JOB TITLE:	Senior Instructional Designer
DEPARTMENT:	Teaching Hub
CLASSIFICATION:	Technologist F
WAGE GRADE:	WG 110
EMPLOYMENT DEFINITION (STATUS):	Full-time Support Staff
SUPERVISOR:	Dean of Teaching

SUMMARY OF FUNCTIONS:

Reporting to the Dean of Teaching, the Senior Instructional Designer (SID) works collaboratively as part of an interdisciplinary team, consisting of the Manager, eLearning; Learning Systems Technologists (LSTs); faculty content-experts; and other staff/administrators. The Senior Instructional Designer will work with faculty, staff and students from all areas of the university, in both on site and off site (virtual) settings.

The Senior Instructional Designer will collaborate with faculty, staff and students in the use of evidence-based teaching and learning strategies and the analysis, design, development, delivery, and evaluation of curriculum in effective and appropriate ways. They are also responsible for investigating and developing innovative ways of presenting and delivering instruction and engaging in fostering the scholarship of teaching and learning at Nipissing University.

DUTIES & RESPONSIBILITIES:

Instructor and Student Support in teaching and learning settings (35%)

- Assist all instructors (part-time, full-time, TA's, etc.) in the use of effective teaching and learning strategies;
- Develop relevant resources including discipline-specific resources for instructors and students;
- Support new and less experienced faculty, including LTAs, in the development of their teaching talents and in gaining experience with a variety of teaching methods and tools. Topics may include lecturing for maximum effect, course goals and learning outcomes, student engagement, interactive teaching, teaching in a diverse classroom, and so forth;
- Assist in the planning and delivery of new faculty orientation;
- Assist faculty in preparing their teaching dossiers, working with challenging students, developing effective learning support networks, building learning communities, and so forth;
- Review course-related documents and activities upon request;
- Assist committees, departments, and others with pedagogy aspects of curriculum and programmatic revisions and development work;
- Assist instructors in exploring alternate teaching and learning options by being cognizant and competent in the use of current hardware and software.

Provide Pedagogical Expertise and Technical Knowledge in Relation to On-Line, Blended, and other forms of Teaching and Learning (35%)

- Work collegially with instructors as they conceptualize, design, develop, implement, and evaluate online courses, onsite courses and blended learning opportunities;

- Advocate for instructors and students in the above work;
- Suggest pedagogical choices that reflect evidence and best practice;
- Liaise and work collegially with LSTs and administrators involved with course development experiences;
- Keep abreast of emerging trends and new research in the field.

Design, Deliver, and Assess Professional Learning **(20%)**

- Organize, design, deliver, and assess professional development learning sessions for faculty, staff, graduate students, community members, and community partners. Possible topics for sessions could include: course and program planning, learning outcomes, effective lecturing, innovative teaching and learning techniques, problem solving in teaching, self-directed teaching and learning, evaluation methods, grading practices, online and blended learning, the scholarship of teaching and learning, professional development within disciplines, and industry-specific teaching and learning issues;
- These sessions could be on-off, in partnership with others, part of future micro-credentials, as per the topics noted above (and others).

Other duties as assigned **(10%)**

QUALIFICATIONS:

Education:

Graduate degree in Education or Technology-Supported Education. Preference given to candidates who have also completed, or are in the process of completing, additional certificates in instructional design, adult education and other relevant fields.

Training and/or experience may be substituted for formal academic training at the discretion of the University.

Training, Experience, Knowledge & Skills Required:

- Three (3) years of instructional design experience
- Three (3) years of experience as an instructor in a post-secondary setting (a combination of both face-to-face and online/blended, preferred)
- Experience working with individuals and small groups
- Experience designing, developing, delivering, and evaluating online, blended, and other forms of technology-supported teaching and learning
- Experience designing, developing, delivering and evaluating professional learning sessions
- Strong proven understanding of pedagogical practices including adult education strategies and the application of various technologies in face-to-face, online, and other technology-supported classrooms.
- Knowledge of adult and lifelong learning principles and practices; and how to adapt these in online and blended environments.
- Knowledge of evidence-informed practices in online, blended, and other forms of technology-supported teaching and learning
- Knowledge of the scholarship of teaching and learning
- Knowledge of a range of teaching and learning strategies
- Knowledge of new and emerging teaching and learning technologies and how to integrate them appropriately in classes, courses, and programs
- Ability to collaborate effectively with a wide-variety of faculty, staff and students
- Prioritization and time management skills in order to carry out multiple time-sensitive tasks in a fast-paced environment
- Excellent interpersonal skills
- Ability to work independently and in group settings

- Strong conceptual skills
- Strong problem-solving skills
- General skills in various web browsers (Explorer, Firefox, Safari, Chrome); email systems (Apple Mail, Outlook, Gmail); MAC and PC operating platforms; and web conferencing software (Blackboard Collaborate, Zoom, MS Teams)

RELATIONSHIPS/CONTACTS:

Supervised by: Dean of Teaching

Internal Contacts: Students, staff, faculty

External Contacts:

- Provincial, National and International instructional design and educational development associations/networks
- National and international service providers

MATERIALS UTILITZED:

- General office equipment
- Internet tools and Email, specifically:
  - Google Suite (Gmail, Calendar, YouTube, etc.)
  - Microsoft Office Suite (Teams, Word, Excel, PowerPoint)
      (*NU is currently in transition between Google and Microsoft products)
  - Blackboard Learn (*current NU LMS) and Collaborate
  - Zoom and other video conferencing solutions

PHYSICAL/MENTAL DEMANDS & WORKING CONDITIONS:

- Ability to work under pressure in a fast-paced office where competing deadlines must be met on time
- Visual/mental concentration
- Ability and flexibility to adjust workflows as priorities shift
- Frequent interruptions
- Majority of time spent in normal office conditions
- Extended periods working at computer

 I have read my position description and it has been reviewed with my supervisor. I understand what my duties and functions are, and I will carry out all of my responsibilities as herein described.

_____   _____

Employee Name (please print)   Date

_____

Employee (Signature)

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Approvals

_____   _____

Supervisor   Date

_____   _____

Director, Human Resources   Date