

St. Lawrence College
Position Description Form (PDF)

Effective Date: August 6, 2021

Campus: Kingston

Incumbent's Name: Vacant

Position Title: Instructional Designer

Payband: H

Position Number: NEW

NOC Code:

Hours per Week: 35

Supervisor's Name and Title: Theresa Steger, Dean, Program Planning, Development and
Renewal

Completed by: Theresa Steger

Signatures:

Incumbent: _____
(Indicates the incumbent has read and understood the PDF)

Date: _____

Supervisor: _____

Date: _____

One-Over-One: _____

Date: _____

Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.
2. Answer each section as completely as you can based on the typical activities or requirements of the position and not on exceptional or rare requirements.
3. If you have any questions, refer to the document entitled “A Guide on How to Write Support Staff Position Description Forms” or contact your Human Resources representative for clarification.
4. Ensure the PDF is legible.
5. Responses should be **straightforward and concise using simple factual statements**.

Position Summary

Provide a concise description of the overall purpose of the position.

The Instructional Designer will develop new and renewed courses and other offerings, which reflect current learning theories, andragogy, and technology practices. The incumbent will support a flexible, customizable, and personalized learning experience for students across all modes of course delivery.

The incumbent will be required to work independently and collaboratively with internal and external curriculum specialists, discipline specialists, and digital asset creators to design and develop effective, interactive, and accessible course offerings, including learning experiences/resources and assessments.

The incumbent will be knowledgeable about curriculum alignment, inclusive practice, instructional design principles, educational technologies, and have excellent problem-solving and critical thinking skills.

The incumbent must be able to write clearly and concisely and must effectively communicate with graphic designers and web developers to support the technical realization of the course design.

Duties and Responsibilities

Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty. Describe duties rather than detailed work routines.

	Approximate % of the Time Annually*
Designs and develops new courses and/or learning modules: <ul style="list-style-type: none"> Establishes a project schedule or plan for each offering, seeks feedback from internal and external stakeholders, where appropriate. Collaborates with discipline specialists to obtain instructional resources. Develops a process and related supports for reviewing course materials provided by the discipline specialists and suggests areas of enhancement to support learner success. Schedules regular meetings and/or communications with discipline specialists and other stakeholders throughout the learning design process. Reviews and edits course content for proper grammar and spelling. Liaises with technical team members and/or IT to establish course sites and ensures course access for stakeholder review. Designs and develops courses or modules, including interactive components, based on information provided by the discipline specialist and the capabilities of St. Lawrence College's LMS and other available technologies. Uses effective application of educational multimedia, learning objects, and other technology tools (e.g. HTML, H5P, Video) and ensures compliance with any copyright rules or restrictions. Ensures course and/or module meets quality standards as outlined in the quality assurance checklist including compliance with AODA requirements. Maintains up-to-date knowledge of instructional design and learning theory, technology and best practices in course design and development. 	60%
Reviews and updates existing courses and modules: <ul style="list-style-type: none"> Engages with the Manager to determine which existing courses and/or modules should be reviewed and updated, where applicable. Establishes a project schedule or plan for each course or module review, seeking feedback from the Manager, where appropriate. Engages with College stakeholders to access and update post-secondary and other offerings that are offered in collaboration with external partners, including Ontario Learn. Liaises with discipline specialists, where appropriate, to ensure learning materials and assessments are up-to-date. Applies the quality standards checklist to identify opportunities for improvement to any existing offerings. Apply SLC branding, where applicable. 	30%
Performs other duties as required.	10%
	100%

* To help you estimate approximate percentages:

$\frac{1}{2}$ hour a day is 7%

1 hour a day is 14%

1 hour a week is 3%

$\frac{1}{2}$ day a week is 10

$\frac{1}{2}$ day a month is 2%

1 day a month is 4%

1 week a year is 2%

1. Education

A. Check the box that best describes the **minimum** level of **formal** education that is required for the position and specify the field(s) of study. Do not include on-the job training in this information.

- | | | |
|--|--|--|
| <input type="checkbox"/> Up to High School or equivalent | <input type="checkbox"/> 1 year certificate or equivalent | <input type="checkbox"/> 2 year diploma or equivalent |
| <input type="checkbox"/> Trade certification or equivalent | <input checked="" type="checkbox"/> 3 year diploma/degree or equivalent | <input type="checkbox"/> 3 year diploma / degree plus professional certification or equivalent |
| <input type="checkbox"/> 4 year degree or equivalent | <input type="checkbox"/> 4 year degree plus professional certification or equivalent | <input type="checkbox"/> Post graduate degree or (e.g. Masters) or equivalent |
| <input type="checkbox"/> Doctoral degree or equivalent | | |

Field(s) of Study:

3 Year-Diploma/degree in Education, curriculum, instructional design, educational technology or another field relevant to the duties along with certification in one of these fields of expertise.

B. Check the box that best describes the requirement for the specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the space provided specify the additional requirement(s). Include only the requirements that would typically be included in the job posting and would be acquired prior to the commencement of the position. Do not include courses that are needed to maintain a professional designation.

- ☐ No Additional requirements
- ☐ Additional requirements obtained by course(s) of a total of 100 hours or less
- ☐ Additional requirement obtained by course(s) of a total between 101 and 520 hours
- ☐ Additional courses obtained by course(s) of more than 520 hours

2. Experience

Experience refers to the minimum time required in prior position(s) to understand how to apply the techniques, methods and practices necessary to perform this job. This experience may be less than experience possessed by the incumbent, as it refers only to the minimum level required on the first day of work.

Check the box that best captures the typical number of years of experience, in addition to the necessary education level required to perform the responsibilities of the position and, in the space provided, describe the type of experience. Include any experience that is part of a certification process, but only if the work experience or the on-the-job training occurs after the conclusion of the educational course or program.

☐ Less than one(1) year

☐ Minimum of one (1) year

☐ Minimum of two (2) years

☒ Minimum of three (3) years

Practical and progressive experience developing courses reflective of current learning theories, andragogy, and technology practices. Experience working within a multi-disciplinary team of specialists to develop, customize and personalize the learning experience for students across various modes of course delivery. Experience collaborating with multi-media specialists to design and develop effective, interactive, and accessible course offerings, including learning experiences/resources and assessments.

☐ Minimum of five (5) years

☐ Minimum of eight (8) years

3. Analysis and Problem Solving

This section relates to the application of analysis and judgment within the scope of the position.

The following charts help to define the level of complexity involved in the analysis or identification of situations, information or problems, the steps taken to develop options, solutions or other actions and the judgment required to do so.

Please provide up to three (3) examples of analysis and problem solving that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

	#1 regular & recurring
Key issue or problem encountered.	A discipline specialist provides limited or incomplete information for course/module development. For example, there are inconsistencies in the level of detail provided across various modules within a course.
How is it identified?	The learning materials sections are not complete or missing for some modules or provide insufficient detail for design and development of quality course.
Is further investigation required to define the situation and/or problem? If so, describe.	Review the populated course template and highlight requirements that are incomplete (e.g. missing items, supporting visuals, videos).
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Incumbent reviews the information provided by the discipline specialist and considers what is missing from a learner perspective (e.g. insufficient instruction, need for additional images, videos, etc.) to identify areas needing additional time and consideration by the discipline specialist.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	There is a process document that outlines roles and responsibilities of the discipline specialist as well as a module template that provides information on what the discipline specialist needs to provide to the developer. Where necessary, advice can be sought from supervisors.

3. Analysis and Problem Solving

	#2 regular & recurring
Key issue or problem encountered.	A learning resource or material provided by discipline specialist may be inappropriate, copyright protected, or not accessible.
How is it identified?	When the incumbent reviews the completed module template, they may find images with no source identified, images that either don't support or complement the course content or appear to be potentially controversial.
Is further investigation required to define the situation and/or problem? If so, describe.	Follow-up with discipline specialist to obtain additional information about the images or videos provided and to discuss alternatives.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Incumbent uses general assessment methods of resources such as available guidelines for inclusive materials, copyright statement or creative commons references to try to determine whether or not resources are acceptable for educational usage.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Incumbent will use inclusive materials, creative commons guidelines, access Copyright agreements and other available intellectual property to provide initial support/assessment of resource. Incumbent may also consult College's Copyright and Fair Dealings Policy.

	#3 regular & recurring
Key issue or problem encountered.	The incumbent is responsible for designing a schedule for the execution and support of the instructional design and development of a course or module.
How is it identified?	<p>The incumbent must be able to meet with and assess the course design and development needs in coordination with the supervisor.</p> <p>The incumbent must be able to create and adhere to a schedule that takes into account the needs of the College and the needs of the discipline specialist and other stakeholders.</p>
Is further investigation required to define the situation and/or problem? If so, describe.	The incumbent will use electronic communication such as email, desktop conferencing software, and other communication/project management tools to manage and create communication and scheduling requirements.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Deadlines (and deliverables) are determined in collaboration with the supervisor.

What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)

Changes to the project/activity are determined by the incumbent in coordination with the supervisor. For example, the incumbent may be notified that a new course offering is under development for the next academic term. If the offering is part of a signature program, the incumbent may need to prioritize a particular course over another.

4. Planning/Coordinating

Planning is a proactive activity as the incumbent must develop in advance a method of acting or proceeding, while coordinating can be more reactive in nature.

In the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring to the position, up to two (2) examples that occur occasionally:

	#1 regular and recurring
List the project and the role of the incumbent in this activity.	Maintain and update course and module development resources and templates.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	The incumbent will need to create a schedule of maintenance and reporting on progress/major changes/updates to the project templates.
List the types of resources required to complete this task, project or activity.	The incumbent will use Microsoft Office or other readily available College-wide tools to manage and update the templates.
How is/are deadline(s) determined?	Deadlines are ongoing, as updating and changes will occur on a regular basis.
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	<p>The supervisor will provide feedback for changes/updates to the templates and resources.</p> <p>For example, the Manager, Quality Curriculum may ask for new or revised templates to be created and filed appropriately on the shared drive.</p>

5. Guiding/ Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus the actions taken (rather than the communication skills) that directly assist others in the performance of their work skill development.

Though support staff cannot formally “supervise” others, there may be a requirement to guide others using the incumbent’s job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks. Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

Regular & Recurring	Occasional	Level	Example
<input type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/ advise other. The incumbent may be required to explain procedures to other employees or students	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete certain tasks	The incumbent will regularly demonstrate the use and integration of various instructional resources such as the use of learning objects, formative and summative assessments, simulations, and other learning experiences to discipline specialists.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	During the development of a new offering, the incumbent will provide discipline specialist with direction and advice on how to provide learning materials in a way that can be best used by the designer to create the online course or module. They may also provide direction to the technical team regarding the development of graphics and interactive components.
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent is responsible for allocating tasks to others and	

recommending a course of action
or making necessary decisions to
ensure the tasks are completed.



6. Independence of Action

Please illustrate the type of independence or autonomy exercised in this position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (If none, please strike out this section)
Meetings are held with the supervisor to discuss priorities and processes. The incumbent will generally be given tasks with little associated instruction. They will have the ability to ask questions but will have autonomy to frame the task and make it their own so long as the deadlines are met.	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (If none, please strike out this section)
<p>Guidelines for course development process, including quality assurance, have been developed to guide the incumbent.</p> <p>The incumbent will also be guided by College policies, instructional design theories, best practices in the field of instructional design and development, as well as by other policies and procedures associated to the project (e.g., AODA compliance, copyright, client-specific needs, etc.).</p>	

How is work reviewed or verified (e.g. Feedback from others, work processes, supervisor)?	
Regular and Recurring	Occasional (If none, please strike out this section)
<p>The incumbent independently develops the detailed tasks for each assignment and is self-directed in daily assignments. The incumbent assumes responsibility for meeting deadlines, setting production/development schedules for all aspects of the current job. Work assignments are reviewed generally for achievement of objectives and adherence to established deadlines.</p> <p>Departmental goals and specific objectives are established through discussion at team meetings scheduled bi-weekly or as required.</p>	

6. Independence of Action

Describe the type of decisions the incumbent will make in consultation with someone else other than the supervisor.	
Regular and Recurring	Occasional (If none, please strike out this section)
The incumbent will regularly work with discipline specialists while developing course/module offerings.	The incumbent will consult with the PPDR technical team and the College's IT staff as needed on technical issues related to interactive assets and the LMS.

Describe the type of decisions that would be decided in consultation with the supervisor.	
Regular and Recurring	Occasional (If none, please strike out this section)
Although the incumbent has the responsibility to handle most problems, any major changes to project timelines or tasks needs will be decided in consultation with supervisors.	Priorities for conflicting course development projects.

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
The incumbent will make daily decisions related to the projects they have been assigned, including managing their time to meet deliverables, tracking their progress, and communicating with stakeholders on a regular basis.	

7. Service Delivery

This section looks at the service relationship that is an assigned requirement of the position. It considers the required manner in which a position delivers service to customers. It is not intended to examine the incumbent's interpersonal relationship with those customers and the normal anticipation of what customers want and then supplying it efficiently. It considers how the request for service is received and the degree to which the position is required to design and fulfill the service requirement. A "customer" is defined in the broadest sense as a person or groups of people and can be internal or external to the College.

In the table below, list the key service(s) and its associated customers. Describe how the request for service is received by the incumbent, how the service is carried out and the frequency.

Information on the service		Customer	Frequency (D,W,M,I)*
How is it received?	How is it carried out?		
Manager, Multimedia and Manager, Quality Curriculum request assistance with identifying possible interactive learning assets via phone, email, walk in, meetings	Incumbent reviews resources, project timeline, project priority, deadlines for deliverables, etc.	Manager, Multimedia Manager, Quality Curriculum	D
Discipline Specialist requests assistance completing the module template	Incumbent triages requests according to master schedule, project priority, deadlines for deliverables, etc.	Discipline Specialist	M
Incumbent receives a request to investigate a perceived issue with an existing online course	Incumbent uses available data provided by the LMS and/or client to investigate the issue and to propose a solution if warranted	Discipline Specialist Continuing Education, Workforce Development	M/I
Discipline Specialist requests assistance with identifying possible interactive learning assets via phone, email, walk in, meetings	Incumbent triages requests according to project timeline, project priority, deadlines for deliverables, etc.	Discipline Specialist	D
Manager, Multimedia requests assistance establishing timelines for module completion	Incumbent reviews timelines according to master schedule, project priority, deadlines for deliverables, etc.	Manager, Multimedia	M

* D = Daily W = Weekly M = monthly I = Infrequently

8. Communication

In the table below indicate the type of communication skills required to deal effectively with others. Be sure to list both verbal (e.g. exchanging information, formal presentations) and written (e.g. initiate memos, reports, proposals) in the section (s) that best describes the method of communication.

Communication Skill/Method	Example	Audience	Frequency (D,W,M,I)*
Exchanging routine information, extending common courtesy	Incumbent will be available in person or through the use of technology to respond to inquiries specific to position responsibilities.	Staff	D
Explanation and interpretation of information or ideas	Incumbent will have to work closely with discipline specialists and other stakeholders to propose and explain learning solutions in a manner that is clear and appropriate to the audience.	Discipline Specialists, Staff Stakeholders	W
Imparting technical information and advice	Incumbent will assist discipline specialists with understanding the basic applications of instructional tools available to support development of learning materials/experiences (e.g. simulations, LMS, H5P).	Discipline Specialists	W
Obtaining cooperation or consent	Incumbent may have to work with discipline specialists who are reluctant to modify/change curriculum and/or approach to curriculum development in order to accomplish the project goals Incumbent may have to work with clients and stakeholders to provide necessary feedback, content, and gain approvals in order to meet deliverable deadlines.	Discipline Specialists Discipline Specialists	I W/M
Negotiating			

* D = Daily W = Weekly M = monthly I = Infrequently

9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, and lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

Physical Activity	Frequency (D,W,M,I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1-2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
sitting	D			x	x		
keyboarding	D			x	X		
walking	I	x					
climbing stairs	I	x					

* D = Daily W = Weekly M = monthly I = Infrequently

If lifting is required, please indicate the weights below and provide examples.

☐ Light (up to 5 kg or 11 lbs.)

☐ Medium (between 5 to 20 kg and 11 to 44 lbs.)

☐ Heavy (over 20 kg. or 44 lbs.)

10. Audio Visual Effort

Describe the degree of attention or focus required to perform tasks taking into consideration:

- the audio/visual effort and the focus or concentration needed to perform the task and the duration of the task, including breaks (e.g. up to two hrs. at one time including scheduled breaks)
- impact on attention or focus due to changes to deadlines or priorities
- the need for the incumbent to switch attention between tasks (e.g. multi-tasking where each task requires focus or concentration)
- whether the level of concentration can be maintained throughout the task or is broken due to the number of disruptions

Provide up to three (3) examples of activities that require a higher than usual need for focus and concentration.

Activity #1	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Both review and editing of content provided by discipline specialist completed on the computer requires considerable mental concentration.	D			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Creation of approved learning objects (e.g. online quiz or other interactive component) requires attention to detail.	D			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #3	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Support and creation of online course requires the ability to evaluate and synthesis potentially large amounts of curriculum into a strategic and logical plan.	M/W			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

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11. Working Environment

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

Working Conditions	Examples	Frequency (D,W,M,I)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)	Works in a standard office/home office environment and has little or no exposure to disagreeable elements.	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input type="checkbox"/> dealing with abusive people		
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		
<input type="checkbox"/> difficult weather conditions		
<input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)		
<input type="checkbox"/> handling hazardous substances		
<input type="checkbox"/> smelly, dirty or noisy environment		
<input type="checkbox"/> travel		
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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