



RHODE ISLAND COLLEGE JOB DESCRIPTION

Position classification: PSA
Date created or revised: 9/20/2022
Exempt/Non-Exempt Status: Exempt
Responsible individual: No
Campus Security Authority: No

Title: Instructional Designer
Status: Full-time, 35 hours/week non-standard, may involve occasional late afternoon or evening hours and local or national travel.
Grade: 14
Union Affiliation: PSA@RIC (Professional Staff Association)
Reports To: Director, Instructional Designer (Faculty member)

PRIMARY PURPOSE:

The Instructional Designer provides both pedagogical and technological expertise to support faculty as related to course design and evaluation. The individual will work collaboratively with faculty, academic units, and related support offices in the development, design, and assessment of high quality and effective courses, including: Assisting faculty in implementing best, inclusive practices in instructional pedagogy, design, and assessment in distance, blended, and face-to-face courses; analyzing and providing guidance on the instructional design needs of faculty and academic units for courses that are moving to an distance or blended format or incorporating digital materials or technology; analyzing and providing guidance to faculty and academic units on the integration of active/engaged learning strategies in distance, blended, and face-to-face courses. The individual will also develop and deliver workshops and other professional development opportunities; assist faculty in best practices of self-assessment for course improvement, and assist in providing resources to faculty on course design and assessment.

DESCRIPTION OF DUTIES AND RESPONSIBILITIES:

Essential Job Functions:

- Identify and promote innovative and effective teaching practices for distance, blended, and face-to-face course formats.
- Collaborate with faculty to analyze, design, and develop effective instructional strategies including but not limited to course design, approaches to student engagement, integration of technology, and strategies for assessment within different modalities (e.g., distance, blended, face-to-face).
- Assist faculty with integrating active/engaged learning strategies into course design across different modalities (distance, blended, face-to-face.)
- Assist faculty in assessing courses and developing solutions that meet learning objectives.
- Develop and deliver faculty professional development programming in teaching and learning, including but not limited to workshops, webinars, and individual consultations.
- Recommend solutions to meet ADA accessibility requirements for instructional materials.
- Find and/or develop print and online resources for faculty professional development in teaching and learning.
- Research and evaluate emerging instructional technologies, tools, and digital media, and make recommendations for use.
- Assist faculty in integrating instructional technology into course development and redesign.
- Assess distance learning courses for alignment with national best practices in online course design, and offer recommendations for improvement. Includes reviewing online courses for

certification.

- Support multimedia applications, equipment, and the integration of multimedia systems used to create digital classroom instructional materials.
- Contribute to a campus culture committed to inclusivity in teaching excellence and student learning.
- Remain current in the field of instructional design through continued professional development.
- Adapt to and incorporate emerging technologies in teaching and learning.
- Collaborate with academic units and administrative offices to provide professional development.
- Perform duties and responsibilities with minimal supervision and be responsive to supervisory feedback.
- Participate in shared governance and other committee work as assigned by supervisor or administration.
- Prepare or contribute to reports as needed for the FCTL director or administration.

Occasional Job Functions:

- Work occasional late afternoon or evening hours to run or assist with professional development events offered during those times.
- Travel locally or nationally for meetings or professional development.
- Supervise a small number of student work-study positions.
- Perform other duties and responsibilities as assigned by the Director, Faculty Center for Teaching and Learning.

REQUIRED QUALIFICATIONS STANDARDS:

Education:

Master's degree in Instructional Design, Education, or related field

Experience:

- Minimum of three years of relevant instructional design, faculty development, or similar work experience.
- Experience with online courses and/or active/engaged learning strategies.

Skills, Knowledge and Abilities:

- Knowledge of principles of instructional design, including the integration of active/engaged learning strategies, across different modalities (distance, blended, face-to-face).
- Ability to incorporate ADA accessibility into course design across different modalities (distance, blended, face-to-face).
- Ability to address diverse learning needs within course design.
- Substantial working knowledge of commonly used instructional technologies (e.g., learning management systems, test creation, and proctoring, content creation, collaborative software, course assessment).
- Ability to create and deliver engaging professional development events, such as workshops and webinars, and to provide individual consultations for course design across different modalities (distance, blended, face-to-face).

- Strong organizational, problem-solving, research, and time management skills to manage multiple priorities and deadlines with high quality work.
- Ability to communicate effectively verbally and in writing with diverse audiences.
- Ability to work collaboratively and collegially with multiple constituencies in a diverse and inclusive environment.
- Ability to work productively within an open, shared office environment.
- Ability to interpret and adhere to institutional policies, plans, objectives, rules and regulations.

PREFERRED:

- Experience relevant to higher education.
- Bilingual in English / Spanish (fluent in speaking and writing).

ENVIRONMENTAL CONDITIONS:

- The employee is not exposed to known adverse environmental conditions.
- Off-campus facilities may not be accessible to persons who are disabled.

The College requires that all applicants and employees be able to perform the essential functions of the job and will explore reasonable accommodations for individuals with disabilities.

As an Affirmative Action/Equal Opportunity institution that values and is committed to inclusion and expanding the diversity of its faculty and staff, the College invites members of protected classes, including minorities and persons with disabilities, to identify themselves as such at the time of application.