



## **JOB FAMILY CONCEPT**

The Instructional Designer family consists of four levels of instructional design work from technical support to design team management. Levels are distinguished by the complexity of the responsibilities assigned and characterized by the application of pedagogical concepts, level of supervision received, and the degree of autonomy exercised. Positions in the job family are assigned a range of evaluation, consultation, and support responsibilities centered on the instructional mission of the University. Positions link intended learner outcomes with assessment strategies, course material presentation, and contextually-dependent delivery mechanisms. Positions in this job family differ from those in the Broadcast & Media or Information Systems family in that Instructional Design centers on applying learning theory and pedagogical best practice and not promotional media. These positions are distinguished from faculty members, because they are not responsible for choosing course content or instructing classes, do not provide feedback to students, or manage classroom learning environments in any way.

This family provides expertise and guidance in several areas including:

- Pedagogy
- Learning theory
- Training and consultation for faculty clients
- Application of appropriate educational technology
- Research
- Instructional outcomes assessment and evaluation
- Distance education course design

## **TYPICAL FUNCTIONS**

***The typical functions listed are typical examples of work performed by positions in this job classification. Not all functions assigned to every position are included, nor is it expected that all positions will be assigned every typical function.***

- Provide expert application of appropriate technologies to class material production
- Assist university faculty and staff to (1) design and develop distance education courses and distance education course materials, (2) revise and/or enhance existing distance education courses and course materials, and (3) integrate technology into traditional teaching practices
- Implement/support learning solutions that are timely, creative, practical, and pedagogically effective
- Manage instructional design projects. Serve as project lead in establishing, documenting, and communicating scope of work guidelines, budgetary and resource needs, task deadlines, and formal “work plans” associated with instructional design projects
- Identify the instructional design needs of a given course or task and propose solutions that synthesize learning theory, best-practices, and appropriate technology



- Provide recommendations regarding all aspects of the course design and development process, including decisions about interface design, course architecture and navigation, content arrangement, sequencing of lessons, use of assessments, and selection of class activities
- Serve as a consultant for groups and planners on campus requiring information on instructional design, its processes, its methodologies, its timelines, and its costs
- Work with instructors, program leads, and students to evaluate instructional methods, materials, and technologies
- Assist faculty in assessing the appropriateness of a given instructional tool or strategy applied to a particular learning goal
- Design and present professional development and group specific workshops for faculty and staff on instructional design topics
- Ensure that project deadlines and budgetary restraints are met
- Ensure clear, frequent, and timely communication between project collaborators
- Consult with faculty in the process of making formal recommendations to university administrators regarding policies, instructional tools, and services that impact teaching and learning
- Represent the institution to college partners, vendors, and professional groups in local, statewide, and national forums
- Research legal trends and issues in the field of e-learning (e.g., intellectual property issues, disability access issues, protocol standardization issues, etc.) and acquire a familiarity with major juridical rulings and formal legislation that might impact work occurring in that field
- Coordinate the development, implementation, and ongoing review of policies and standards used to guide instructional design work
- Devise, document, and manage work flow processes related to instructional design support
- Develop methods that will aid instructors in assessing the learning needs of distance education students
- Assist faculty in creating reusable learning objects, templates, and other course materials that meet a broad range of instructional needs and serve as state-of-the art solutions for those needs
- Coordinate the activities of IS, media, and other personnel contributing to the completion of an instructional design project
- Assist in creating, implementing, and maintaining University protocols for the naming and storage of online course materials outside of the University's course management system
- Lead or supervise or assume a leadership role for in the technical aspects of a project
- Work with faculty in applying current standards of course design to instructional materials
- Interpret current best practices of instructional design for creation of class materials
- Remain current with media design and creation skills in appropriate technologies
- Craft and maintain a collection of general training materials (e.g., step-by-step guides, reference manuals, online modules, web-based templates, etc.) to be used by faculty and staff engaged in learning and using educational technologies
- Build, design, review and update educational websites with the guidance of faculty
- Utilize digital audio and video editing techniques



- Produce pedagogically related multimedia materials

## **LEVELS AND COMPETENCIES**

The primary distinction between levels is reflected in the Level Descriptors. As levels increase, scope, complexity and degree of independence increase. Higher levels may perform duties of lower levels. Education and experience are stated at the minimum threshold for the level. Additional education or experience may be desirable for some positions.

### **Level 1**

**PCLS: 03001**

**Grade 76  
Non-Exempt**

#### ***Descriptors***

Work is performed under general supervision. This level performs technical support work requiring a basic understanding of technological aspects of curriculum development and instructional design. Apply current standards of course design to instructional materials as directed. Assist in creating pedagogically related media elements under the direction of an instructional designer or faculty member. Use digital audio and video editing techniques when appropriate. Use standard HTML editors to review and update educational websites. May assist with basic computer maintenance and uploading of new software for department.

#### ***Knowledge, Skills, and Abilities***

Basic knowledge of media design and educational technology. Basic computer programming and web authoring skills. Ability to work in a team setting. Ability to learn new software programs with minimal time investment.

#### ***Education and Experience***

Associate's Degree in a related field and one year experience in media design, or an equivalent combination of training and experience.

### **Level 2**

**PCLS: 03002**

**Grade 78  
Non-Exempt**

#### ***Descriptors***

Work is performed under intermittent supervision. Assignments require knowledge and understanding of both media and course elements. Assist faculty and instructional designers in turning course content into interactive media materials in a format that most effectively meets the needs of the students and faculty within the given cost parameters. Provide technical assistance to clients on course management systems. Test new multimedia technologies and evaluate educational applications. Interpret and apply current best practices of instructional design for development of creative solutions.

#### ***Knowledge, Skills, and Abilities***

Same as level one, plus: Knowledge of principles and practices of graphic design. Knowledge of digital media production principles, methods, techniques and standards. Knowledge of industry-



standard multimedia authoring tools and a general familiarity with graphic design principles. Online course management systems (e.g., Blackboard, WebCT) skills. Skilled in organizing resources and establishing priorities. Ability to utilize professional audiovisual facilities and equipment.

***Education and Experience***

Bachelor’s degree in a related field and one year relevant experience, or an equivalent combination of training and experience.

**Level 3**

**PCLS: 03003**

**\*\*\* Alternate PCLS: 09492**

**Grade 80**

**Exempt**

***Descriptors***

Work is performed under administrative supervision. This level is a fully functional instructional design professional. Tasks generally have no defined process for problem resolution. Work with faculty and other instructional designers to design and develop learning solutions, determine appropriate course assessments, and conduct research to validate best practices. Perform needs assessment for training desired by faculty and offers workshops. Plan, develop, direct and evaluate the training opportunities offered by the campus in instructional design for all employees. Evaluate tests and technical work performed by lower level employees on educational and instructional technologies and make recommendations on purchasing to department, as well as assisting in the implementation. May design and implement databases using industry standards. May lead\*\* lower level employees.

***Knowledge, Skills, and Abilities***

Same as level two, plus: Knowledge of adult learning theory. Thorough knowledge of instructional design principles including performance based outcomes assessments. Proficient skills in multimedia and instructional course software. Ability to understand and interpret educational needs and to develop effective instructional media solutions, working projects from concept through completion. Ability to communicate effectively in a classroom setting to a wide range of constituencies in a diverse community. Ability to lead\*\*.

***Education***

Bachelor’s degree in a related field and four years relevant experience (including consultative experience), or an equivalent combination of training and experience. Master’s degree preferred.

**Level 4**

**PCLS: 03004**

**Grade 81**

**Exempt**

***Descriptors***

Work is performed under general direction. This level is a subject matter expert and serves as a specialist in the use of instructional design tools. Wide latitude in determining what tools and how they are used would be appropriate to meet the needs of courses based on the recommendations and needs of faculty. Decisions may have a large impact and require significant



discretion to ensure projects run efficiently and to the standards faculty are requesting. Organize the project sequence for multiple course design efforts. Consult with faculty in the process of making formal recommendations to University administrators regarding policies, use of appropriate instructional tools, and services that impact teaching and learning. May be responsible for fiscal management and/or policy development as they pertain to area of expertise. May negotiate contracts for projects done by the department with the University community. May serve as a team or project leader or lead\*\* a work group. May supervise\*\* a small staff of employees.

***Knowledge, Skills, and Abilities***

Same as level three, plus: Expert Knowledge in all areas of instructional design and theory as well as adult learning principles, including constructivism. Knowledge and understanding of sound research practices. Writing skills appropriate for publishing in academic journals. Ability to supervise\*\*. Ability to develop and implement policy.

***Education***

Master's degree in a related field and five years relevant experience, or an equivalent combination of training and experience. PhD preferred.

- \* **Complexity:** Refers to the diversity of and interpretation of rules and regulations (e.g. University Policy and Regulations, and professional standards). Complexity increases with the application, interpretation, and frequency of working with these rules and regulations increases. Complex positions typically work with, and solve more diverse projects. Complexity increases as positions create and implement more innovative solutions to problems. Complexity also increases as the frequency of working with faculty members and department executives' increases.
- \* **Scope:** Refers to the impact of actions and decisions on students, units/departments, campus and University processes. Positions with large scope impact multiple courses and set policy and/or precedence for future courses.
- \*\* **Lead:** Provide day-to-day guidance, training and direction for staff in addition to other duties. Regularly assign and review work. Is fluent in assigned area of responsibility.
- \*\* **Supervise:** Hire, train, evaluate performance and initiate corrective action.

[July 2009 revisions included formatting document for consistency.]