

University Information

Org/College: University College	Department: Distance and Online Education
UI Job Code: PCH1	Pay Level: 3A
Job Function: Academic Support	Job Family: Instructional Services
University Classification: Instructional Services Coordinator	

Department Information

Org/Dept/Sub-dept #: 35-0900-00000

Position #: 00229101

Working Title (if applicable): Instructional Media Producer

This Position Reports to (Title/Position #): Instructional Services Director

Position Has Administrative Supervision? No

Position Overview: The Instructional Media Producer is involved in all aspects of media production and delivery from start to finish. Media includes but is not limited to pre-production assistance to faculty including hands-on training and scheduling. Duties also include shooting of studio produced media, providing post-production editing and special effects, sound enhancement, color correction and formatting for digital delivery. Secondary responsibility for this position is to provide technical support for DOE supported media services to faculty, staff and students as needed. This position will work directly with faculty.

[Distance and Online Education](#) (DOE), a unit within University College, strives to increase access to the University of Iowa beyond the physical borders of campus. In partnership with university colleges and departments, we provide high quality academic courses to both traditional and nontraditional students using a variety of locations, schedules, and technologies.

- With online education, the University of Iowa can provide learning opportunities for transfer, returning and place-bound students.
- Online education allows on-campus students flexibility in their schedules as well as the opportunity to take courses from the University of Iowa while they are home for the summer.
- Online courses allow faculty to explore new teaching strategies and course redesign benefiting both on- and off-campus students.
- Teaching online provides faculty flexibility for professional development, conferences or research travel while maintaining teaching responsibilities.

Distance and Online Education allows faculty to work directly with instructional designers, a media team, course coordinators who help support faculty after course has been designed, and an exam service team bringing a cohesive course design for successful implementation.

Position Information

Key Areas of Responsibility

Develop Instructional Materials (PCH1): *May assist in developing instructional materials. Recommend purchasing materials.*

- Create educational media via studio production using a variety of styles.
- Help with file and data modifications for courses in Learning Management System, including conversion and correction of PowerPoint, Adobe Acrobat, etc. file.
- Create media using PowerPoint or other presentation software.
- Video editing.
- Demonstrate hardware and software used for creation of educational media to faculty (microphones, web conferencing, screen annotations, video/slide capture, etc.).

Instruct, Train, Consult, Support (PCH1): *Provide technical, administrative and artistic support for instructors and students for a course, lab, program, center, and/or studio. May include support for classroom technologies. Coordinate and provide instruction as directed. Instruct on safe operation of equipment.*

- Train and mentor student technical support staff as assigned.
- Demonstrate hardware and software used for creation of educational media to faculty (microphones, web conferencing, screen annotations, video/slide capture, etc.)
- Support Online Learning Environments (Zoom/Skype):
 - Setup classrooms in Continuing Education Facility (CEF) and other locations as scheduled.
 - Train instructors on using lecture capture software/hardware related to online courses.
 - Provide ongoing room support as needed, including coordinating with ITS and other departmental or college room support staff.
 - Create and maintain documentation and training support materials for faculty and students.
 - Train faculty on features and operation of the online learning environment
 - Facilitate and monitor classroom sessions, especially in the first two weeks of class.
 - Assist in integration of classroom materials into the course ICON site as needed.
 - Troubleshoot problems encountered by the faculty and students in the online learning environment.
- Facilitate/assist faculty with uploading media from lecture capture and other educational media applications to the Learning Management System.
- Provide technical support for questions about computers and accessories needed for online learning environments and working with the Learning Management System.
- Monitor the technical help line in rotation with other staff.
- Create a learning environment that helps guide instructors employing best practices for using and delivering educational media.

Facilities/Technology Management (PCH1): *Operate and maintain equipment. Manage check in and out of equipment. May manage scheduling of academic courses as it relates to facilities. Facilitate building facility needs.*

- Maintain studio equipment, camera operations, lighting for videos, green screen productions, audio recordings, and video editing including color corrections.
- Directing & training Faculty.
- Work with various production and editing software applications.
- Troubleshoot media hardware used by Distance and Online Education.

Supervision (PCH1): *May provide functional and/or administrative supervision for students/temp staff.*

- Train and mentor student technical support staff as assigned.

Universal Competencies

Diversity, Equity and Inclusion

Proficiency Level: BASIC

Ability to work with a variety of individuals and groups in a constructive and respectful manner while appreciating the unique contribution of an inclusive workforce that brings together the talents of people across multiple identities, including: race, creed, color, religion, national origins, age, sex, pregnancy, disability, veteran or military status, sexual orientation, gender identity, or associational preferences.

- Articulates the University's commitment to diversity, equity and inclusion as it relates to their role at the university.
- Demonstrates civil and respectful behaviors in support of the UI Human Rights policy that prohibits any differences in treatment that deprives the person of consideration as an individual.
- Demonstrates a willingness to examine one's own biases, assumptions, and attitudes.
- Knows where to find diversity-related organizational policies, procedures, and resources.

Collaboration/Positive Impact

Proficiency Level: BASIC

Ability to work with a variety of individuals and groups in a constructive and civil manner and utilize existing resources and learning to achieve or exceed desired outcomes of current and future organizational goals/needs.

- Grasps the inevitability and challenges of change and adapts; accordingly, utilizes learning opportunities to prepare for changing work, methods, and work environment.
- Demonstrates civil and respectful behaviors valued within the organization.
- Provides and accepts ideas and suggestions in a constructive and helpful manner.
- Exhibits good teamwork is approachable, cooperative, and contributes to an overall positive and productive work/team environment.

Service Excellence/Customer Focus

Proficiency Level: BASIC

Ability to meet or exceed customer service needs and expectations and provide excellent service in a direct or indirect manner. Ability to effectively transmit and interpret information through appropriate communication with internal and external customers.

- Consistently provides excellent service.
- Manages customer expectations and takes responsibility to enhance service excellence.
- Communicates understandably; uses appropriate words, grammar and mannerisms in all mediums.
- Seeks feedback on communication style and effectiveness.

As part of performing the key areas of responsibility and competencies described above, staff members are expected to meet reasonable standards of work quality and quantity, as well as expectations for attendance established by their supervisor. Staff members are also expected to comply with policies governing employee responsibilities and conduct, including those contained in the [University Operations Manual](#)

Position Technical Competencies and Proficiency Levels

Consulting

[Proficiency Level](#): BASIC

Knowledge of techniques, roles, and responsibilities in providing technical or business guidance to clients, both internal and external; ability to apply this knowledge appropriately to diverse situations.

- Explains the roles and responsibilities of a consultant.
- Describes the consulting process and relationship with clients.
- Lists the typical phases of a consulting assignment or project.
- Presents a professional image, especially when dealing with customers.

Instructional Services Administration

[Proficiency Level](#): BASIC

Knowledge of and ability to administer aspects of the services designed to support student instruction, including content, procedure, tools and logistics.

- Describes key responsibilities for instructional services in own area.
- Identifies major activities performed by instructional services personnel.
- Works with faculty to understand goals and objectives of material being taught.
- Gathers information on the application of various tools and systems for delivering instructional services.

Resource Management

[Proficiency Level](#): BASIC

Plans, mobilizes and distributes resources to fulfill business objectives and plans.

- Identifies the key resources at hand to fulfill own responsibilities.
- Demonstrates the ability to apportion resources to different components of a task.
- Applies the concept of sustainability to conserve and reuse resources where possible.
- Seeks help to obtain additional resources when necessary.

Specific Function

[Proficiency Level](#): BASIC

Knowledge of the major responsibilities, accountabilities, and organization of a specific business function or area of specialization.

- Explains the role and contribution of the specific function in general terms.
- Identifies major tasks and responsibilities of functional staff.
- Identifies basic tools used by professionals in that function.
- Explains the role of technology in the function.

Communicating Complex Concepts

[Proficiency Level](#): WORKING

Knowledge of, and the ability to use summarization and simplification techniques to explain complex technical concepts in simple, clear language appropriate to the audience.

- Explains products and services with little or no use of technical jargon or advanced vocabulary.
- Separates fundamental concepts from supporting details in explaining a product or service.
- Emphasizes the most important facts or features of a product or service.
- Uses comparisons to familiar ideas when introducing a technical or novel feature.
- Perceives lack of audience comprehension; further simplifies explanation when needed.

Distance Learning Technologies

[Proficiency Level](#): WORKING

Knowledge of distance learning tools and techniques; ability to deliver training with the use of tele- and videoconferencing, Internet, Intranet, and other distance learning technologies.

- Utilizes a specific technology to deliver distance learning courses.
- Adheres to the guidelines for using distance learning technology.
- Reports technology problems in delivering distance learning courses.
- Responds to learners in a timely and effective manner.

- Assists in designing distance learning projects integrating various technologies.

Position Qualifications (for recruiting only)

Education or Equivalency Required

- A Bachelor's Degree in Media Production, or related field, or an equivalent combination of education and related experience.

Experience Required

- Experience (minimum of 1 year) in professional media production utilizing advanced camera operations including audio production, lighting, directing talent and video post-production.

Competencies Required

Demonstrates a [basic proficiency level](#) in:

- Knowledge of learning management systems (such as Canvas, D2L, Blackboard, etc.).
- Successfully managing multiple projects while meeting various deadlines.
- Ability to troubleshoot issues pertaining to the use of media production.
- Microsoft Office Suite including Word and PowerPoint.

Demonstrates a [working proficiency level](#) in:

- Ability to meet or exceed service needs and expectations by applying communication techniques (including listening skills); effective relationship building skills to work with a variety of individuals and groups in a constructive and collaborative manner.
- Oral and written communications skills, including the ability to deliver presentations, workshops, and explain complex technical concepts simply to audiences of varying levels.

Other qualifications required:

- Ability to move and transport materials up to 30lbs.

Desirable Qualifications

- Experience (6 mo – 1 year) supporting media production in a higher education setting.
- Knowledge of current trends and issues impacting media production in higher education.

Demonstrates a [basic proficiency level](#) in:

- Knowledge of and ability to use applications, various tools, and systems for delivering instructional services including but not limited to Adobe Creative Suite, Panopto, Davinci Resolve, Black Magic Fusion, and Open Broadcaster Software.
- Ability to use web conferencing software (such as Zoom, Adobe Connect, Blackboard Collaborate, etc.).
- Knowledge of closed captioning processes.
- Knowledge of editing & graphics, HD video capture, motion graphics, cinematography, green screen production, color correction and other software as needed.
- Knowledge of Programming and Game Engines (preferably Python, Lua, C++, Unreal Engine)