

## Job/Position Description

<b>Position Title:</b> Director of Faculty Development and Instructional Design	<b>Department Name:</b> Academic Affairs
<b>UPH Affiliate:</b> Methodist College	<b>Department Number:</b> 4061000
<b>Effective Date:</b> 07/2019	<b>Review Date(s):</b> 07/2022
<b>Prepared By:</b> Human Resources	<b>Approved By:</b> Human Resources
<b>Position Reports To:</b> Dean of Arts & Sciences and Academic Support Services	

### Description of Position:

Provide a "snapshot" or the principal purpose or focus of the position, consisting of no more than three to five sentences. This summary should provide enough information to differentiate the major function and activities of the position from those of other positions.

The Director of Faculty Development and Instructional Design guides faculty to achieve excellent learning outcomes through development of faculty members' expertise in teaching methodologies and pedagogies. The Center for Faculty Development and Instructional Design includes Testing Services and oversight of instructional technologies such as the learning management system.

<b>Essential Functions/Responsibilities:</b>	<b>% of Time (annually)</b>
<p>Essential functions are the duties and responsibilities that are essential to the position (not a task list). Do not include if less than 5% of work time is spent on this duty. Be specific without giving explicit instructions on how to perform the task. Do not include duties that are to be performed in the future. Duties should be action oriented and avoid vague or general statements.</p> <p><b>Faculty Development, Orientation, and Support</b></p> <ul style="list-style-type: none"> <li>Leads the development, implementation, and evaluation of the strategic plan initiatives and institutional effectiveness plans for the Center for Faculty Development and Instructional Design and for Testing Services;</li> <li>Developing faculty by offering formalized trainings, personal/small group training, virtual programming, faculty assessment support</li> <li>Supports academic units and programs to achieve goals in alignment with the Methodist College Strategic Plan, including such initiatives as attaining Carnegie designation for service learning;</li> <li>Maintains a climate that encourages interdisciplinary engagement, participation, collegiality, and innovation;</li> <li>Responsible for assessing faculty needs for development, designing programs to meet identified needs, and assessing effectiveness of programs from attendance, satisfaction, and outcomes;</li> <li>Works collaboratively and effectively with the Provost/Vice Chancellor, Deans, and Department Chairs to establish a plan for achieving expected outcomes for teaching excellence;</li> </ul>	55%

<ul style="list-style-type: none"> <li>• Participates in new faculty and student orientation programs to address content related to the Center for Faculty Development and Instructional Design, including introducing new students or faculty to the learning management system;</li> <li>• Collaborates with the Executive Director of Institutional Research and Effectiveness to incorporate data from assessments such as Educational Benchmarking, Noel Levitz student and faculty surveys, etc. for the improvement of teaching quality and faculty development;</li> <li>• Works with faculty, both full-time and adjunct, in groups or individually to foster excellence in teaching and assessment of student outcomes, particularly with regard to the Undergraduate Student Learning Outcomes (USLOs);</li> <li>• Maintains personal professional development by staying updated on literature on teaching and learning, emerging teaching and learning technologies, and electronic platforms;</li> <li>• Guides faculty in the integration of technology to support teaching and learning;</li> <li>• Fosters an understanding of learning needs of students of disadvantaged backgrounds, including racial and ethnic minorities; and</li> <li>• Engages faculty with innovative, effective teaching strategies, modeling effective teaching and learning techniques in the delivery of faculty development sessions.</li> </ul>	
<p><b>Teamwork and Collaboration</b></p> <ul style="list-style-type: none"> <li>• Collaborates with the Career Pathways Coordinator to provide continuing education workshops, seminars, or programs;</li> <li>• Works collaboratively and effectively with the Provost/Vice Chancellor, Deans, Chairs, and Program Directors to establish a plan for achieving expected outcomes for teaching excellence;</li> <li>• Collaborates with the staff in Information Technology, Registrar’s Office, and other Methodist College units to assure smooth operation of the learning management system;</li> <li>• Establishes schedules for faculty development activities in consultation with Provost   VCAA, Academic Deans/Department Chairs;</li> <li>• Collaborates with Directors of the Center for Student Success, Library Services, and Advising as part of the Academic Support Collaborative</li> </ul>	15%
<p><b>Administration</b></p> <ul style="list-style-type: none"> <li>• Establishes schedules for faculty development activities in consultation with Provost   VCAA, Academic Deans, Chairs, Program Directors, and Faculty Development Committee of the Faculty Senate;</li> <li>• Serves as the manager for the Coordinator of Testing Services and Testing Associate;</li> <li>• Manages Academic Affairs enterprise software systems, e. g., Examssoft®, Brightspace/D2L, Accuplacer, and others necessary for faculty to achieve excellence in instruction;</li> <li>• Assures policy development, review, and implementation in accordance with timelines established to support departmental functionality;</li> <li>• Prepares budgets for the Center for Faculty Development and Instructional Design and Testing Services and exercises fiscal responsibility for the division; and</li> <li>• Supports the appropriate resolution of concerns, complaints, grievances and suggestions in accordance with College policies.</li> </ul>	10%
<p><b>Testing Services</b></p> <ul style="list-style-type: none"> <li>• Managing the Testing Services including assuring that ADA regulations are followed</li> </ul>	10%
<p><b>Basic UPH Methodist College Performance Criteria</b></p> <ul style="list-style-type: none"> <li>• Demonstrates the UnityPoint Health Values and Standards of Behaviors as well as adheres to policies and procedures and safety guidelines.</li> </ul>	10%

<ul style="list-style-type: none"> <li>• Demonstrates the Methodist College Values and Standards of Behaviors as well as adheres to policies and procedures.</li> <li>• Demonstrates ability to meet business needs of department with regular, reliable attendance.</li> <li>• Employee maintains current licenses and/or certifications required for the position.</li> <li>• Practices and reflects knowledge of HIPAA, TJC, DNV, OSHA and other federal/state regulatory agencies guiding healthcare.</li> <li>• Practices and reflects knowledge of FERPA with respect to protecting the privacy of student education records.</li> <li>• Completes all annual education and competency requirements within the calendar year.</li> <li>• Is knowledgeable of college compliance requirements. Brings any questions or concerns regarding compliance to the immediate attention of leaders. Takes appropriate action on concerns related to compliance.</li> </ul>	
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**Disclaimer:** This job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that required of the employee. Other duties, responsibilities and activities may change or be assigned at any time with or without notice.

**Demonstration of UPH Values and Standards of Behaviors**

Consistently demonstrates UnityPoint Health's values in the performance of job duties and responsibilities

<b>Foster Unity:</b>	<ul style="list-style-type: none"> <li>• Leverage the skills and abilities of each person to enable great teams.</li> <li>• Collaborate across departments, facilities, business units and regions.</li> <li>• Seek to understand and are open to diverse thoughts and perspectives.</li> </ul>
<b>Own The Moment:</b>	<ul style="list-style-type: none"> <li>• Connect with each person treating them with courtesy, compassion, empathy and respect</li> <li>• Enthusiastically engage in our work.</li> <li>• Accountable for our individual actions and our team performance.</li> <li>• Responsible for solving problems regardless of the origin.</li> </ul>
<b>Champion Excellence:</b>	<ul style="list-style-type: none"> <li>• Commit to the best outcomes and highest quality.</li> <li>• Have a relentless focus on exceeding expectations.</li> <li>• Believe in sharing our results, learning from our mistakes and celebrating our successes.</li> </ul>
<b>Seize Opportunities:</b>	<ul style="list-style-type: none"> <li>• Embrace and promote innovation and transformation.</li> <li>• Create partnerships that improve care delivery in our communities.</li> <li>• Have the courage to challenge the status quo.</li> </ul>

**Demonstration of Methodist College Values and Standards of Behaviors**

Consistently demonstrates Methodist College's values in the performance of job duties and responsibilities

<b>Human Dignity:</b>	<ul style="list-style-type: none"> <li>• Unconditional respect for the inherent worth, uniqueness, and autonomy of individuals.</li> </ul>
<b>Integrity:</b>	<ul style="list-style-type: none"> <li>• Displaying strong moral character and acting in accordance with accepted standards of behavior and an appropriate code of ethics.</li> </ul>
<b>Inquiry:</b>	<ul style="list-style-type: none"> <li>• An active process of exploration and investigation that leads to understanding and construction of knowledge throughout one's life.</li> </ul>
<b>Social Justice:</b>	<ul style="list-style-type: none"> <li>• Acting in accordance with fair treatment regardless of gender, economic status, race, religion, ethnicity, age, citizenship, disability, or sexual orientation.</li> </ul>

**QUALIFICATIONS:**

	<b>Minimum Requirements</b> Identify items that are minimally required to perform the essential functions of this position.	<b>Preferred or Specialized</b> Not required to perform the essential functions of the position.
<b>Education:</b>	<ul style="list-style-type: none"> <li>• Master's degree in nursing or health education, secondary education, curriculum design, instructional design, or closely related degree</li> </ul>	<ul style="list-style-type: none"> <li>• Doctoral degree from a regionally accredited institution of higher education with a preferred degree in Curriculum and Instruction Educational Technology, or similar degree.</li> <li>• ABD will be considered in as a preference if the degree will be completed within one year of employment.</li> </ul>
<b>Experience:</b>	<ul style="list-style-type: none"> <li>• 4 years of teaching experience at the college or university level</li> <li>• Demonstrated capacity to develop faculty colleagues as excellent educators in a position such as: Instructional Design, Chair, Dean, or other related experience</li> <li>• 2 years of experience with learning management systems and faculty development in the use of such systems</li> </ul>	<ul style="list-style-type: none"> <li>• 2 years of experience with administration of learning management systems</li> </ul>
<b>License(s)/Certification(s):</b>		
<b>Knowledge/Skills/Abilities:</b>	<ul style="list-style-type: none"> <li>• Excellent communication (written and verbal) skills</li> <li>• Knowledge of enterprise systems</li> <li>• Teaching skills in multiple learning environments (traditional, online, blended, distance, synchronous, asynchronous)</li> <li>• Knowledge of test taking procedures, ADA accommodations for students and community members taking examinations in the college setting</li> <li>• Knowledge of testing platforms such as ATI, Examsoft and the State of Illinois CNA Service</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum development</li> <li>• Service learning, community engagement, Carnegie process for design</li> <li>• Advanced knowledge in program and learning assessment</li> </ul>
<b>Other:</b>	Use of usual and customary equipment used to perform essential functions of the position.	

**SCOPE: Position has supervisory responsibilities? Yes  or No  If yes, complete below.**

<b>Number of Employees Supervised</b> (Complete if position has supervisory responsibilities of individuals)			
	Direct	Indirect	Total

Exempt			
Non-Exempt	2	1	3
Total	2	1	3

<b>Budget Control</b> (Complete if position has budget responsibilities)	
Annual Operating Budget (including payroll)	
Annual Revenue/Sales	
<b>Other Scope Measurements</b>	
Pertinent to the position, such as number of beds, number of units/departments, number of employees leading, cases per month, etc.	
Item	Number

<b>Mental/Cognitive Demands:</b>
(List any special mental and cognitive abilities required by the position in your specific environment)
<ul style="list-style-type: none"> <li>• Ability to teach peers and lead faculty in pedagogical development</li> <li>• Ability to work with colleagues on strategic goals and implement collaborative programs</li> <li>• Ability to maintain confidentiality</li> <li>• Ability to research new public testing opportunities, design and propose such offerings while considering budgets, resources, and equipment, and then the ability to implement new services</li> </ul>

**WORKING CONDITIONS:**

<b>Physical Requirements</b>	
(Check all that apply if essential to perform job – with or without accommodations)	
<input checked="" type="checkbox"/>	Talk/Hear (communicate, detect, converse with, discern, convey, express oneself, exchange information)
<input checked="" type="checkbox"/>	See (defect, determine, perceive, identify, recognize, judge, observe, inspect, estimate, assess)
<input checked="" type="checkbox"/>	Stand or Sit (stationary position)
<input type="checkbox"/>	Walk (move, traverse)
<input type="checkbox"/>	Use hands/fingers to handle or feel (operate, activate, use, prepare, inspect, place, detect, position)
<input type="checkbox"/>	Climb (stairs/ladders) or Balance (ascent/descent, work stop, traverse)
<input type="checkbox"/>	Bend/Stoop/Kneel
<input type="checkbox"/>	Squat/Crouch/Crawl
<input type="checkbox"/>	Reaching/Twisting
<input type="checkbox"/>	Taste/Smell (detect, distinguish, determine)
<input type="checkbox"/>	Pushing/Pulling

<b>Lifting Requirements</b>	
(Check appropriate category to perform job – with or without accommodations)	
<input checked="" type="checkbox"/>	<b>Level 1; Sedentary Work:</b> Exerting up to 10 pounds of force occasionally, and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally, and all other sedentary criteria are met.
<input type="checkbox"/>	<b>Level 2; Light Work:</b> Exerting up to 20 pounds of force occasionally or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. Requires walking or standing to a significant degree, pushing or pulling arm or leg controls or maintaining a production rate pace. Light work requires physical exertion of forces greater than that of sedentary work.
<input type="checkbox"/>	<b>Level 3; Medium Work:</b> Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.
<input type="checkbox"/>	<b>Level 4; Heavy Work:</b> Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.
<input type="checkbox"/>	<b>Level 5; Very Heavy Work:</b> Exerting in excess of 100 pounds of forces occasionally, and/or in excess of 50 pounds of force constantly to move objects.

**Hazards and Atmospheric Conditions**

(check all that apply)

<input checked="" type="checkbox"/> Normal Office Surroundings	<input type="checkbox"/> Vibration
<input type="checkbox"/> Exposure to Fumes	<input type="checkbox"/> Mechanical Hazards
<input type="checkbox"/> Exposure to Dust	<input type="checkbox"/> Chemical Hazards
<input type="checkbox"/> Exposure to Extreme Temperatures	<input type="checkbox"/> Electrical Hazards
<input type="checkbox"/> Wet and/or Humid	<input type="checkbox"/> Radiant Energy Hazards
<input type="checkbox"/> Noise	<input type="checkbox"/> Explosives Hazards
<input type="checkbox"/> Mists or Gases	<input type="checkbox"/> Burn Hazards

Other/Comments:

Precautions must be followed when working in any health care environment.

**To Be Completed by Compensation Analyst**

FLSA Designation: Exempt

Lawson Position Code: 16238