Connecticut State Community
Job Description
Instructional Design and Educational Technology Campus Lead Coordinator

Salary Level:	**Date Approved/Revised:**
CCP 18 (Subject to Willis)	**10/26/21**

Position Purpose

The Connecticut State Community College makes higher education available to a broad range of constituents and strives to make academic programs as accessible, innovative and engaging as possible. Among the techniques used to accomplish that objective, the campuses use distance/online learning pedagogy/andragogy combined with state-of-the-art technology to enhance academic instruction through synchronous, asynchronous and combined instructional modalities.

The Instructional Design and Educational Technology Campus Lead Coordinator (IDTC) is the strategic person on the campus, responsible for planning, developing, and facilitating/providing direct pedagogical and technical support as well as training to faculty, students, and academic staff in the exploration, innovation and effective use of instructional and educational technologies to enhance the teaching and learning environment/experience.

This Campus Lead Coordinator is responsible for planning, assessing and implementing best practices related to distance and online learning and collaborates/works closely with the CT State Director of Educational Technology & Curricular Innovation on developing state-wide professional development training and standards for faculty, students, and staff in regard to instructional and educational technology.

Supervisory and Other Relationships

The Instructional Design and Educational Technology Campus Lead Coordinator typically works under the direction of the Academic Deans/Leadership RegionalAcademic Technology Manager (RATM) or other manager or administrator. The position may supervise technical and support staff in assisting with instructional and educational technology.

The position has substantial cooperative relationships with campus, the Learning Management System (LMS) Administrator, faculty, students, administrative staff and the Director of Education Technology and Curricular Innovation and administration. The incumbent is expected to represent the College in a positive manner and to collaborate with academic and student services departments to contribute to the retention of students.

Major Accountabilities

The Instructional Design and Educational Technology Campus Lead Coordinator (IDTC) is accountable for providing and enhancing/supporting learning opportunities for the campus' faculty and students through effective performance in the following essential functional areas:

- Planning, oversight, and implementation of instructional and educational technologies in collaboration with the campus support, faculty and other and academic staff with the implementation of instructional technologies in collaboration with the campus information technology staff;

- Provide training programs developed/created by, or in collaboration with, the Director of Educational Technology & Curricular Innovation on the use of instructional and educational technologies, including learning management systems (LMS);

- Provide administrative support.

Examples of Duties

The following examples of duties and accountabilities illustrate the general range of tasks assigned to the position but are not intended to define the limits of required duties. Other essential duties may be assigned consistent with the general scope of the position.

A.) Support faculty Planning, oversight, and implementation of instructional and educational technologies in collaboration with the campus faculty and other academic staff and academic staff with the implementation of instructional technology.

The Instructional Design and Educational Technology Campus Lead Coordinator (IDTC) in collaboration with campus faculty and other academic the campus' Information Technology staff, is accountable for the growth and development of the college's instructional and educational technology which includes distance and online learning (ONLN), synchronous, asynchronous, flex, hybrid, live remote (LRON), web-enhanced, and combined delivery methods of instruction for that campus. This includes such essential tasks as:

- Analyze the effective use of pedagogical strategies and technological tools in the facilitation of online learning;

- Formulate multimodal approaches of instruction across various delivery methods and assist faculty in the use of these strategies;

- Oversight and implementation of best practices of pedagogical approaches, instructional strategies and technical skills;

- Guiding, coaching and training faculty on the use of appropriate technological and pedagogical tools and strategies in the facilitation of on-line learning and interaction between students and faculty;

- Providing support for staff and faculty teaching online (ONLN), live remote (LRON), Flex, Hybrid, or web enhanced, in their development of pedagogical approaches, instructional strategies and technical skills.

- Providing technical support in the design and production of high-quality credit and non-credit courses and other educational programs for a variety of disciplines for delivery through distance/online education media;

- Drawing on knowledge of pedagogical best practices to integrate a range of educational and technical resources within the and interactive information delivery systems into the design of on-line programs within the LMS;

- Providing ongoing support to faculty, staff, students and administrative offices (i.e., Registrar) prior to, during, and after instruction periods. Ensuring that courseware is of the highest standards at the start of instruction and designed following industry best practices. Collaborating with CSCU technical staff to implement, administer and maintain the LMS/CSCU Learning Management System;

- Provide guidance and support for faculty teaching online, live remote, flex, hybrid, or web enhanced, in the development of best practices of instructional and educational technologies.

B.) Provide training programs developed by, or in collaboration with, the Director of Educational Technology & Curricular Innovation on the use of instructional and educational technologies, including learning management systems (LMS) programs in collaboration with the Director of Educational Technology & CurricularInnovation and support for faculty and staff on the use of instructional technologies.

The Instructional Design and Educational Technology Campus Lead Coordinator (IDTC) is accountable for instructing and assisting faculty and staff in the use of instructional and educational technologies. This accountability includes such essential tasks as:

- Coordinating and delivering training programs for faculty and staff in the effective instructional use of the online Learning Management Systems (LMS) as well as a large range of established and emerging instructional and educational technologies in collaboration with/under the guidance of the Director of Educational Technology & Curricular Innovation;

- Conduct individual and/or group training programs for faculty and students on the use of instructional and educational technologies;

- Develop and distribute training documentation for faculty and staff use in collaboration with under the guidance of the Director of Educational Technology & Curricular Innovation;

- Assisting with the identification of faculty mentors and support them with the implementation of distance/online learning initiatives;

- Provide ongoing support to faculty, staff, students and administrative offices prior to, during, and after instruction periods. Ensuring that courseware is of the highest standards at the start of instruction and designed following industry best practices.

C.) Administration support.

The Instructional Design and Educational Technology Campus Lead IDTC is accountable for assisting the Regional Academic Technology Manager and Director of Educational Technology & Curricular Innovation with the effective and efficient management of the assigned operational area. This accountability includes such essential tasks as:

- Coordinate, collaborate, and leading and assisting with the daily operations of CSCC's growing on-line program;

- Analyzing the effectiveness of new technologies and pedagogies for potential applications in online learning, synchronous, asynchronous, flex, hybrid, live remote, web-enhanced, and combined delivery methods of instruction in synchronous, asynchronous and combined methods of instruction.

- Participating in the development, implementation, and ongoing review and revision of policies, standards, documentation, and processes to ensure on-line courses as well as those that use the LMS meet standards of excellence and consistency;

- Train and oversee assigned staff;

- Working as part of a team to provide planning, design and technical facilitation services for distance/online education activities.

Professional Participation and Development
In addition to the accountabilities listed above, the position is required to carry out the essential duties of:

- Attendance and participation at convocation and commencement ceremonies;

- Service on assigned committees and task forces;

- Attendance and participation at committee, staff, informational and professional meetings.

- Attend conferences and maintain a commitment to CSCC overarching goals, including initiatives encouraging diversity, equity and inclusion.

These may involve attendance at evening or weekend events, within contractual limits. The incumbent is expected to maintain currency in the position's fields of professional expertise and competencies. The incumbent is required to maintain complete confidentiality of student records and other information of a confidential nature.

Qualifications

Incumbents must possess proven ability to effectively work with a culturally, linguistically, and ethnically diverse faculty, staff, and students. They are expected to have excellent oral and written communication skills along with strong Information technology literacy skills such as Microsoft Office (Word, Excel, Outlook, Teams etc.). Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Application of computers and internet to transmission of instruction, including information technology literacy skills;

- Expertise/Familiarity with online pedagogy/andragogy and training methodology;

- Expertise/Familiarity with instructional course design (e.g.: Universal Design for Learning (UDL), Backward Design), and/or learning management systems, and integrated tools (e.g.: SafeAssign, Kaltura; Ally, Collaborate, Inline grading);

- Expertise in web conferencing technology and platforms (e.g.: Collaborate, WebEx, MS Teams);

- Knowledge in lecture capture and media sharing technologies;

- Ability to take initiative and work independently;

- Ability to work effectively with others;

- Sensitivity to and ability to work with the diverse academic, socioeconomic, cultural and ethnic backgrounds of members of the College community, including those with disabilities;

- Ability to work effectively with others;

- Ability to take initiative and work independently.

- Application of computers and internet to transmission of instruction, including information technology literacy skills.

These skills and abilities typically are acquired through a combination of education, training and experience which would include a Master's degree in Educational Technology, Instructional Design Technology or other appropriately related field together with one to four years of related experience that includes up to two years of supervisory experience; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

Work Environment

Incumbents typically perform their work in offices and instruction facilities. The work does not, normally, involve any significant physical effort. Reasonable accommodation will be made for incumbents with physical limitations.