POSITION SUMMARY STATEMENT

The Instructional Design Specialist (IDS) designs, develops, implements, and supports digital training programs to meet compliance, regulatory, accreditation, licensing, and continuing education needs at the University of Rochester.

The Specialist analyzes training needs and partners with subject matter experts (SMEs) to provide input and guidance for course content, to design online programs, and to transform analog training segments into electronic delivery methods. The IDS ensures that training and development programs are at the highest level of industry best practices and standards. The successful IDS applies knowledge of adult learning theories, multiple learning styles, and instructional design principles to maximize learner success and ensure overall effectiveness of training programs.

Work is performed under limited supervision and performance is based upon completion of assignments, results obtained, and the success of the overall program.

DUTIES and RESPONSIBILITIES

Every member of our team is required to make a personal commitment to service excellence. Staff are expected to embrace the “I CARE” commitment and make it central in their work lives each and every day.

E.1. Analyze (20%)

a. Work closely with subject matter experts (SMEs) to analyze needs, identify knowledge gaps, and assist in writing/editing instructional substrate.

b. Identify subject content and analyze task components related to stated goals and purposes. Sequence content within each instructional unit for logical learning.

c. Identify training challenges and delineate goals for designing an instructional program.

d. Ensure instructional integrity of the content development projects through a method of systematic design and clear content standards and objectives.
e. Apply appropriate adult learning theories to develop detailed design documents that are used to guide content production.

f. Examine learner characteristics that should receive attention during planning.

E.2. Design, Develop, and Implement (35%)

a. Serve as a member of a content development team, which may include SMEs, faculty, project managers, multimedia specialists, technical developers, etc.

b. Concurrently design and develop multiple, interactive online modules, ensuring the use of instructional design best practices and adherence to quality standards.

c. Design instructional strategies so that each learner can master the objectives.

d. Work with faculty and staff to experiment with emerging instructional technologies and teaching methodologies.

e. Search for and adapt existing multimedia content, or create new interactive content when none is available.

f. Build effective instructional materials, including content items, learning units and external links, using subject and content materials provided by SMEs.

g. Create templates and documentation to support online content/learning design and teaching.

h. Develop and implement a set of best practices for managing and organizing training materials. Inform and educate SMEs on the importance of consistently following the practices.

i. Learn and follow project standards; understand SCORM\(^1\), Tin Can API, Learning Tools Interoperability (LTI) and Section 508 (Federal) requirements for projects.

j. Coordinate with the technology team for requirements related to scripts, assessments, and reports that may need to be designed alongside the learning modules.

E.3. Evaluate and Support (30%)

a. Work with faculty and staff to identify opportunities for improvement through a continuous cycle of evaluation and feedback. (See figure, below.)

b. Monitor and assess SMEs’ and employees' satisfaction regarding the instructional effectiveness of current module design, materials, and teaching strategies.

c. Demonstrate and share a passion for online learning in a collaborative environment.

d. Test, monitor, and troubleshoot software application problems with LMS systems.

e. Train faculty, staff, and students in LMS technology related practices and procedures, as appropriate.

f. Evaluate and recommend revisions of program content for online courses and curricula.

g. Provide technical support to answer questions and assist faculty, staff and students who encounter issues with LMS.

h. Help instructors and SMEs add audio, video, and multimedia to existing modules.

i. Plan, develop, and facilitate workshops on best practices for online instruction and use of educational technology.

j. Develop resources and services, including tailored training programs, documentation, online reference materials, and learning modules ranging from basic online course management skills to the advanced application of technology in teaching.

k. Prepare reports on content/module usage and use data to improve and enhance e-learning offerings.

l. Adopt continuous evaluation and feedback as being integral to success. (See figure, below.)

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\(^1\) SCORM is a set of technical standards for online learning software products
E.4. **Learn and Lead (15%)**

At Medical Center Libraries and Technologies, we believe that expanding skills and skill-sets through continuous learning is essential to our personal and professional success.

a. Maintain a thorough knowledge of instructional design research, principles, and emerging applications of instructional design theories and instructional technology applications.
b. Maintain professional expertise in online teaching and learning, electronic pedagogy, and technology-based course delivery, including: learning management systems (LMS), multimedia and instructional design software, adaptive learning tools, multimedia presentation, web conferencing, and classroom technologies.
c. Foster the development and understanding of new technologies pertaining to learning and scholarship by developing and maintaining a network of relationships with colleagues across campus, other institutions, and professional affiliations on an ongoing basis.
d. Serve on appropriate institutional, regional, and national committees or groups, as needed.
e. Represent the institution and its approach to online learning at various conferences or related events.
f. Contribute to internal and external efforts to raise awareness of online teaching and learning.
g. Explore, promote, pilot and support new technologies for instruction, maintaining a future-oriented vision for development.
h. Participate in strategic planning at various levels (University, campus, departmental).
i. Interview prospective new staff and provide feedback to Assistant Director.

**SUPERVISION and MANAGEMENT**

*Supervised by or report to:* Assistant Director, Online Learning.

Assignments are received in both task and objective-oriented terms. Normally, only new work is reviewed upon completion for adequacy in meeting overall objectives.
Functional supervision is exercised over less-experienced analyst/programmers and student employees. The IDS provides technical supervision and instruction, schedules and assign tasks, monitors progress, reviews results, and evaluates staff regarding the area of assignment.

**QUALIFICATIONS**

Minimum acceptable qualifications

Master’s degree in related discipline such as Instructional Design, Information Technology, Multimedia Design, Education, Library Science plus 3-4 years related experience, or equivalent combination of education and experience. Strong ability to teach adult learners in the usage of Web-based tools/applications. Excellent communication skills. Capable of working collaboratively with faculty, staff, project leaders, and students. Ability to translate complex technical information into usable, easy-to-follow instructions. Working knowledge of multimedia learning object development software (e.g. Articulate, Camtasia, Captivate). Experience with learning management systems (e.g., Blackboard, Moodle, Sakai, Desire to Learn, Cornerstone on Demand, SumTotal). Experience with HTML.

Experience in analyzing legacy systems, designing new system structures, and migrating the old into new.

Job requires establishing and maintaining personally challenging goals and exerting effort toward mastering tasks.

Desirable Qualifications

Background or degree in medical or science-related field such as Biology or Chemistry. Experience with content management systems. Experience with science education. Familiarity with database design fundamentals and interaction of databases with Web pages. Knowledge of graphics and video editing software (e.g. PhotoShop, Windows Movie Maker, Final Cut Pro, Adobe Premiere). Familiarity with SQL.

**ESSENTIAL PERSONAL CHARACTERISTICS**

The successful Instructional Design Specialist will:

- Display flexibility, initiative, persistence, creativity, and ingenuity.
- Embrace continuous learning as essential to personal and organizational success.
- Manage time and multiple projects in a complex environment with a positive and creative attitude.
- Pay close attention to detail, meet inflexible deadlines, remain calm during difficult situations, work under pressure, and work with frequent interruptions.
- Demonstrate a willingness to work cooperatively in an evolving technological environment.
- Support and advance MCL&T’s strong emphasis on customer service.

**TECHNOLOGY USED**

- Learning Management Systems (LMSs) – Cornerstone on Demand, Blackboard, SumTotal
- eLearning Development - Articulate Studio, Articulate Storyline, Camtasia
- Systems Analysis – SQL Server, Excel
- Video and Image Editing – Adobe Premiere Elements, Photoshop
- Project Planning Software
- Computers and electronics

**SKILLS and ABILITIES**
• Complex problem solving – identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
• Critical thinking – using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.
• Judgment and decision making – considering the relative costs and benefits of potential actions to choose the most appropriate one.
• Problem sensitivity – the ability to tell when something is wrong or is likely to go wrong.
• Deductive reasoning – the ability to apply general rules to specific problems to produce answers that make sense.
• Inductive reasoning – the ability to combine pieces of information to form general rules or conclusions (including finding a relationship among seemingly unrelated events).

**SIGNIFICANT WORKING RELATIONSHIPS**

This job requires extensive outreach, networking, and relationship building throughout UR and URMC. It is important to develop and maintain positive relationships with employee education stakeholders at various job levels. The list includes but is not limited to the following:

- Human Resources, including HR Talent Management Director, HR Director, HR Business Partners, and Training Specialists
- Center for Nursing Professional Development: Director, CNE Manager, Learning Specialists
- Nursing Service Areas: Service Area Educators, Nurse Managers
- Pathology and Lab Medicine: Education Manager, managers and educators
- UR Medicine Practice: Employee educators and managers from Departments of Psychology, Ophthalmology, CVT, Surgery, Ambulatory Care, and all other interested departments
- UR-Wide: Managers and employee educators from Environmental Health & Safety, Facilities, Finance, HR UR, Office for Research Project Advancement, University Health Service, and all other interested departments
- Center for Experiential Learning: Director and staff
- Affiliate and Partner Organization: Highland Hospital, Thompson Health, VNS, Finger Lakes Donor Network, and others

This document describes typical duties and responsibilities and is not intended to limit management from assigning other work, either within this library service area or another, as required.