

St. Lawrence College
Position Description Form (PDF)

Effective Date: 13-Jan-2026

Campus:	Hybrid
Incumbent's Name:	Vacant
Position Title:	Instructional Designer
Payband:	I
Position Number:	TBD
NOC Code:	
Hours per Week:	35 hours / week
Supervisor's Name and Title:	Sara Mezzzone-Budd, Associate Director, Program Innovation
Completed by:	Janet Greer, Executive Director, Program & Data Innovation

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.

Reporting to the Associate Director Program Innovation, the Instructional Designer provides leadership in the design, development, and project management of high-quality multimodal courses for new program development. Working both independently and collaboratively, the Instructional Designer leads cross-functional teams, including faculty/subject matter experts (SMEs), program developers, eLearning designers and specialists, quality assurance staff, and external vendors to produce engaging learning experiences.

The Instructional Designer brings deep pedagogical expertise and sound educational judgment to create innovative, student-centred course designs aligned with current learning theories and educational technologies. They champion continuous improvement in instructional design practices and streamline design and development workflows to enhance efficiency and quality. In this role, the incumbent guides subject matter experts and production teams through all stages of the course design process and conduct comprehensive quality assurance and accessibility reviews to ensure compliance with institutional standards and policies.

The Instructional Designer plans and coordinates the work of production teams, monitors project progress, and provides timely updates to the Associate Director and Project Manager. They exercise autonomy in adjusting production schedules, delegating team tasks, and shaping communication strategies throughout development.

This position requires strong leadership, excellent communication skills, and the ability to manage competing priorities to ensure courses are developed according to the project plan timelines. The Instructional Designer maintains awareness of emerging research, trends, and technologies in instructional design and recommends effective tools, platforms, and e-learning approaches to enhance learning outcomes.

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*
Provide guidance and leadership in Instructional Design for course development: <ul style="list-style-type: none"> Leads and advises cross-functional teams including subject matter experts, eLearning designers, and instructional support staff to design and develop high-quality hybrid, online, face-to-face, and HyFlex courses that promote meaningful and engaging learning experiences. Supports the Project Manager in creating project schedules, providing regular status updates, and proactively identifying risks, challenges, and mitigation strategies to prevent project delays. Ensures timely and successful completion of course development projects by meeting deliverable timelines. Applies pedagogical and learning design expertise to guide SMEs in developing clear learning outcomes, effective teaching strategies, interactive learning activities, and robust assessment approaches that support student success. Evaluates, recommends, and integrates appropriate instructional technologies including multimedia tools, rapid eLearning authoring software, and Learning Management System (LMS)-integrated applications to enhance innovation, efficiency, and instructional quality. Designs instructional content and learning materials in collaboration with SMEs, ensuring alignment with the selected delivery platform and instructional strategy. Ensures all instructional design approaches comply with Accessibility for Ontarians with Disabilities Act (AODA), copyright legislation, and institutional quality assurance standards. Oversees the creation and configuration of main course shells in the LMS and conducts comprehensive quality assurance and accessibility reviews to ensure compliance with institutional and provincial standards. Develops instructional scripts for audio, video, and other multimedia assets to support high-quality digital learning resources. Advises faculty on best practices for incorporating educational multimedia, learning objects, active learning strategies, and other technology-enabled tools to strengthen instructional effectiveness. Produces required course development deliverables, including course outlines, learning plans, assessment frameworks, curated learning resources, and identification of required digital assets. 	70%
Continuous Improvement & Advancement of Instructional Design Practices <ul style="list-style-type: none"> Researches emerging trends, technologies, and evidence-based practices in instructional design, learning science, and educational technology to ensure the College's course development methods remain current and effective. Evaluates, pilots, and recommends new tools, software applications, and workflows that enhance efficiency, support multimodal delivery, and improve the quality of learning experiences. Leads the continuous improvement of instructional design processes, templates, and standards to streamline development activities and reduce production time while maintaining pedagogical rigor. 	20%
Other duties as assigned	10%
	100%

* To help you estimate approximate percentages:

½ hour a day is 7%

1 hour a day is 14%

1 hour a week is 3%

½ day a week is 10%

½ 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.

☐ Up to High School or equivalent

☐ 1 year certificate or equivalent

☐ 2 year diploma or equivalent

☐ Trade certification or equivalent

☐ 3 year diploma/degree or equivalent

☐ 3 year diploma / degree plus professional certification or equivalent

☒ 4 year degree or equivalent

☐ 4 year degree plus professional certification or equivalent

☐ Post graduate degree or (e.g. Masters) or equivalent

☐ Doctoral degree or equivalent

Field(s) of Study:

Educational Technology, Curriculum and/or Instructional Design, Education, Adult Teaching

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.

<input type="checkbox"/> Less than one(1) year	
<input type="checkbox"/> Minimum of one (1) year	
<input type="checkbox"/> Minimum of two (2) years	
<input type="checkbox"/> Minimum of three (3) years	
<input checked="" type="checkbox"/> Minimum of five (5) years	<p>Minimum five (5) years of practical experience in instructional design, online course development, and learning management systems; experience in a post-secondary environment or in corporate training;</p> <p>Must have experience with the following tools:</p> <ul style="list-style-type: none"> - Learning Management System (e.g., Blackboard, Brightspace, Moodle, Canvas, etc.), - Multimedia software applications (e.g., Adobe Creative Cloud), Rapid eLearning software (e.g., Articulate Storyline, Adobe Captivate, etc.) or Web Programming (HTML5, ActionScript, etc.).
<input type="checkbox"/> 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.	Faculty are unsure how to translate their learning content into suitable lessons/activities for online and face-to-face delivery; or how to scaffold curriculum, and design delivery and assessments, to best meet learning outcomes.
How is it identified?	Faculty identify issues with an Instructional Designer in course planning, or during course development meetings.
Is further investigation required to define the situation and/or problem? If so, describe.	Further investigation may be required to determine a resolution depending on the complexity of the learning content. Instructional designer will ask a series of questions to understand the need.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Instructional designer will analyse content and offer suggestions on how to design an effective online learning experience. Specific process is followed to ensure an effective design and development. Technology solutions for multimedia assets are identified and selected. Appropriate solutions are tested and evaluated.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Instructional design best practices for online delivery Information on adult learning principles curriculum QA experts eLearning Designers Past practices/experiences eLearning websites and online discussion boards

3. Analysis and Problem Solving

Key issue or problem encountered.

How is it identified?

Is further investigation required to define the situation and/or problem? If so, describe.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

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

#2 regular & recurring

Identification of a course to be offered online with the assistance of incumbent.

New program has been approved for delivery. The Project Manager will identify the resources required, including the requirement for an instructional designer.

Incumbent will consult with the Program Developer, Project Manager, and SME to understand project goals, analyze the needs, and to discuss the pedagogical strategy.

Incumbent will need to assess the project requirements, existing educational technology, status of the existing content, expectations of the target audience, learning analytics data, and leverage other relevant information and expertise to identify resources, tools, approaches, learning objects and/or methods that may be used in online course/program development/revision.

Following an established course production process, the incumbent will leverage instructional design and development best practices, educational technologies (including the LMS), rapid eLearning tools, templates, and other eLearning resources (e.g., leading a team of developers) to repurpose content provided by SMEs, open educational resources, learning object repositories, publishers, and other sources.

#3 regular & recurring

Key issue or problem encountered.

How is it identified?

Is further investigation required to define the situation and/or problem? If so, describe.

An instructional design project is behind schedule and the start of a course for a given semester is at risk.

The incumbent identifies the factors creating the delays in the project based on their experience and communication strategies.

The incumbent communicates their concerns about project delays to the Project Manager and Associate Director and they meet to explore solutions.

Support Staff PDF

Explain the analysis used to determine a solution(s) for the situation and/or problem.

Collaborative project management tactics are used to find potential solutions which may include recommending additional subject matter experts.

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

The Project Manager and Associate Director and other College administrators are available to discuss methods of ensuring the project is completed on time.

3. 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.	The incumbent is responsible for planning a schedule of deliverables and assigning associated tasks to others (e.g., to a multimedia developer, an external contractor, etc.). This must be accomplished by adhering to an existing production process for the execution and support of the instructional design and development of a course.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	<p>The incumbent must be able to meet with and assess the course design and development needs in coordination with the Project Manager.</p> <p>The incumbent must be able to create and adhere to a schedule that considers the launch date of the new program.</p> <p>The incumbent must monitor and, if need be, alter the schedule and tasks assigned to the other team members.</p>
List the types of resources required to complete this task, project or activity.	Course development process provides guidance and available templates to expedite and guide work. Project Manager and Associate Director act as resources for risk mitigation.
How is/are deadline(s) determined?	Deadlines are determined by dates specified on the project plan as created by the Incumbent and the Project Manager.
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.	The Instructional Designer will collaborate with the Project Manager and Associate Director to determine if changes to the project are required.

4. Planning/Coordinating

	#2 regular and recurring
List the project and the role of the incumbent in this activity.	Maintain and update course 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 Word and Publisher 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.	The supervisor will provide feedback for changes/updates to the templates and resources.

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 subject matter experts.
<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 subject matter experts 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 checked="" 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.	The incumbent articulates design solutions and best practices in eLearning development to team members by using design documents, storyboards, and prototypes. The incumbent is regularly interacting with faculty and staff by providing support and assistance in relation to instructional development techniques. Incumbent may identify, source, and recommend resources that are vetted by SMEs.
<input checked="" 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.	Assigning tasks to the course development team (subject matter expert, eLearning designer and multimedia specialist) as related to their individual course development projects.

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)
The Instructional Designer will generally be given tasks and problems to solve with little associated instruction. The incumbent will have the ability to ask questions and conduct research, but will have the autonomy to frame the task 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)
The incumbent will be guided by the Course Development Process, 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.).	

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)
The incumbent will be responsible for providing progress updates to the Associate Director and the Project Manager. Additional feedback will be provided by Deans/Associate Deans, SMEs, quality assurance specialists, and peers.	

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 consult with the with the project team to decide on the overall design strategy and roles and responsibilities of the team members during the production process.	

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)
<ul style="list-style-type: none"> - Initial budget - High-level schedule of deliverables - Success criteria - Communication plan - Resource requirements and allocation 	<ul style="list-style-type: none"> -Priorities for conflicting projects -Direction for Major 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 would make daily decisions related to the projects the incumbent has been assigned to lead including the assignment of tasks, managing the time to meet deliverables, and the need to escalate issues if they cannot be resolved.	

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?		
The incumbent will support course development of new programs approved for development. Associate Director or Project Manager will assign courses to be developed.	The incumbent leads the course development team following the process and using the standardized templates and tools..	New Program Development Team	Daily
Program development support – request from the Associate Director Program Innovation or Program Developer	The Incumbent meets with the program development team to understand the support needed. Depending on the identified needs, support may involve consultation, training, advisement on curriculum design and delivery and pedagogy.	Program Development Team	Weekly
SME requests assistance with identifying course design objects via email or meetings	Incumbent triages request according	Subject Matter Expert	Weekly
Incumbent is requested to create/design a specific learning object/resource.	Incumbent identifies required technologies, works with IT (where necessary) to meet request.	Subject Matter Expert Associate Director Program Innovation Deans	Weekly

* 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	Meeting with colleagues	Colleagues	D
Explanation and interpretation of information or ideas	Design and explain learning solutions in a manner is clear and appropriate to the audience	Managers, Team Members (instructional designers, multimedia, etc.) Faculty/SMEs, clients	D
Imparting technical information and advice	Providing team members and clients with suggestions on how to solve instructional design problems and better leverage use educational technologies / software	Team Members (instructional designers, multimedia, SMEs, etc.), clients.	D
Instructing or training	Incumbent will provide coaching to team members to improve their eLearning design and development skills (e.g.: accessing and using learning object repositories, best practices for the LMS)	Team Members (instructional designers, multimedia, SMEs, etc.).	W
Obtaining cooperation or consent	Incumbent may have to work with clients, team members, or SMEs who are reluctant to modify/change curriculum and/or approach to course development to accomplish the project goals	Faculty/SMEs, managers, clients, team members	W
Negotiating	Incumbent may have to negotiate with project team members to provide necessary feedback, content, and approvals in order to meet deliverable deadlines.	SMEs, internal/external clients, Academic managers, project managers	W

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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		
Standing/Walking	I	X			X		
Light Lifting/Carrying	I	X			X		
Pushing/Pulling	I	X			X		

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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
Creation of approved learning activities requires attention to detail, as well as the potential need for audio/video recording, some programming, and quality assurance testing.	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
Support and creation of basic Instructional Design documents requires the ability to evaluate and synthesis potentially large amounts of curriculum into a strategic and logical plan.	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				

Activity #3	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Managing communication with project team and reporting on project progress	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				

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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)	Office environment	D
<input type="checkbox"/> accessing crawl paces/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 checked="" type="checkbox"/> travel	Travel between campuses and to other Colleges will be required.	I
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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