redesign Team agrees that:

- The group will designate a primary faculty member as a Faculty Fellow to take the lead.
- The Faculty Fellow(s) will fulfill the responsibilities in the following section.
- Members of the Faculty Redesign Team will provide feedback and input to the Faculty Fellow(s) throughout the redesign process.
- Members of the Faculty Redesign Team will support and participate in the use the Course Redesign when future sections of the redesigned course are delivered.
- Members of the Faculty Redesign Team will participate in IMPACT program assessment activities, which will include surveys and/or interviews with Faculty Fellows, as well as surveys and/or observations of the course and students.
- All members of the Faculty Redesign Team are invited but not required to attend IMPACT FLC sessions.

8. Department Support

Department support is critical to the success of the IMPACT program. Support of this application indicates the department's acknowledgement of and agreement with the following:

- While IMPACT is based on research in teaching and learning, it also involves experimentation and innovation. It is likely to require more than one iteration of delivery for a redesigned course before it will be possible to see the full effect of the transformation on student learning.

- Because course redesign will challenge student expectations of the learning process, students' initial feedback may reflect their discomfort or unfamiliarity with a new and challenging learning environment. The fellow and the department are strongly encouraged to discuss results of the course, including student evaluation results, with IMPACT team members to fully interpret them.
- To ensure that the redesigned course achieves the maximum positive results for the university, the IMPACT faculty fellow(s) will be provided the opportunity to teach the redesigned course for at least 3 additional semesters, while allowing for normal departmental scheduling practices.
- The department will encourage and support the adoption of the redesigned course by any additional instructors of the redesigned course and mentorship by the IMPACT faculty fellow to ensure quality and sustainability of the redesign. (Note: *Course Redesign Definition* – the final redesign materials including 1) course-level learning outcomes, 2) course-level design plan, and 3) a student-centered learning environment.
- The department will encourage current and future instructors of the course to attend IMPACT classroom implementation workshops to support their delivery of the redesigned course.
- Multiple Sections with Collaborative Faculty - the department will select the Redesign Team members to represent all instructors teaching the course and agree that all instructors will use the resulting course redesign.

9. Milestone Funding

IMPACT funds will be disbursed in accordance with completion of the following course redesign milestones. There will be a 2-year limit in meeting these milestones to obtain funding.

Funds will be transferred directly to the department of the primary instructor, who will determine how funds will be spent. Please be sure the memorandum of agreement is signed (last page) by the department head stating that the funds will be unrestricted as long as they are being used to support the redesign and the work of the faculty as part of the redesign. Failure to achieve any of the above milestones may result in the termination of this agreement. Unspent funds will be retracted if the instructor leaves the department and there are no plans to continue the redesigned course as transformed in IMPACT.

Milestone	Estimated Completion Date
SLA signed, IMPACT FLC attendance of Fellow(s), and completion of all required activities, including clear learning outcomes established and mapped to activities (Course Design Plan).	End of semester participating in IMPACT
Commencement of teaching and implementing the redesigned course, following participation in the IMPACT assessment activities, including the student performance data tied to the specified learning outcomes (gradebooks).	End of semester of IMPACT redesign implementation

Please indicate the account number for disbursement of funds:

**Please note: This account must be an Unrestricted General Funds Account*

10. Modifications to this Agreement

Modifications to this service level agreement may only be made if mutually agreed on by all parties. Any modifications will be included in a written amendment to this agreement signed by all parties.

11. Reporting/Reviews

The Faculty Fellow or Department Head should contact Chantal Levesque-Bristol by telephone at 765-496-6424 or by email at cbristol@purdue.edu if there is a need to meet and discuss any problems or concerns with the terms or work covered under this agreement.

12. SLA Contact Information

Faculty Fellow(s)

IMPACT Steering Committee

Primary Faculty Fellow:

[Redacted]

Chantal Levesque-Bristol, Ph.D.
Director, Center for Instructional Excellence

765-496-6424

cbristol@purdue.edu

Career Account (Purdue Alias)

[Redacted]

13. Review and approval

Faculty Fellow:

[Redacted]

Signature

[Redacted]

Name(Please print)

[Redacted]

Date

Course Department Head

[Redacted]

Signature

[Redacted]

Name(Please print)

[Redacted]

Date

Faculty Department Head (if different from above)

Signature

Name(Please print)

Date

**IMPACT
Memorandum of Agreement**

By signing this agreement, I acknowledge that I have read part 8: Department Support of the Service Level Agreement (SLA) for Purdue Academic Course Transformation (IMPACT) in the attached SLA. I agree that IMPACT funds will be used to support the redesign of the course: _____, and the work of the instructor: _____ as part of the redesign. Failure to achieve any of the IMPACT milestones may result in the termination of the agreement.

Department Head Signature	Name	Date
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SAMPLE