University of Nebraska Central Administration
Job Description

General Information

<table>
<thead>
<tr>
<th>Working Job Title:</th>
<th>Job Family:</th>
<th>Job Family Zone:</th>
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<tbody>
<tr>
<td>Instructional Design Specialist</td>
<td>Curriculum Team</td>
<td>Specialist</td>
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<table>
<thead>
<tr>
<th>Position Number:</th>
<th>Department Name:</th>
<th>SAP Organization Unit Number:</th>
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<tbody>
<tr>
<td>00000162</td>
<td>University of Nebraska High School</td>
<td>50008231</td>
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<thead>
<tr>
<th>Employee’s Name:</th>
<th>Date of Last Update:</th>
<th>Title of Supervisor:</th>
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<tr>
<th>SAP Personnel #:</th>
<th>Last Updated By:</th>
<th>Name of Supervisor:</th>
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Position Summary

This position guides specialists in the development of distance delivered high school courses and is responsible for the development, production, and ongoing maintenance of distance instructional materials in a wide variety of delivery formats for the University of Nebraska High School (UNHS). The position designs and implements teacher development activities and provides educational technology support for the high school program.

Duties & Responsibilities

<table>
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<tr>
<th>% of Time</th>
<th>Essential Functions</th>
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- Guides content experts and teachers in the development of distance delivered high school courses. Develops and implements instructional design and assessment structures, based on best practices in distance teaching and learning pedagogy. Leads project team responsible for ensuring that assigned content areas and projects follow academic content, accreditation, instructional design, and other appropriate standards. 40% X

- Is an active and supportive participant in all facets of the high school program. Participates in the development of and implements project management processes and procedures. Organizes, guides, and supervises others in the development and production of print and online instructional materials. Coordinates workflow, assigns tasks, supervises quality assurance testing, and makes corrections/adaptations as necessary. 30% X

- Hires, trains, and evaluates student workers and other personnel. Performs other duties as assigned. 20% X

- Assists in the development and presentation of staff development activities; conference sessions and workshops; and other activities on distance education strategies and educational technologies. Provides expertise/consultation in the areas of instructional design and educational technology. Serves as a resource in specific educational technology skills areas for teachers, co-workers, clients, and others involved in high school distance education. 10%

Zone Definition Factors

- In-depth understanding of instructional design issues related to distance and online teaching and learning. Ability to articulate to others pedagogical principles/techniques as well as technology solutions. Ability to work with diverse groups to build consensus. develop and coordinate projects, and carry out other related activities. Ability to work well and collaboratively with and to resolve problems among internal and external team members. Ability to write effectively in an expository style, to develop and give presentations, and to effectively communicate teaching strategies. Ability to objectively evaluate the strengths and weaknesses
of distance education instructional materials and to communicate this evaluation to others. Ability to complete multiple assignments in accordance with established priorities and time schedules. Ability to develop and maintain positive working relationships with teachers, supervisor, content experts, team members, and co-workers. Ability to work harmoniously and productively in a team environment. Ability to proactively develop and maintain critical relationships. Ability to represent effectively the department in various professional contexts.

**Problem Solving/Decision-making**

Analyzes and evaluates course development projects using broadly developed instructional design and technology best practices, online pedagogy and distance education quality standards, and accepted Web and print design and information technology protocols. A high level of information gathering to provide authoritative consulting in the resolution of design and development challenges is a major aspect of the position. Develops creative technology and instructional design solutions to match unprecedented teaching and learning challenges. Resolves differences and builds consensus with others engaged in developing distance education courses, synthesizing a diverse set of resources to help guide unique project specific situations. The exercise of creative problem solving, judgment, and decision-making skills is absolutely critical. Identifying key issues, and communicating appropriately with team members, program staff, teachers, authors, developers, and administrators is essential to the success of this position.

**Strategic Impact**

Actions and decisions in this job affect significantly affect the short-term and long-term performance of University of Nebraska High School and the Online World Wide program. The satisfaction of teachers and students, schools and learning organizations, parents, and accrediting agencies with University of Nebraska High School is in a large part dependent on the learning experience provided by the courses developed under the guidance of individuals in this position. They can cause any of these groups to want to continue to interact with the University of Nebraska High School or make the process so painful that they no longer wish to participate. Thus students/participants who need a course/program may not be able to get it, or they may not have access to the best courses and programs available. Students/participants can also find the course easy to navigate, the instructions clear, the instructional design supportive, and the overall experience effective. Students who face significant barriers may drop the course or program, tell others about the problems, go to another program, or never be able to complete their educational goals. Students lost means the University of Nebraska High School, which is a self-supporting unit, will not meet enrollment and revenue goals. In addition, issues with curriculum and the learning experience can impact accreditation.

**Know How**

Solid knowledge of learning theory, teaching methodology, and curriculum development is essential. Ability to design and coordinate complex projects, establish timelines, assign tasks, solve conflicts, coordinate small and large working teams, follow budget and resource guidelines is required. Project management and supervisory experience is essential to the success of this position.

**Technical Know How**

Working knowledge of authoring and digitizing software, graphics, sound, and motion solutions is required. General knowledge of learning management, electronic communication, social media, mobile devices, and assessment systems at the secondary level is essential. General knowledge of database functions, Excel, statistical analysis and report generation is highly desirable.

**Interactions**

Interacts with teachers, developers, external vendors for textbooks, and team members extensively in consulting with and providing instructional design and technology consulting support for University of Nebraska High School distance education program. Ability to develop consensus, persuade others, articulate pedagogy and technology strategies is an essential part of this position. Works with wide variety of individuals (for example, administrators, teachers, subject matter experts, information technology and student support services, association and agency staff, and others) to establish distance education priorities, to resolve conflicting priorities, and to create and follow through on action plans. Interacts with other instructional designers in team and within associations, and coordinates closely with members of UNHS staff of involved in supporting distance education to further key strategic goals. Uses all types of communication tools, online and face-to-face, to exchange advice and opinions as well as to develop strategic objectives and action steps. Must be able to function very well within a team environment using good judgment and persuasion to gain timely collaboration to ensure successful completion of projects.

**Leadership (where applicable)**
Supervision
This position exercises No Supervision over _______.
This position receives Yes, Supervision* from Judy Montgomery.
{*This is based on level of proficiency and years of service.}

Minimum Qualifications
Bachelor's degree in instructional design, educational technology, curriculum development, teaching, distance education or a related field plus 5 years successful experience in teaching secondary education, instructional design, distance education, or a related area required. Successful implementation of interactive web environments, project management, and teacher training essential. Must possess demonstrated excellent interpersonal, oral and written communication, teamwork, organizational and supervisory skills. General knowledge of learning management, assessment, and electronic communication systems; and knowledge of secondary teaching strategies, learning theories, technology solutions, and curriculum development in electronic and other distance teaching and learning environments are necessary.

Physical Requirements
1. General Physical Requirements
   Indicate the appropriate response for an eight hour day:
   Circle the appropriate number of hours
   Indicate intermittent or constant
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2. THIS POSITION REQUIRES:
   Occasionally (less than 2 hrs daily)
   Between 2 - 5 hrs daily
   Over 5 hrs daily
   Squatting x
   Bending x
   Kneeling x
   Reaching x
   ➢ Overhead x
   ➢ Forward x
   ➢ Low x
   Twisting x
   Climbing x
   ➢ Ladder
   ➢ Stairs x
   ➢ Other
   Walking on rough ground
   Exposure to changes of temperature/humidity x
   Exposure to dust/fumes/gases/chemicals
   Being near moving machinery
   Working from heights

3. THIS POSITION REQUIRES EMPLOYEE TO:
   Indicate letter in appropriate Space:
   LIFT=L CARRY=C PUSH=P PULL-PL
   Less than 2 hrs daily Up to 2 hrs daily Between 2-5 hrs daily Over 5 hrs daily
   11 - 24 lbs L, C, P, PL
   25 - 49 lbs
   50 - 74 lbs
   75 - 100 lbs
   * Over 100 lbs
   * If the position requires the employee to handle over 50 lbs - please explain
4. POSITION REQUIRES USE OF HANDS OR SPECIAL TOOLS/EQUIPMENT FOR:

<table>
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<tr>
<th>Activity</th>
<th>RIGHT</th>
<th>LEFT</th>
<th>BOTH</th>
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<tbody>
<tr>
<td>Keyboarding</td>
<td>x</td>
<td></td>
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<tr>
<td>Filing</td>
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Other Explain: Operation of a computer mouse with their dominant hand. (Usually right).

5. THIS POSITION REQUIRES ATTENDANCE AT THE WORKPLACE x

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Job Family Zone Questionnaire

In Each Section, please select one answer that best describes your job:

**Knowledge Skills and Abilities:**

_____ Requires the ability to understand and apply basic job skills, knowledge of several work routines and the ability to apply such routines with minimal interpretation. May possess knowledge of other, related work activities within own functional area. May require the operation of routine equipment/tools. [1]

____ Requires the ability to understand, interpret, apply and communicate information within a specialization and the ability to apply limited analysis in the completion of general functional procedures. May possess knowledge of work activities outside functional area. May require the operation of moderately complex equipment/tools. [2]

_X_ Requires the ability to utilize advanced information within a specialization. Within specialization, possesses the ability to assess/analyze situations and make adjustments to achieve desired objectives. Possesses knowledge of work activities outside functional area. May require the operation of complex equipment/tools. [3A]

____ Requires the ability to apply, integrate and communicate extensive theoretical information within a recognized professional field. Facilitates and/or establishes the achievement of functional area objectives. Requires knowledge of all related functional areas. May require the operation of highly complex equipment/tools. [3B]

_____ Integrates extensive theories and techniques within related or diverse disciplines to achieve results and/or establish overall strategic directions. Requires wide-ranging administrative and/or specialized knowledge. May require the operation of highly complex equipment/tools. [4]

**Problem Solving/Decision-making:**

_____ Decisions/problem resolutions are repetitive and simple and typically guided by standard operating policies and procedures/practices exist. Tasks are clear and specific to a single discipline. [1]

_____ Decisions/problem resolutions require gathering/reviewing information from several sources. Simple analysis of facts determines course of action to be taken within the limits of standard operating policies and procedures/practices. Tasks are varied and may cross several disciplines. [2A]

____ Decisions/problem resolutions require interpretation, discretion and judgment based on precedent or standard operating policies and procedures. Tasks are diversified and may require some creativity in dealing with unprecedented activities. [2B]

_X_ Decisions/problem resolutions require synthesis/analysis in the use of theories and accepted principles. Programs/projects are governed by broad objectives, policies and/or theories. Requires the use of creativity in dealing with unprecedented activities. [3]

_____ Decisions/problem resolutions require analysis and evaluation of major issues and courses of action impacting the overall direction of the functional area(s). Applies broad concepts and experience in making important decisions. May develop recommendations influencing long-term policies related to major organizational plans. [4]

**Interactions:**

_____ Regular contact involves receiving and/or referring inquiries as well as giving or obtaining routine information relating to work being done. Requires the use of common business courtesy. [1]

_____ Regular contact that involves giving or obtaining information as well as occasionally exchanging advice and opinions. Requires the use of common business courtesy, tact, discretion and some persuasion to maintain cooperative associations. [2]
Regular contact that involves exchanging advice and opinions as well as occasionally conveying conceptual ideas of a critical and/or long-range nature. Requires the use of judgment, timing, and persuasion to gain cooperation in the face of differences of opinion or controversy. [3]

Regular contact with major Programs/Teams or individuals. Overriding job requirement involves conveying conceptual ideas regarding matters of critical and long-range nature. Significant requirement for diplomacy, timing, and persuasion to gain concurrence or cooperation on operational issues in the face of significant differences of opinion or controversy. [4]

**Supervision Received:**

Supervised by procedures or by supervisor through periodic monitoring of progress and performance. May have latitude to determine sequence of own work tasks to meet clearly established schedules. [1]

Supervision by procedures or by supervisor through periodic monitoring of progress and performance. Determines sequence of own work tasks to meet established objectives. [2A]

General direction by supervisor by checking on completed tasks. Establishes own work schedule to achieve program objectives. Makes recommendations to superior regarding efficient functioning of program. [2B]

Responsible for conducting specialized assignments or developing programs under only general direction and guidance. [3]

Extensive latitude to work independently in matters that have a broad effect on overall policies, programs and/or areas of specialization. [4]

**Supervision Exercised:**

May provide incidental guidance to others. [1]

Provides functional supervision that is usually limited to assigning/reviewing work or may serve as work team leader. [2A]

Serves as work team leader. Distributes, schedules, and monitors the progress or work tasks of the program or project. May be involved in the recommendation of personnel actions to manager. [2B]

Supervises the work of a project or program that may include hiring, discipline, transfers, promotions, or salary changes within a functional area. May integrate work of two or more programs or one major function/project. [3]

Establishes performance standards for designated programs and/or areas of specialization. Directs staff to include hiring, discipline, transfers, promotions, and salary changes. [4]

**Impact:**

Actions and decisions in this job are limited to the scope of the job, which primarily affect the immediate work group, but occasionally may extend beyond the immediate work group. Errors reflect unfavorably on the individual and may have an adverse impact on the functional area. [1]

Actions and decisions in this job have an impact which affects the immediate work group and also extends beyond the immediate functional area. Errors reflect unfavorably on the individual and the functional area. [2]

Actions and decisions in this job have discernible impact to the short-term performance of the Program/Team and exerts some impact to its long-term success. Errors reflect unfavorably on the individual, the functional area, overall business operations and potentially other functional areas. [3A]

Actions and decisions in this job have significant impact to the short-term performance of the Program/Team and exert an impact to its long-term success. The job exerts a considerable impact on decisions and final results typically affecting either an entire functional area or a major university activity; and may have unique accountability for financial and program or project objectives. Errors effect business operations, services and other individuals which may require special interventions to correct. [3B]

Actions and decisions in this job exert broad and continuing impact on the future of one or more functional areas. The job exerts a major impact on decisions and final results affecting a major university activity; and/or has accountability for financial and program/project objectives and overall successes. Errors significantly interrupt business operations, services and potentially both internal and external constituents. [4]
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<th>Summary:</th>
<th>Zone Assignment=</th>
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<td>Authorization:</td>
<td>Name:</td>
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<td>Human Resources</td>
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<td>Administrator:</td>
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