

Job Template: Instructional Developer

Occupational Group	Academic Programs/Services
Job Family	Educational Programs/Services
Job Path	Instructional Development
Job Title	Instructional Developer
Job Category: P	Job Level: 4
FLSA Status: E	Job Code: A12000

P4: Level Standards

GENERAL ROLE

This level is accountable for directly providing service to any assigned work unit at the University. The service can focus on a single or a variety of job functions with varying degrees of independence. Positions at this level may supervise student or support employees.

Incumbents:

- Put into effect what is required by defined job duties and responsibilities following professional norms or established procedures and protocols for guidance.
- Alter the order in which work or a procedure is performed to improve efficiency and effectiveness.
- Recommend or implement modifications to practices and procedures to improve efficiency and quality, directly affecting the specific office operation or departmental procedure or practice.

INDEPENDENCE AND DECISION-MAKING

→ *Supervision Received*

- Works under direction.

→ *Context of Decisions*

- Decisions should involve selecting an approach from among alternatives, timing when certain tasks should be performed, determining how to best use available resources, and other similar choices.
- Decisions require more coordination and collaboration among different sources, taking into consideration the roles and impact on work outside the immediate organization.

→ *Job Controls*

- Has the latitude to make decisions on projects that they are accountable for delivering on.
- Free to plan and carry out all phases of work assignments.

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COMPLEXITY AND PROBLEM SOLVING

→ *Range of issues*

- Assignments are defined as less reoccurring or cyclical tasks, and primarily consist of development or refinement of programmatic or administrative objectives.

→ *Course of Resolution*

- Resolution and project completion require substantial planning and scheduling within the department in order to obtain and align resources when and where needed.

→ *Measure of Creativity*

- Problems are not amenable to strict technical resolution, requiring innovative thinking.

COMMUNICATION EXPECTATIONS

→ *Manner of Delivery and Content*

- Regularly provides information on finished materials to others.
- Diplomatically and effectively deliver information difficult to understand or in contrast with a student or customer's views.

SCOPE AND MEASURABLE EFFECT

- Incumbents may supervise a small homogenous department, with proportionate responsibility to perform daily responsibilities similar to the work of subordinate staff.
- Actions typically affect an individual, item, event, or incident, etc.
- Actions taken are generally done to meet reporting requirements or regulatory guidelines, or to satisfy internal checks and balances and/or existing standards.
- Incumbents are typically designated as a lead or frequently assigned project leadership roles within a specific administrative/programmatic function or specialty area.

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- Generally, have a more direct impact on a larger action or process, such as serving as an approver in a process, where the process is “owned” by a different work unit.

Job Template

GENERAL SUMMARY

Provides departments and faculty with comprehensive instructional design services for programs and courses in all delivery modes. Focuses on the planning and design of research-based instructional delivery strategies for faculty.

REPORTING RELATIONSHIPS AND TEAMWORK

Works under limited supervision of a supervisor or manager.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The intent of this section is to list the primary, fundamental responsibilities of the job – that is, the duties that are central and vital to the role.

- Collaborates with faculty to design online, hybrid, and flipped courses by performing a needs analysis and creating an instructional design plan.
- Edits and revises activities, materials, assignments, modules, and other content as needed to support improvement of existing online, hybrid/blended, and in person courses.
- Utilizes course design plan to develop course content, including learning modules, activities, assessments, and instructional materials.
- Serves as a liaison while collaborating closely with faculty, department leads, eLearning Developers, vendors, and publishers to ensure tasks are completed and deadlines are met.
- Guides faculty through the roles and responsibilities of an online instructor. Analyzes course data with the instructor to revise and improve student learning outcomes and objectives in current and future course iterations.
- Creates and facilitates research-based professional development opportunities/programs for faculty, including individual consultation, online training materials, workshops, and seminars.
- Assists eLearning Developers with designing, building, and revising of educational and departmental web sites to meet instructional needs.

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- Researches emerging educational technologies and best practices to improve educational outcomes and support the University mission.
- Performs related work as required.

MINIMUM QUALIFICATIONS

- Master's degree in related field.
- Two to three years of related experience.

COMPETENCIES

Knowledge of:

- Current research in teaching and learning specifically in relation to online and hybrid/blended education in higher education
- Best practices in the design, development, implementation, and evaluation of learning environments
- Research based standards related to the design and development of high quality courses
- Principles and methods for curriculum and training design, teaching, and instruction for individuals and groups, and the measurement of learning
- Instructional design models and theory based practice in higher education
- Microsoft Office and related software applications

Skill in:

- Developing and maintaining online course materials
- Planning and organization
- Developing and maintaining effective and appropriate working relationships
- Critical thinking, problem solving, and analysis

Ability to:

- Manage multiple complex course design projects, including the development of timelines, project management, and client communication
- Apply theoretical ideas and guiding principles of curriculum design to specific situations to identify the most appropriate solutions for a given educational challenge

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- Communicate effectively through both oral and written means
- Gather, record, curate, and organize information and data related to course design and development
- Respect diversity and work collaboratively with individuals of diverse cultural, social and educational backgrounds
- Maintain the confidentiality of information and professional boundaries
- Work independently to analyze available information, draw conclusions and understandings, and present such conclusions effectively to senior management

Job Template: Lead Instructional Developer

Occupational Group	Academic Programs/Services
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Job Path	Instructional Development
Job Title	Lead Instructional Developer
Job Category: P	Job Level: 5
FLSA Status: E	Job Code: A12001

P5: Level Standards

GENERAL ROLE

This level is accountable for serving in an advanced senior resource capacity in an area of specialization.

Incumbents:

- Serve in a subject leader and consultative capacity within an area of specialization.
- Serve in the most advanced capacity and frequently being assigned project leadership roles within a specific administrative/programmatic function or specialty area.

INDEPENDENCE AND DECISION-MAKING

→ *Supervision Received*

- Works under direction.
- Seeks approvals when significant changes to process steps are considered and additional resources for task completion are required.

→ *Context of Decisions*

- Decisions are driven by office/departmental policy and procedures.

→ *Job Controls*

- Free to plan and carry out all phases of work assignments.
- Has the latitude to make daily operational decisions.

COMPLEXITY AND PROBLEM SOLVING

→ *Range of issues*

- Issues tend to be operational in nature.

→ *Course of Resolution*

- Identifies issues and gathers facts.
- Must understand the smallest details of an assigned area.

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→ *Measure of Creativity*

- Problems are not amenable to strict technical resolution, requiring innovative thinking for resolution.

COMMUNICATION EXPECTATIONS

→ *Manner of Delivery and Content*

- Diplomatically and effectively deliver information difficult to understand or in contrast with a student or customer's views.

SCOPE AND MEASURABLE EFFECT

- Actions regularly affect a department or a project outcome with department/office impact.
- Actions generally have a direct impact on controlling such things as staff size and nature of work and scope of services.
- Performance results tend to relate to efficiency, fiscal practices and standing, quality/continuous improvement, timeliness, resource allocation/effectiveness, etc.

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Job Template

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Guides and provides departments and faculty with comprehensive instructional design services for programs and courses in all delivery modes. Leads efforts to analyze needs, develop, evaluate, and revise instructional design plans, including documents, processes, communications, and resources used across eCampus for faculty and staff.

REPORTING RELATIONSHIPS AND TEAMWORK

Works under direction of a supervisor or manager. Serves a lead worker to employees who perform similar functions.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The intent of this section is to list the primary, fundamental responsibilities of the job – that is, the duties that are central and vital to the role.

- Collaborates with faculty to design online, hybrid, and flipped courses by performing a needs analysis and creating an instructional design plan; ensures plans align with faculty vision for the course and course goals/objectives.
- Edits and revises activities, materials, assignments, modules, and other content as needed to support improvement of existing online, hybrid/blended, and in person courses.
- Utilizes course design plan to develop course contents, including learning modules, activities, assessments, and instructional materials.
- Serves as project lead; oversees unit-wide efforts in collaborating closely with faculty, department leads, eLearning Developers, vendors, and publishers to ensure tasks are completed and deadlines are met.
- Guides faculty through the roles and responsibilities of an online instructor. Analyzes course data with the instructor to revise and improve student learning outcomes and objectives in current and future course iterations.
- Creates and facilitates research-based professional development opportunities/programs for faculty, including individual consultation, online training materials, workshops, and seminars.
- Assists eLearning Developers with designing building, and revising educational and departmental web sites to meet instructional needs and initiatives.

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- Researches emerging educational technologies and best practices to improve educational outcomes and support the University mission.
- Reviews program curriculum, ensures outcome consistency, and provides recommendations for improved program alignment.
- Recommends, creates, and maintains guidelines, standards, and policies for the design, programming, and documentation of instructional design services.
- Performs related work as required.

MINIMUM QUALIFICATIONS

- Master's degree in related field.
- Four to five years of related experience.

COMPETENCIES

Knowledge of:

- Best practices in the design, development, implementation, and evaluation of academic programs and full curriculum revision
- Institutional policies, initiatives, and imperatives that impact or are impacted by the efforts of the unit
- Current research in teaching and learning specifically in relation to online and hybrid/blended education in higher education
- Best practices in the design, development, implementation, and evaluation of learning environments
- Research based standards related to the design and development of high quality courses
- Principles and methods for curriculum and training design, teaching, and instruction for individuals and groups, and the measurement of learning
- Instructional design models and theory based practice in higher education
- Microsoft Office and related software applications

Skill in:

- Leading working groups and projects
- Planning and organization

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- Managing multiple complex course design projects, including the development of timelines, project management, and client communication
- Applying theoretical ideas and guiding principles of curriculum design to specific situations to identify the most appropriate solutions for a given educational challenge
- Making recommendations to faculty and clients about educational decisions based on an understanding of institutional policy, initiatives, and imperatives
- Creating policy and procedure guides for unit wide use
- Developing and maintaining online course materials
- Developing and maintaining effective and appropriate working relationships
- Critical thinking, problem solving and analysis

Ability to:

- Negotiating with faculty when working on most complex design projects to ensure faculty, student, and institutional needs and expectations are balanced in a way that provides the most benefit to the most stakeholders
- Communicate effectively through both oral and written means
- Gather, record, curate, and organize information and data related to course design and development
- Respect diversity and work collaboratively with individuals of diverse cultural, social and educational backgrounds
- Maintain the confidentiality of information and professional boundaries
- Work independently to analyze available information, draw conclusions and understandings, and present such conclusions effectively to senior management