University Information

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<th>University Information</th>
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<tr>
<td>Org/College:</td>
<td>University College</td>
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<tr>
<td>Department:</td>
<td>Distance and Online Education</td>
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<tr>
<td>UI Job Code:</td>
<td>PCH3</td>
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<tr>
<td>Pay Level:</td>
<td>5A</td>
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<tr>
<td>Job Function:</td>
<td>Academic Support</td>
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<tr>
<td>Job Family:</td>
<td>Instructional Services</td>
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<tr>
<td>University Classification:</td>
<td>Instructional Services Manager</td>
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Department Information

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<tr>
<td>Org/Dept/Sub-dept #:</td>
<td>35-0900-00000</td>
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<tr>
<td>Position #:</td>
<td>00188167</td>
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<tr>
<td>Working Title (if applicable):</td>
<td>Instructional Designer</td>
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<tr>
<td>Title/Position #</td>
<td>00175811 / Associate Director for Instructional Design</td>
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<tr>
<td>Distance and Online Education</td>
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<tr>
<td>Position Has Administrative Supervision?</td>
<td>No</td>
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<td>Position Overview:</td>
<td>The role of the Instructional Designer is to partner with faculty to help them plan, build, and teach more engaging, inclusive online courses. The Instructional Designer will apply instructional design principles to: (1) lead faculty in the process of creating new and transitioning on-campus courses to instructionally sound, effective online offerings; (2) guide faculty in the process of organizing and/or chunking course content for online delivery, (3) evaluate instructional effectiveness and recommend instructional and assessment strategies to support course goals and objectives; (4) design and develop instructional materials, and (5) utilize quality standards to develop courses that are accessible, easy to use and navigate. The Instructional Designer will work within a collaborative team to develop online courses and support faculty training and development.</td>
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<tr>
<td>University of Iowa Distance and Online Education partners with colleges and departments throughout the university to provide support for all online courses and instructors at Iowa. Instructors teaching online courses can request targeted support or full course design and development services. Instructional Designers serve as a key part of the larger Instructional Development team at Distance and Online. In this role, you will work alongside Distance and Online course administration, media production, and exams services teams to support effective online instruction at Iowa.</td>
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Position Information

Key Areas of Responsibility

Develop Instructional Materials (PCH3): Oversee the work of others who provide instructional support. Collaborate on identification of curriculum needs. May evaluate student skills. Provide consulting and instructional services for lab, program, center, and/or studio. Design, plan, coordinate, and conduct training classes.

- Coordinate instructional design projects from start to completion.
- Create development agreements with faculty outlining the scope and timeline of course development.
- Proof course materials at initial stages of development to ensure adherence to effective instructional and graphic design principles, provide constructive feedback, and recommend changes as appropriate.
- Design, write, select, and adapt materials based on instructional objectives.
- Define project timelines and manage multiple projects simultaneously working with the course coordinator, media specialist, and instructor or course designer identified for each project.
- Supervise production of and/or produce instructional strategies such as (slides, videos, models, and quizzes).
- Evaluate the instructional effectiveness of the strategies and pedagogical approaches used.

Instruct, Train, Consult, Support (PCH3): Evaluate the effectiveness of instructional processes and validity of instruments. May coordinate interprofessional training activities.
Consult and collaborate with faculty, course designers, and/or teaching assistants regarding instructional needs, instructional objectives, curricular issues, and the application of instructional design and adult learning principles to the design and delivery of online instruction.

Consult with faculty, course designers, and/or teaching assistants via email, phone, conferencing system, and in person to support the completion of modules, online examinations, and/or course media.

Administer and manage learning management system (ICON).

Consult on the goals, policies, and procedures of the overall instructional support services.

Maintain effective working relationships with faculty, staff, students, and the public.

Adhere to the design practices outlined in the Quality Matters rubric for course design and development.

Stay current with best practices in course design related to the Quality Matters rubric.

Facilities/Technology Management (PCH3): Direct and oversee the operations of a teaching facility or environment of substantial complexity, including maintenance of facilities, preparation of materials, and maintenance of instructional equipment. Develop and implement standard operating procedures and policies. May monitor course offerings and enrollments. Anticipate operational modifications required to meet pedagogical/andragogical needs based on changes to student enrollment and funding. Identify and prepare grant applications to secure funding to enhance financial resources, if applicable.

Support the application of technology at Distance and Online Education and the University of Iowa.

Identify and specify critical resources required to accomplish team objectives.

Initiate requests for required resources.

Anticipate and implement operational modifications required to meet pedagogical needs based on student enrollment.

Assess course development duties to be completed by faculty and recommend appropriate compensation to the Associate Dean of Distance and Online Education.

Universal Competencies

Diversity, Equity and Inclusion

Proficiency Level: EXTENSIVE

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.

Promotes a respectful, diverse, equitable and inclusive work environment in which concerns are addressed effectively.

Can identify unit policies and practices that have a disparate impact on specific populations.

Recommends policies and practices to advance an equitable, inclusive work environment and counter racism, sexism, and other forms of institutional bias.

Forms respectful relationships with those representing diverse constituencies, and seeks regular input to better understand diversity, equity & inclusion issues and enhance recruitment efforts.

Engages in on-going self-reflection and continues to advance their knowledge and skills related to diversity, equity and inclusion.

Collaboration/Positive Impact

Proficiency Level: WORKING

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.

Working:

- Aligns expectations for self and team to achieve work objectives and overcome obstacles.
- Shares appropriate information/feedback openly, professionally, and respectfully.
- Maintains productive work relationships while considering multiple perspectives and using effective conflict resolution practices.

Extensive:

- Identifies and resolves disagreements/conflicts in early stages.

Service Excellence/Customer Focus

Proficiency Level: EXTENSIVE

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.
- Participates in developing a variety of effective ways to deal with service challenges.
- Models service delivery and coaches others to deliver excellent service in a variety of settings.
- Communicates well with direct reports, peers, leadership, and external constituents.
- Utilizes various methods for information sharing and information gathering. Modifies processes to enhance service.

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:** WORKING  
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.  
- Carries out the agreed-upon consulting assignment in a professional manner.
- Explains the requirements, deliverables, costs, and criticalities of the assignment.
- Documents client's objectives and project scope.
- Uses formal and informal means to keep client informed on progress and issues.

#### Instructional Services Administration
**Proficiency Level:** EXTENSIVE  
Knowledge of and ability to administer aspects of the services designed to support student instruction, including content, procedure, tools and logistics.  
- Coaches others on instructional service techniques, procedures, etc.
- Monitors and maintains instructional equipment and materials.
- Evaluates functions and features of various equipment and materials.
- Provides recommendations to others on new equipment and materials.
- Recommends instructional services to faculty that meet learning objectives.
- Monitors and improves effectiveness of instructional services.

#### Resource Management
**Proficiency Level:** WORKING  
Plans, mobilizes and distributes resources to fulfill business objectives and plans.  
- Specifies the critical resources required to accomplish the team's objectives.
- Initiates requests for required resources.
- Allocates team resources responsibly and equitably.
- Calculates resource usage to set a baseline for comparison.
- Surfaces opportunities to improve resource utilization.

#### Specific Function
**Proficiency Level:** WORKING  
Knowledge of the major responsibilities, accountabilities, and organization of a specific business function or area of specialization.  
- Describes the mission, vision, and objectives of the function.
- Discusses major programs, initiatives, and issues.
- Identifies the major units or sub-functions.
- Identifies relevant internal and external procedures and regulatory agencies.
- Discusses the steps and requirements of the business process(es).

#### Academic Assessment
**Proficiency Level:** WORKING  
Knowledge of academic assessment methods and activities; ability to assess research and instructional programs and review students' learning outcomes to ensure achievement of academic objectives and strategies

**Working:**  
- Assists in implementing assessment programs to review students' learning outcomes.
- Selects appropriate assessment forms and indicators for a specific academic assessment program.
- Follows established assessment procedures to examine the quality of instructional and research programs.
- Analyzes problems in teaching and learning based on existing assessment records.

**Extensive:**  
- Compares and contrasts the effectiveness of a variety of academic assessment methods and approaches.
• Evaluates the results of academic assessments and recommends solutions for improving student learning outcomes.

**Adult Learning: Theory and Practice**

*Proficiency Level: EXTENSIVE*

Knowledge of the concepts and practices of adult learning; the ability to design and execute adult learning programs in order to improve workplace activities.

- Develops and coaches others on the implementation of programs for different adult learners.
- Consults with different divisions within the organization to customize learning objectives.
- Monitors all facilitators to ensure compliance with adult learning principles.
- Solves learning and administration problems that arise in a professional manner.
- Evaluates adult learning best practices within the industry.

**Instructional Design**

*Proficiency Level: EXTENSIVE*

Knowledge of relevant instructional design concepts and processes; ability to design instructional content to meet the learning needs of a target population.

- Advises on instructional design for both large and small units of subject matter.
- Creates detailed specifications for development, implementation, and maintenance of instructional design subject matter.
- Coaches on assessment processes and how to determine topics appropriate for a given learning environment.
- Analyzes key considerations for conversion of classroom courses to web-based delivery.
- Consults on alternative delivery methods and their implications for learning.

**Instructional Development**

*Proficiency Level: EXTENSIVE*

Knowledge of and ability to use training methods, tools, and techniques in order to develop course content and learning aids.

- Creates instructional materials for different types of learners and environments.
- Advises on how to use various instructional development methodologies and technologies.
- Monitors the compliance with instructional development requirements.
- Recommends solutions to complex instructional development problems that arise in a professional manner.
- Oversees instructional development projects to meet business objectives.
- Evaluates best practices of instructional development within the industry.

**Effective Communications**

*Proficiency Level: WORKING*

Understanding of effective communication concepts, tools and techniques; ability to effectively transmit, receive, and accurately interpret ideas, information, and needs through the application of appropriate communication behaviors.

- Makes oral presentations and writes reports needed for own work.
- Avoids technical jargon when inappropriate.
- Looks for and considers non-verbal cues from individuals and groups.
- Listens to feedback without defensiveness and uses it for own communication effectiveness.
- Delivers helpful feedback that focuses on behaviors without offending the recipient.

**Position Qualifications (for recruiting only)**

**Education or Equivalency Required**

- A Master’s degree in Education, Instructional Development or Design, or related field, or an equivalent combination of education and related experience.

**Experience Required**

- Experience (typically 6 months to 2 years) in course design and development, as well as creating instructional and training materials for online delivery. Experience working with online instructional technologies.

**Competencies Required**

Demonstrates a [Working proficiency level](#) in the ability to:

- Determine and execute relevant instructional design concepts and processes.
- Guide faculty in the application of quality online instruction and adult learning principles during the development of distance and online courses.
- Recommend and implement solutions to complex instructional development problems. Brainstorm innovative instructional strategies to meet the needs of different types of learners and environments.
- Design instructional content to meet the learning needs of a target population.
- Evaluate academic assessment methods and activities, assess research and instructional programs, and review student learning outcomes to ensure achievement of academic objectives and strategies.
- Manage multiple concurrent projects or activities and effectively prioritize and allocate time and resources. Oversee instructional development projects from start to finish.
- Work with a variety of individuals and groups in a constructive and collaborative manner and effectively communicate using strong written and verbal English grammar, spelling, punctuation, usage, and pronunciation.
- Proficiently use standard office software applications, web page editors, graphic software, and basic HTML.

**Desirable Qualifications**

- Significant experience (3+ years) in course development and/or redesign, as well as creating instructional and training materials.

Demonstrates a [Working proficiency level](#) in:
- Instructional technologies used in higher education settings such as: Learning Management Systems, lecture capture, and virtual meeting software (e.g., Canvas, Panopto, Zoom).
- Digital technology tools used to develop and support interactive teaching and learning.
- Project management skills and experience in an integrated team of diverse stakeholders.