Job Description Questionnaire (JDQ)
Professional Staff Instructions

What is the JDQ?: The Job Description Questionnaire (JDQ) is a critical document that identifies and describes the major duties, essential functions and minimum qualifications of a position. In addition, the Job Description provides general employment information such as title, organizational structure, and funding sources. The JDQ is used to establish market comparators and benchmarks, set compensation, create job announcements, post vacancies, communicate expectations, and set performance standards.

Who Completes the JDQ?: Completion of this form should be a joint effort by both the incumbent and the supervisor. However, the supervisor is responsible for the final content and accuracy of the job information provided. If the JDQ is being completed for a new or vacant position, the supervisor and/or department head should complete the JDQ. Due to the electronic format of this document, all Job Descriptions need to be reviewed/authorized by the Dean/Director prior to routing to the Appointing Authority (President, Provost and Vice Presidents) and Human Resources.

Nondiscrimination: Boise State University does not discriminate against an individual with a disability in regard to job application procedures, the hiring or discharge of employees, employee compensation, advancement, job training, and other terms, conditions, and privileges of employment.

Organizational Charts: A current organization chart depicting this position and its reporting relationship to other must be attached.

Certification: It is the responsibility of the employee, supervisor, and Appointing Authority (President, Provost and Vice Presidents) to ensure that the information contained within is an accurate representation of the job duties and responsibilities assigned to this position. By checking the approval area below, you are certifying that to the best of your knowledge, the information contained in this document accurately reflects the duties and responsibilities of this position.

Check the Appropriate Box Below to Certify Approval or Disapproval:

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<thead>
<tr>
<th>Approval</th>
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<tr>
<td>( )</td>
<td>( )         Instructional Design Consultant</td>
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<td>( )</td>
<td>( )         Instructional Design Consultant Team Manager</td>
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Position Control Number: Date Completed: Mail Stop:

Department: eCampus Center, Division of Extended Studies

Position Title: Instructional Design Consultant

Employee Name: Phone:

Supervisor Name & Title: Phone:

Work Location: Yanke Family Research Park, 220 E Parkcenter Blvd, Boise, Idaho 83706 Months Per Year: 12

Account Code(s) and % Distribution:

FLSA Code: HRS Use Only
( ) E – Executive
( ) A – Administrative
( ) P – Professional
( ) C – Covered

Analyst: Date:
Market Title:
Benchmark: ( ) CUPA ( ) Other
1. JOB DESCRIPTION PURPOSE:

(    ) Professional Staff Classification/Compensation Review (PSSAP)
(x)    New Position
(    ) Change in Position's Functions - Classification/Compensation Review Needed
(    ) Update Job Description – Classification/Compensation Review Not Needed

A. How has this position changed since the last job description was prepared:
N/A - New employee hired to fill position.

B. Indicate why changes occurred:
Change in reporting line, moderate revision and responsibilities.

2. PURPOSE OF THE JOB:

• This position provides design, development, revision, management, and support of online courses and programs supported by the eCampus Center (eC2), Division of Extended Studies (ES) across the curriculum of Boise State University working directly with faculty to provide pedagogical and instructional design consultation to support effective and innovative delivery of academic credit courses to online students.

• The successful applicant will assist faculty through consultations, trainings, and referrals in learning and using instructional technologies such as learning management systems, collaboration software, digital images, video, audio, and classroom presentation tools.

• This position will co-instruct eCampus Quality Instruction Program (eQIP) online teacher training classes as assigned, co-facilitate eQIP course development cohort as assigned, and complete Quality Matters (QM) reviews as assigned.

3. MAJOR RESPONSIBILITIES AND JOB DUTIES

Instructional Design (E - 60%)

• Provide individual faculty consultations to assist with:
  - creating clear and measurable learning objectives.
  - aligning course activities, learning materials, and assessments with learning objectives.
  - designing and redesigning courses for online delivery modes that include the incorporation of learning management system tools for instruction and communication.
  - designing and structuring course content, learning activities and assessments based on adult learning theories, Quality Matters standards, instructional design principles, and online pedagogical strategies that include accessibility and universal design applications.
  - designing, creating and deploying multimedia and interactive learning objects such as screencasts, vodcasts, podcasts, web resources and third-party instructional materials.

• Assist administrators and faculty with identifying current instructional issues and implementing online strategies to address issues and improve course effectiveness.

• Assist with creation and maintenance of tutorials, tools and templates based on quality standards and instructional design principles to accelerate the efficient and effective design and development of online courses and to meet the specific needs of the disciplines and programs.

• Manage the design and development of online courses consistent with established departmental processes and procedures and using effective time/task management strategies to complete projects.

• Effectively communicate and collaboratively work with stakeholders (faculty, team members, etc.) to manage and achieve project goals.

• Work with multiple deadlines and multiple projects simultaneously in a fast-paced, changing environment.

• Provide effective and efficient customer service.

eQIP Program Support (E- 30%)

• Assist with eQIP instruction, facilitation, and assessment on a rotating basis.

• Work closely with the eQIP Coordinator to provide quality customer service to subject matter experts (SME) investing in online course/program development.

Division of Extended studies and the eCampus Center (E-5%)

• Develop and maintain positive, collaborative, respect-based relationships with co-workers, clients, and stakeholders within and outside of Boise State.

• Work effectively and cooperatively as a member of the eCampus Center team. Support the programs and activities of Extended Studies staff.

• Represent Boise State, ES, and the Center professionally on appropriate committees, task forces, and work groups.
• Flexibility in adapting to a fast-changing environment to meet the needs of the department and the priorities of the university. Work with supervisor to periodically review, update and modify job description as needed.
• Perform other duties as required.

Professional Development (E-5%)
• Work with supervisor to develop a professional development plan with annual goals to accomplish the plan. Actively pursue excellence, effectiveness, and efficiency.
• Online education is an evolving field in higher education. As such it is important that all professional staff members dedicate at least 1 hour per week to become and remain current in the areas most relevant to their position through activities including reading the recent literature, educational activities, and networking.
• Identify emerging trends that add value to the work of the eCampus Center, incorporate them or recommend improvements, and strive to ensure that Boise State’s practices are current.
• Work with supervisor to identify the areas of most importance and best avenues to pursue.
• Remain conversant in current trends and literature in the fields of instructional design and online education, as well as participate in related conferences, professional organizations and/or professional development opportunities.

4. BUDGETARY RESPONSIBILITY:
N/A

5. SUPERVISION:
Is this position responsible for the supervision of other positions?
( ) Yes ( X ) No

A. If Yes, Describe Responsibilities:

B. Please List Employee(s) Supervised:

6. ORGANIZATIONAL RELATIONSHIPS:
Internal
• Reports directly to eCampus instructional design consultant team manager
• Works closely with the eQIP Coordinator.

External
• Working a part of a team as well as individually, provide effective instructional design consultation and direct support to academic programs and faculty preparing to as well as teaching online.
• Works closely and collaboratively with the faculty member subject matter expert to identify and build appropriate content and learning experiences.

7. DECISION MAKING:
Describe the most difficult decisions this job requires an incumbent to make, impact of decision(s), the consequence of error, extent to which these decision(s) is reviewed, and what problems are taken to your supervisor for final decision.

This position operates under direction of the eCampus instructional design consultant team manager and is responsible for the design and development of online courses recommending appropriate instructional technologies to subject matter experts across the Boise State University curriculum. Such decisions affect future enrollment, revenue generation, internal relations and the effectiveness of the University’s distance education efforts.

• Decisions related to the development of quality planned and executed instructional design and development in a fast paced environment. Poor decisions would be damaging to the successful implementation of the eCampus Strategic Plan and the creation of new online programs in the desired timeframe.
• Decisions related to responsibilities as a student advocate in creating high quality courses designed to improve student satisfaction, success, and retention. Poor decisions would be damaging to students’ ability to receive an educational experience mirroring the rigor and satisfaction of its face-to-face equivalent.
• Decisions related to responsibilities as facilitator /trainer of faculty in the use of appropriate instructional technology tools specific to their online course delivery. Poor decisions would be damaging to the reputation of the eCampus Center and the college/department's online reputation with potential negative impact on the viability of the program.

8. OTHER ADDITIONAL INFORMATION/REQUESTS:
Please include any additional information you believe Human Resources needs to know about this position or include title change requests, etc.
SUPERVISOR’S SECTION

1. EDUCATIONAL LEVEL:
Indicate the minimum education level required to perform the responsibilities of this position at the entry level (consider and report Minimum Qualifications as though the position were vacant). A BA or equivalent is the minimal educational level for Professional Staff positions

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Bachelor’s Degree or Equivalent
Bachelor’s Degree or Equivalent - Specify Area: educational technology, instructional design, computer science education/curriculum development or related discipline

( ) (X)

Master’s Degree or Equivalent - Specify Area: Instructional Design, Adult Learning, Educational Technology, or similar

( ) (X)

Doctorate: Specify Area: Instructional Design, Adult Learning, Educational Technology, or similar

2. EXPERIENCE:
Indicate the minimum experience level required to perform the responsibilities of this position at the entry level.

- Bachelor’s degree from an accredited college or university or equivalent professional experience.
- Five (5) years of demonstrated experience in instructional design or related field such as the following:
  - Experience with eLearning/online pedagogy and application of instructional design theory, adult learning theory principles and practices for the development of online course and programs in higher education.
  - Experience and demonstrated competence with online learning tools and online assessment strategies that enables choosing tools appropriate to learning objectives.
  - Demonstrated ability working with learning management/online learning platforms (i.e. Blackboard), web conferencing (such as Blackboard Collaborate formerly Wimba and Elluminate), social networking, problem-based learning, case studies, learner analytics, learner interactivity (such as Raptivity and Articulate), HTML, Microsoft Word, Excel, and PowerPoint.

3. SKILLS / KNOWLEDGE AND PREFERRED EDUCATION AND EXPERIENCE:
Describe the minimum skills and specialized job knowledge that are required to perform the responsibilities of this position at the entry level. Examples: knowledge of government regulations, product and marketing knowledge, specialized process knowledge, problem solving skills, customer knowledge, computer literacy, etc.

- Project management skills demonstrating strong conceptual and analytical skills, planning abilities, and sound judgment;
- Prioritize and handle multiple, complex, demanding projects simultaneously;
- Familiar with usability/accessibility requirements such as ADA Section 508, universal design strategies in online learning environments, and W3C Web Accessibility Initiative and Guidelines; student identity authentication; and technology issues specific to fully online education. Ability to design and implement programs to ensure institutional compliance with federal, state, and university policies and best practices;
- Excellent oral and written communication skills, including the ability to communicate effectively with academic and other administrators, faculty and staff to explain technical concepts in non-technical terms to faculty and other stakeholders;
- Work with people possessing a wide variety of technical skills and interests;
- Plan, manage, produce, direct, implement, and evaluate online courses and program production, timelines, and resource allocation;
- Analyze situations and resources to identify and recommend improved methods of customer centric service;
- Creative, practical problem-identification, reporting, and solving skills;
- Work within a team, deal with ambiguity, manage fast-paced change, and to contribute what is needed to achieve project goals;
- Self-starter with a commitment to ongoing professional development in a variety of areas.

A. PREFERRED EDUCATION AND EXPERIENCE:
Education: Graduate degree in educational technology, instructional design, education/curriculum development or related discipline from an accredited college or university and at least three (3) years of demonstrated experience in instructional design or related field.

Experience:
- Experience working directly with higher education faculty in the design and delivery of online courses and experience leading a multifaceted instructional design team;
- Experience as a teacher, trainer, and/or professional development instructor for adult learners;
Training and experience using the Quality MattersTM rubric;
Experience in developing and providing team-based collaborative instructor training programs for both small and large groups;
Experience teaching online higher education academic courses and knowledge of trends and future directions of educational technology related to online higher education.

B. SPECIFIC EQUIPMENT OR SKILLS REQUIRED:
Example: Requires use/operation of the following computer software: Excel, Access, Publisher, Oracle, PeopleSoft, etc. Requires use/operation of the following lab/medical equipment: GC/MS, etc.
- Requires use/operation of the following computer software: Excel, Microsoft Word, and PowerPoint.
- Experience with instructional tools like:
  - LMS: such as Blackboard Learn
  - Web conferencing: such as Blackboard Collaborate (formerly Wimba and Elluminate)
  - Learner Interactivity: such as Raptivity, Articulate
  - HTML

C. LICENSURE OR CERTIFICATION REQUIREMENTS:
Example: Requires licensure as a Certified Public Accountant, Professional Engineer, RN, etc.
N/A

4. ORGANIZATIONAL CHART:
Please see attached.

5. PHYSICAL DEMANDS:
If physical demands for the position exceed those described below, list and describe those additional physical demands

General Office - Exerting up to 10 pounds of force occasionally (Occasionally: activity or condition exists up to 1/3 of the time) and/or a negligible amount of force frequently (Frequently: activity or condition exists from 1/3 to 2/3 of the time) to lift, carry, push, pull, or otherwise move objects, including the human body. General office work involves sitting most of the time, but may involve walking or standing for brief periods of time.