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 JDQ 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 positions 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:

Approval Disapproval
(    ) (    ) TBD, Multimedia Developer
(    ) (    ) Eric Regner, Production Team Manager
(    ) (    ) Christine Bauer, Assistant Director

Position Control Number: 1359 Date Completed: February 2016 Mail Stop: 1120
Department: Division of Extended Studies, eCampus Center
Position Title: Multimedia Developer
Employee Name: TBD
Supervisor Name & Title: Eric Regner, Production Team Manager
Work Location: Yanke Family Research Park, 220 E. Parkcenter Blvd., Boise, ID 83706

Account Code(s) and % Distribution:
295A101201 100%

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

HRS Use Only

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

   B. Indicate why changes occurred:
   N/A

2. PURPOSE OF THE JOB:

   The Multimedia Developer is both a highly creative position, as well as a highly organized position, responsible for the creation, management and organization of all media elements related to online course production. The creative side of the position will require the conceptualization, development and production of interactive, multimedia learning objects for online courses, including audio, video, animations, simulations, games, etc. This position functions as an in-house “instructional artist” and multimedia expert working collaboratively with faculty and eCampus Center instructional designers to design and develop multimedia objects that meet specific instructional and learning objectives. Additionally, the Multimedia Developer will be responsible for organizing, tracking, and properly storing all media related content following recognized standards (e.g., SCORM, AICC, metadata, etc.) within the eCampus Content Management System.

3. MAJOR RESPONSIBILITIES AND JOB DUTIES

Media Production (E-60%)

   • Apply visual design best practice principles to the design and development of static and interactive elements (graphics, videos, animations, interactive simulations, etc.) to meet specific learning objectives and enhance instruction for online courses, while maintaining university branding/graphics standards.
     o Collaborate with instructional designers and faculty to understand specific objectives for learning and provides options to meet their media needs.
     o Provide initial conception (storyboarding, etc.) and estimates for media development. Develop layout and concept designs for approvals.
     o Record and edit video and audio for multimedia based learning objects, and may provide direction/assistance to students who assist with video editing.
     o Communicate project status and risks to project leaders and stakeholders.
     o Perform usability testing and quality assurance of media elements used in online courses. Ensure media is accessible for all users, including those with disabilities.
   • Introduce innovative design and leverage technology to produce media objects that meet instructional goals and learning objectives.
   • In collaboration with the eCampus Center Production Team:
     o Design visual interfaces for improving the user experience with portal/course/module web pages.
     o Design and develop dynamic/media-rich web pages. Ensure online course content is accessible for all users and can be viewed on various devices (mobile, multiple browsers, etc.).

Media Management & Support (E-30%)

   • Manage and maintain content to be centrally stored and shared across multiple online courses. Organize content files within content management systems/learning object repositories according to content object standards (SCORM, metadata standards, etc.). Provide support in effectively and efficiently converting and storing multimedia materials online.
   • Ensure all media used in online courses meets accessibility and copyright guidelines.
     o Provide accessibility and copyright feedback to the Instructional Design Consultant team members on faculty-supplied media content for courses.
     o Ensure consistency, accuracy and compliance of media objects with required standards.
     o Review, document and manage copyright and accessibility compliance of all media content used in online courses.
   • Oversee the quality assurance, creation and dissemination, storage and distribution of media used in online courses.
   • Work with the Albertsons Library to identify and obtain copyright permissions and access links to licensed content/media for use in online courses. Provide evaluations of third party content and tools, and partner with external vendors to implement instructionally sound and accessible media.
   • Provide media expertise and guidance to other members of the team. Support course tools used by instructors for media creation.
   • Oversee student workers supporting the creation of all media elements for online courses.
Multimedia Developer, TBD

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

- Successfully develop and maintain positive, collaborative, respect-based relationships with co-workers, customers, and stakeholders within and outside of Boise State.
- Complete and balance multiple work projects, respond with adaptability to rapidly changing priorities, and work well under pressure. Proven work performance that is reliable, dedicated, productive and exhibits strong self-initiative.
- Provide effective customer-service and to actively listen and appropriately respond to colleague, stakeholder and supervisor needs/requests.
- Work effectively both independently and cooperatively as a member of a team. Willingness to take direction, remain open and amenable to instruction, and quickly acquire/learn/share new knowledge/skills when needed.
- Exhibit professionalism and integrity through excellent verbal and written communication skills, as well as demeanor.
- Willingness to effectively and proactively communicate and collaborate with colleagues, supervisors and stakeholders.
- A strong desire to thrive, engage, and work effectively in a dynamic, highly collaborative, results-driven, and interactive environment.
- 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.
- 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.
- 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.
- Remains current on effective supervisory skills.
- Ensures the professional development of staff.
- Remains current on online education activities including extensive reading of the literature, educational activities and networking.
- Stays up to date on instructional design research and current events in the educational arena to incorporate the latest, most effective teaching strategies into courses.
- Identifies emerging online education and instructional design trends that add value to the eCampus program and ensure that Boise State’s practices are current.

4. BUDGETARY RESPONSIBILITY:
None at this time

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
- Report directly to eCampus Center Production Team Manager.
- Work closely with all other members of the eCampus Center who support eCampus Instructional Design Services, program development, and course development projects.

External
- Work through eCampus Team Managers to provide effective media production support to academic programs and online faculty.
- Work closely and collaboratively with the faculty expert to identify and build appropriate media content and learning experiences.

7. DECISION MAKING:
This position operates under direction of the eCampus production team manager and is responsible for the design and development of learning objects and recommending appropriate media technologies for use in online courses 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 media 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 courses and programs in the desired timeframe.
- Decisions related to responsibilities as a student advocate in creating high quality learning objects 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 supporter/trainer of faculty in the use of appropriate media development tools specific to their online course delivery. Poor decisions would be damaging to the reputation of the eCampus Center and the college/departments online reputation with potential negative impact on the viability of the program.

8. OTHER ADDITIONAL INFORMATION/REQUESTS:

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

<table>
<thead>
<tr>
<th>Required</th>
<th>Preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>( )</td>
<td>N/A</td>
</tr>
<tr>
<td>(X)</td>
<td>N/A</td>
</tr>
<tr>
<td>( )</td>
<td>(X) Master's Degree or Equivalent - Specify Area: graphics, media production, interactive design, instructional technology, or related field</td>
</tr>
<tr>
<td>( )</td>
<td>( ) Doctorate: Specify Area:</td>
</tr>
</tbody>
</table>

2. EXPERIENCE:

- Bachelor's degree in appropriate field from an accredited college or university (graphics, instructional technology, new media design, interactive design or related field). Or, any equivalent combination of education and/or experience from which comparable knowledge, skills and abilities have been achieved.
- Three (5) or more years of interactive media design and development experience:
  - Demonstrated ability to design and develop instructional graphics media from concept to delivery, with a proven track record of meeting deadlines.
  - Expertise and experience with using graphics and multimedia development software (Photoshop, Illustrator, Camtasia Studio, Adobe Creative Suite/Creative Cloud applications, Adobe Captivate, etc.).
  - Experience shooting and editing video
    - Knowledge of CODECs used for online video streaming
    - Experience with green-screen techniques
    - Experience with audio recording, editing
- The following technology skills:
  - Proficiency in both PC and Mac environments.
  - Solid graphic/web design skills to create dynamic/media-rich web content.
    - Functional knowledge and ability to translate images, layouts and designs into CSS/HTML themes.
    - Functional knowledge of HTML/HTML5 code. Experience with XML, JavaScript a plus.
  - Requires use/operation of office Software: Microsoft Word, and PowerPoint.

3. SKILLS / KNOWLEDGE:
And, you must have the demonstrated ability to:
- Use excellent conception, graphic design, typography, and multimedia production skills. Show experience using web-based graphical content authoring and development tools, including applications for producing and editing streaming video. The ability to optimize graphics and media for the web.
- Provide examples of your experience with designing instructional graphic content, web sites and dynamic/media-rich web pages utilizing effective interface, information, responsive and visual design principles. Read/revise HTML code, and to translate images and designs into HTML layouts.
Multimedia Developer, TBD

- Understand of user-centric interface design and usability principles to deliver intuitive interactivities and media. Conduct usability testing.
- Apply your experience and knowledge: with best practices to create accessible web sites and multimedia learning objects; with usability/accessibility requirements such as ADA, universal design strategies in online learning environments; and W3C Web Accessibility Initiative and Guidelines.
- Use and maintain content management systems to store and manage files; apply content object standards (SCORM, metadata, etc.); embed into web pages multimedia content stored in a content management system.
  - Manage projects demonstrating strong conceptual and analytical skills, planning abilities, and sound judgment. Prioritize and handle multiple, complex, demanding projects simultaneously, while approaching and solving design problems quickly and creatively. Efficiently manage personal work time and effort.
- Develop excellent rapport with and ability to effectively support and help faculty, students, and staff to design and develop multimedia objects, regardless of whether they are beginning, intermediate, or advanced computer users. Develop and maintain successful, positive, collaborative, and respect-based relationships with co-workers, customers, and stakeholders.
- Complete and balance multiple work projects, respond with adaptability to rapidly changing priorities, and work well under pressure. Proven work performance that is reliable, dedicated, productive and exhibits strong self-initiative.
- Exhibit professionalism and integrity through excellent verbal and written communication skills, as well as demeanor.
- Willingly, effectively and proactively communicate and collaborate with colleagues, supervisors and stakeholders. Provide effective customer-service and to actively listen and appropriately respond to colleague, stakeholder and supervisor needs/requests.
- Work effectively both independently and cooperatively as a member of a team. Willingly take direction, remain open and amenable to instruction, and quickly acquire/learn/share new knowledge/skills.
- Exemplify a strong desire to thrive, engage, and work effectively in a dynamic, highly collaborative, results-driven, and interactive environment.

A. PREFERRED EDUCATION AND EXPERIENCE:
- Graduate degree in graphic design, instructional technology, new media design, interactive design or related field from an accredited college or university may be of benefit.
- Five (5) years of demonstrated experience creating graphics and multimedia for instructional purposes.
- Experience creating accessible, interactive graphics for a web-based environment (Edge Animate, Captivate, Storyline, etc.).
- Understanding of instructional design principles a plus.
- Understanding of HTML5/CSS3 development, including interactive and animation tools for HTML5/CSS3 delivery.
- Experience working with and deploying interactive content within learning management systems (Blackboard).
- Experience with project management, team leadership and systems implementation and development.
- Experience with systems used for distance education and supporting instructors and users in an academic environment is a significant plus.
- Work experience in higher education.
- Recent experience with or knowledge of most of the following software tools or similar products:
  - LMS: such as Blackboard Learn.
  - Web-based content creation/HTML editors: such as WordPress.
  - Web conferencing: such as Blackboard Collaborate.
- Supervisory experience a plus.

B. SPECIFIC EQUIPMENT OR SKILLS REQUIRED:
Please see above

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.