Fall 10-2012

Instructional Designers in Higher Education

Tami Marie Moskal

University of Nebraska-Lincoln, tmoskal@me.com

INSTRUCTIONAL DESIGNERS IN HIGHER EDUCATION

by

Tami Marie Moskal, Ed.D.

A DISSERTATION

Presented to the Faculty of

The Graduate College at the University of Nebraska

In Partial Fulfillment of Requirements

For the Degree of Doctor of Education

Major: Educational Studies

(Educational Leadership in Higher Education)

Under the Supervision of Professor Marilyn L. Grady

Lincoln, Nebraska

October 2012

INSTRUCTIONAL DESIGNERS IN HIGHER EDUCATION

Tami Marie Moskal

University of Nebraska, 2012

Adviser: Marilyn L. Grady

Research about the preparation and competencies of instructional designers in higher education has not been addressed. The purpose of this multiple case study was to explore individuals in this context by focusing on their employment and academic backgrounds, as well as their responsibilities, qualifications, and expectations as reported by their supervisors. This study sought to understand who the instructional designers in higher education are, and how they came to their roles in their institutions. An understanding of these instructional designers in higher education could lead to improved teaching and learning experiences for students in higher education.

Five themes emerged from the cases studied: flexibility; moral purpose; relationship building; time and project management; and ongoing professional development.

Instructional designers do more than design instructional experiences. They are informal leaders who have an immediate and profound effect on the future of higher education. Their role in distance education is redefining how we educate students, and is shaping distance education and, ultimately, the face of the institutions in which they work.

Dedication

[Organizations have] to build a strong core of people who really care about the place and who have ideas. Those ideas have to flow freely and easily through the organization. It's not a question of riding in with a great new chief executive on a great white horse. Because as soon as that person rides out, the whole thing collapses unless somebody can do it again. So it's a question of building strong institutions, not creating heroic leaders. Heroic leaders get in the way of strong institutions.

Henry Mintzberg, 2010, p.6.

Acknowledgements

I gratefully acknowledge my advisor, Dr. Marilyn Grady, who provided me with a great deal of support throughout my studies. You were ready with a kind word or a gentle push along the way, always knowing which I needed when.

//

Thank you to my family and friends, who fed me, did my laundry, washed my dishes, and played with my children while I fulfilled a lifelong dream. Whether you helped me organize my thoughts or my house, you did not question my ability to finish this. You spent a few too many years watching over me. I am thankful for your patience and humbled by your unfaltering belief in me.

//

And thank you to my sons, Nickolas and Nathan, who prayed every night that I would have the wisdom and focus to forge through this chapter in my life. Your encouragement and smiles kept me going when I just wanted to play Legos with you. You are kind and thoughtful fellas. I love you.

Table of Contents

List of Tables

Chapter 1

Introduction

The phrases *instructional designer* and *instruction technologist* are often used synonymously. Both print and online job searches reveal that more job titles are used almost interchangeably with *instructional designer* - including performance technologist/consultant, human performance improvement specialist, instructional developer, education specialist, employee educator, trainer, staff development specialist, or instructional systems specialist. However, there are differences in the descriptions of job responsibilities which are dependent on the occupational field. "Variations do exist in work duties, in modes of occupational entry, in educational preparation, and in career paths, [thus] instructional design should be regarded as an emerging rather than an established profession (Rothwell & Kazanas, 2008, p. 5). Not only do variations exist in the job search, but the expectations of the organizations for which the instructional designers work vary as well.

Problem Statement

The needs of institutions of higher education are not the same as business, industry, or other work environments when it comes to instructional design. Clients of instructional designers in academia are the faculty who teach students to reach certain learning outcomes. The goals of the faculty are to teach, research, and enhance scholarship in their respective disciplines. In the non-academic workplace, instructional designers provide services for trainers, whose aim is to prepare employees for their jobs. The Merriam-

Webster Online Dictionary (2011) provides several alternate definitions for *teach*, including: to cause to know something; to guide the studies of; to impart the knowledge of; to instruct by precept, example, or experience. Some of the definitions for *train* include: to form by instruction, discipline, or drill; to make prepared for a test of skill. In short, teaching is not the same as training. It is important to consider this difference, as the description of the job responsibilities of instructional designers does not distinguish between the two. Much of the research dedicated to the study of instructional designers originates in non-academic environments.

Research about the preparation and competencies of instructional designers has been broad and thoughtful. It has focused on instructional design models, and the competencies needed for instructional designers to work in corporate and industrial organizations. However, there is little empirical research about the preparation of and competencies possessed by instructional designers specifically in higher education and the actual needs of the institutions employing them. If there is to be a faculty training component to the role of an instructional designer in higher education, should not these designers understand how to train the faculty? There is also no research about the experiential backgrounds of these designers. What careers, if any, have they had prior to working in higher education? In what contexts have they worked in instructional design? This lack of understanding necessitates a specific exploration of instructional designers in higher education. When an institution of higher education seeks an instructional designer, what does it look for? What does it expect?

Gunn and Cavallari (2007) proposed a heuristic approach to research that designers can use to guide themselves in higher education environments. The findings of a study designed to do this would help instructional designers to better understand faculty members' needs and the effectiveness of instructional designers' work in providing pedagogical and technological support.

Purpose Statement

In partial response to Gunn and Cavallari's (2007) call for additional research, the purpose of this multiple case study was to explore the qualifications, academic histories, and employment experiences of instructional designers in higher education and the responsibilities, qualifications, and expectations as reported by supervisors of instructional designers in higher education. I wanted to understand who the instructional designers in higher education were, and how they came to their roles in their institutions. In my own practice as an instructional designer (ID), and through the informal, non-systematic reviews of job postings and listerv messages, I noticed a disconnect between IDs in higher education and those in non-education settings. They were disconnected in terms of their backgrounds and their job responsibilities, and I sensed that by understanding who these instructional designers in higher education were, and exploring their experiences, I could provide a voice for this unique population. By telling the stories of instructional designers, we can understand how to improve teaching and learning experiences in higher education.

Through the use of multiple case studies and artifact collection, I was able to answer research questions that focused on the backgrounds and duties of instructional designers in higher education.

Research Questions

- What are the academic qualifications of instructional designers in higher education?

- What are the employment experiences of instructional designers in higher education?

- What are the job responsibilities of instructional designers in higher education?

- How do instructional designers in higher education describe their jobs?

- What do the supervisors of instructional designers in higher education expect of designers?

- How do the supervisors of instructional designers in higher education describe the work of their subordinates?

A review of existing literature was conducted to establish the context for instructional designers in higher education. Chapter two provides a review of the literature, noting the calls for additional research in the field.

Chapter 2

Literature Review

History of Instructional Design

During World War II, psychologists and educators were sought to develop training materials for the military services. Gagné, Briggs, Flanagan, and later, Miller, among many others, were responsible for the research and development of instructional materials and models for military projects. From the 1940's, the concept of programmed instruction, followed by the proliferation of behavioral objectives, domains of learning, events of instruction, hierarchical analysis, and formative evaluation led to the earliest instructional design models found in the 1960's (Reiser, 2006). Throughout this time, instructional designers were the people trained to develop systems of valid and measurable instruction. As more research about effective teaching and learning was published, the field of instructional design became more complex in order to meet the needs of even more learners.

When the war ended, the research continued and gained momentum. The field of instructional design was heavily influenced by Skinner's research on teaching and learning. His theories on behaviorism led to the widespread utilization of formative assessment in instructional design processes. The field of instructional design continued development into the 1950s and 1960s. Bloom's 1956 publication of the *Taxonomy of Educational Objectives*, called for instruction to include a more conscientious, scaffolding approach to reaching higher learning objectives. In Gagné's *The Conditions of Learning,* published in

1965, he described five learning outcomes (verbal information, intellectual skills, psychomotor skills, attitudes, and cognitive strategies). Bloom and Gagné's work became the foundation of how instruction is designed (Reiser, 2001).

The 1980s brought about the use of personal computers, which added the technological component to instructional design. Moving into the 1990s, there was more written about instructional design, perhaps as the result of the increased use and acceptance of educational and instructional technology. The interest in knowledge management has since grown, and the expectation that instructional designers and other training professionals be responsible for improving human performance has evolved to include information and communication technology literacy. "The growing interest in knowledge management is likely to change and perhaps expand the types of tasks instructional designers are expected to undertake" (Gustafson & Branch, 2002, p. 45). The ongoing evolution of the instructional design profession necessitates additional research about the responsibilities of those who design instruction, as well as the expectations of their supervisors, because though research about design itself has increased, there is still little to be found about instructional designers themselves.

Existing Literature to Date

To understand the work of instructional designers, we must first turn to the existing literature. A five-year search of the Dissertation Abstracts International database hosted by ProQuest yielded 20 results when the Boolean search terms were: "instructional design," "instructional designer," and "higher education," and either *preparation*, *training, experiences,* or *competencies*. Of the results, one dissertation explored the collegiate

preparation of instructional designers. "Survey and case study analyses of the professional preparation of instruction design and technology (IDT) graduates for different career environments" (Larson, 2004) questioned how well-prepared graduates felt for their professional positions. Larson identified Florida State University (Tallahassee) and Indiana University (Bloomington) as two exemplary schools for preparing instructional design and technology students, and concluded that the best approach to preparing IDT students is by taking a generalist approach in order to prepare them for their careers.

A ten-year search of multiple databases yielded findings in the following categories when the Boolean search terms were: "instructional design," "instructional designer," and "higher education," and either *preparation*, *training, experiences,* or *competencies*: professional standards for instructional designers, expected competencies of instructional designers, academic preparation methods for instructional designers, roles of instructional designers, and calls for additional instructional design research.

Professional standards for instructional designers

Instructional designers are employed by business, industry, and higher education organizations. Each instructional design position has different responsibilities and expectations, just as each instructional designer has unique strengths and weaknesses. To accommodate these variances a set of benchmarks was created to gauge the preparedness of instructional designers to complete their jobs no matter the context. The International Board of Standards for Training, Performance and Instruction (ibstpi®) first developed a set of internationally recognized competencies for instructional designers in 1986. In the 15 years following the initial publication of those competencies, the ibstpi® Board

continued researching learning and instructional design theories and published its most recent set of competencies in 2000 (See Appendix A). The four core competencies are professional foundations, planning and analysis, design and development, and implementation and management (2000). The ibstpi® core competencies are continuously referred to in instructional design literature.

The professional foundations core addresses the need for instructional designers to communicate and relate with colleagues, commit to continually improving and adding to one's proficiency in instructional design, and acting ethically in the best interests of the work environment. Purposefully organizing and analyzing the needs of the organization and the learner and pairing those with appropriate technologies and best practices in instructional design are competencies described in the planning and analysis core. Designing and developing effective instruction and instructional content, competencies mentioned in the design and development core, require instructional designers to be knowledgeable of the diverse needs of the learners and the organization. Not only must they select appropriate strategies and materials for instruction, but they must also be able to repurpose existing instructional materials to accommodate the needs of the organization and its learners. The last core, implementation and management, suggests that instructional designers be able to manage their designs upon completion, which requires them to be able to work in and manage teams as well as have project management skills to monitor the design to completion.

Expected Competencies of Instructional Designers

The research exploring recent instructional design practices indicates that designers utilize general methods to fulfill their duties though the implementation of the process varies according to the work environment (Campbell, Schwier & Kenny, 2009; Cox, 2003; Cox and Osguthorpe, 2003; Kenny, Zhang, Schwier, & Campbell, 2005; Visscher-Voerman and Gustafson, 2004; ibstpi®, 2000). Not surprisingly, there is a disparity between the competencies required of instructional designers in business and industry from those required of designers in higher education settings (Larson, 2004). Not only do the competencies required of each setting differ, but also there is a need for additional research to explore problems in both higher education and corporate fields. "The promise of a 'systemic' approach to instructional design, delivery, and evaluation offers an interesting direction when contrasted with the more traditional 'systematic' models currently being used in corporate training environments" (Shearer, 2003, p 285). Acknowledging the difference between instructional design jobs in corporate and higher education environments, Shearer further cites the need for the expansion of instructional design research "in an attempt to understand more clearly the types of problems and benefits that are involved in e-learning and e-business applications areas" (p 285). A gap in the literature does not provide a clear description of the competencies needed of instructional designers specifically in higher education settings.

Spector, Klein, Reiser, Sims, and Grabowski (2006) began a discussion about the ibstpi® competencies and standards for instructional design and educational technology, stating:

[It] is not expected that instructional designers, regardless of their levels of

expertise, demonstrate all competencies, or all performance statements of a given

competency. Not only have new areas of design emerged, but in many cases,

instructional designers only focus on some specific areas of the design process.

Furthermore, the competencies address generic design issues, but they can be

customized to meet the uniqueness of an organization (p 6).

Literature that includes discussions of such customized competencies is not available

although there may be a need, if not a desire, to identify specific competencies necessary of

instructional designers in specific contexts.

A broad look at the competencies expected of instructional designers by their

employers (including higher education, business, and industry) include: understanding

strengths and weaknesses of various technologies (Moore & Anderson, 2003; Shearer,

2003; Sims & Koszalka, 2008); the ability to move seamlessly between the role of

instructional designer, faculty, and student in order to appreciate and understand the

instructional methods necessary for given courses (Campbell, Schwier & Kenny, 2009;

ibstpi®, 2000); knowing both context and learner and implementing effective instructional

strategies accordingly (Sims & Koszalka, 2008; Campbell, Schwier & Kenny, 2009; ibstpi®,

2000); continuous learning and research about instructional design, learning theories, and

changes in the learner population (Sims & Koszalka, 2008); how to appropriately modify or

repurpose current technologies and instructional design models (ibstpi®, 2000) to meet

the needs of the changing learning environments (Sims & Koszalka, 2008); understanding

learning communities and social constructivism (Bonk & Wisher, 2000; Zhu, 1998);

providing instructional advice to faculty (Campbell, Schwier & Kenny, 2009); and building trust and faculty self-efficacy (Campbell, Schwier & Kenny, 2009). Not only do designers need to understand models of instructional design and various learning theories, but they need to be able to communicate and teach effectively as well (ibstpi®, 2000).

Although some resources implicitly describe the needed competencies of instructional designers, many must be inferred based on the emphasis placed on the role of instructional designers. Rothwell and Kazanas (2008) included project management, effective communication, interpersonal skills, and knowledge management as broad skillsets needed of instructional designers.

Campbell, Schwier and Kenny (2007) examined the social practice of instructional design in higher education in terms of a model of change agency. Their research emphasized the importance of the instructional designer's role stating:

Instructional designers work directly with faculty and other clients to help them think more critically about the needs of all learners, about issues of access, about the social and cultural implications of the use of information technologies, about alternative learning environments, and about related policy development (2007, p.2).

An unpublished report written by Florida State University graduate students was based on a survey of graduates (from the graduating classes of 1973) of FSU's IS program. Graduates were asked to identify three things they wished they had learned as part of their academic preparation at FSU. The purpose of their study was to determine if the IS program was preparing students for instructional design positions. The study looked specifically at the practical skills needed of designers. Hanna, Yap, Fong, Fletcher, and

Bancroft (2009) found that alumni desired additional preparation in the following areas: communication and collaboration; project management; business management skills; technology e-learning tools, and programming skills; adult learning theory; more practical experience in ID skills such as needs assessment and others; office productivity software; consulting skills; change management; negotiating with SMEs and clients; and measurement, research, evaluation, and analysis.

As the former director of the ibstpi® (1995 to 2004) and ibstpi® president (1999 to 2003), Spannaus contributed to the development and revision of the 2000 ID Competencies. Since then, he has written that competent instructional designers must "remain current in the research and thinking about learning and instruction" (2011). Further, he contends that in order to maintain a list of competencies for IDs:

> We [must] acknowledge that competencies are dated as soon as they are published. We specify that designers stay current with research and design according to the best evidence available at the time, and extend their designs beyond the evidence, extrapolating with caution (Spannaus, 2011).

He explains that the subject matter IDs work with varies in complexity as do the contexts in which they work.

> [W]e aren't always creating structures in which failure may result in death. We are creating learning systems on which accurate performance depends, occasionally in life-threatening situations. In low criticality situations, we may be able to push the boundaries. In high-criticality settings, we will want to stay closer to the empirical

evidence. Competencies should reflect these critical differences in the stakes

(Spannaus, 2011).

Considering the context in which a designer works is important, perhaps necessitating – or

at least allowing for – differing standards for various contexts.

Additional literature reviewing the specific needs of instructional designers employed

in institutions of higher education may be helpful to better prepare designers as they seek

academic programs for professional preparation.

Academic Preparation of Instructional Designers

A review of the literature written about the preparation of instructional designers

would ideally identify the approaches taken to educate students in ID programs.

Unfortunately, the most recent research conducted about the preparation methods used to

train instructional designers was Larson's (2007) exploration of how instructional design

faculty explained their approaches in teaching instructional design to students. Although

this study does look at the approaches of instructional design preparation, it only considers

one setting - Florida State University-Tallahassee. Six approaches were identified in the

Larson study:

> a pragmatic approach; a systematic, systemic, and empirical approach to both
>
> content and methods; an approach that emphasizes change agency; a self-evaluative
>
> approach that works toward continuous improvement in both personal practice and
>
> program implementation; an approach that incorporates authentic, relevant, real-
>
> world experiences; and a collaborative approach that fosters professional

development and an atmosphere of collegiality through mentoring opportunities for

faculty and students (Larson, 2007, p 8).

The approaches indicated in this study were not representative of a large population and

cannot be generalized too broadly.

The results of the Larson 2004 Instructional Design Career Environments Survey

further found that the majority of the then-practicing instructional designers surveyed

attended generalist programs in either undergraduate or graduate settings. Such programs

were designed to prepare them broadly for positions in any setting (Larson, 2007). Similar

results had been replicated in earlier studies (Atchison, 1996; Julian, 2001), but later

studies are missing from the literature.

A review of graduate programs common to instructional designers would provide

an objective look at the way instructional designers are formally prepared. Common

programs include those focusing on instructional or educational technology and

instructional design and technology.

Roles of Instructional Designers

Researchers have explored the roles of instructional designers, as well as their use of

instructional design models in higher education institutions. However, empirical research

is missing from the literature. Most of the published writing about instructional designers

in higher education is from designers' own perspectives and is both qualitative and

informal in nature. One study, however, does address the role of the designers, and is often

referred to in the research.

Schwier, Campbell, and Kenny (2007) conducted a narrative inquiry and stated that

instructional designers play an active, moral, political, and influential role in activating

change. They also noted that faculty members working with instructional designers are

actually engaging, as learners, in a process of professional and personal transformation

that has the potential to transform the institution. Simeon, Brickell, and Ferry (2007) found

that instructional designers play a supporting role in providing advice in the design and

development of instructional materials. They further noted that instructional designers

also play a leader's role during and after development of instructional materials. These

studies provide insights for understanding instructional designers' work in higher

education institutions, and guidance to professionals in this field.

Additional Research is Needed

A great deal of care has been given to the description of instructional design (ASTD,

2008; Reiser and Dempsey, 2007; Reiser, 2001; Eshleman, 2000; ibstpi®, 2000).

- It is a system of procedures for designing and developing instructional programs in

  a consistent and reliable fashion (Gustafson & Branch, 2002; Dick & Carey, 2001;

  Morrison, Ross & Kemp, 2001; Smith & Ragan, 2005; Rothwell & Kazanas, 2008).

- It is empirical, learner-centered, goal-oriented, and focused on real-world

  performance with outcomes that can be measured, and a team effort (Gustafson &

  Branch, 2002; Litchfield & Keller, 2002; Rothwell & Kazanas, 2008).

- It is based on learning theories (Smith & Ragan, 2005; Morrison, Ross & Kemp,

  2001; Smith & Tillman, 2004; Rothwell & Kazanas, 2008), information technology,

systematic analysis, and management methods (Smith & Ragan, 2005; Morrison, Ross & Kemp, 2001).

- It is iterative, as designers need to continuously evaluate their design and make revisions for improvements (Morrison, Ross & Kemp, 2001; Rothwell & Kazanas, 2008).

- Instructional design is also eclectic (Monash & Monash, 2008).

Although the field of instructional design itself has been defined and described for years, the same attention has not been given to the description of instructional *designers*. Existing literature implies that the definition of *instructional designers* lies in the realm of instructional design (and instructional technology according to many), wherein designers fill many different roles. Cox and Osguthorpe (2003) found that "those who call themselves designers spend most of their time doing design and development work and managing projects, that research is common...and that teacher-training, marketing, and consulting take only a small amount of an instructional designer's time" (p 47). They invited instructional designers from both corporate and academic settings to participate in a study to determine how instructional designers spend their time. In addition to the allocation of their time, respondents provided academic and professional experience, including highest degree completed, years of experience, and industry. Cox and Osguthorpe found that many with undergraduate degrees used the job title "instructional designer" although not all of the degrees were in instructional design or even education.

Their study failed to address the job descriptions of each respondent, the perceptions of the designers or employers, or how well prepared they felt they were (and

employers perceived them to be) to perform their job duties, and Cox and Osguthorpe called for future research to "examine the living practice [of instructional design] as it changes and grows" (p 47). The development and implementation of e-learning technologies contributes to the nature of the work of instructional designers (Gustafson & Branch, 2002). As the expectations of instructional designers change with their practice, updated literature is needed in order to inform the training and academic preparation of instructional designers.

Gustafson and Branch (2002) provided a possible explanation for the lack of empirical research about effective instructional design models:

> Why have more success stories not been published? It is likely because
> practitioners do not have the time or motivation to prepare scholarly articles
> to meet the requirements of research publications, whereas the models are
> generally designed by academics who have few opportunities to test them in
> the real world (p. 20).

Although this explanation is provided for the research of ID models, it is applicable to the gap in the literature related to what instructional designers actually do or what their supervisors expect of them. There is an "increasing awareness of what experienced, exemplary instructional designers actually *do* and what skills and knowledge they need in order to perform" (Rothwell & Kazanas, 2008, p. xxxii).

The role of an instructional designer in higher education is often that of a support technician for technology-related issues, an expert in instructional and assessment methods and learning theory, and a faculty trainer. Diamond (2002) described three

approaches used to improve instructional quality in higher education: faculty development, organizational development, and instructional development. Instructional development activities include "course and curriculum design, implementation, and evaluation. Incorporation of information and educational technologies into courses and curricula is also a part of this approach" (p. 4). Instructional designers often provide support for faculty. This is also supported by the results of Bonk's (2001) survey, which called for additional instructional design support specifically for faculty developing distance-learning courses. Understanding their training experiences and/or preparation to train others is not covered in recent research although providing training is a common requirement of instructional designers in higher education.

Chute (2003) described several problems with e-learning research – which is often where research related to instructional design is now found – and called for specific research initiatives to create benchmarks for designing instruction. Filling this need would ideally lead to "better instructional design within online courses and standards of success will increase acceptance for e-learning both within higher education as well as the surrounding community" (Chute, 2003). The needs of the learners (both faculty and student) in higher education are not the same as those in industry or business. Chute's implication that there is a need for context-specific competencies for designers in higher education has yet to be researched.

In lieu of their contention that instructional designers are more than just people with technical expertise who assist faculty with course design, but that they are actually people shaping education, learning, and institutions, Campbell, Schwier & Kenny (2009)

posed the question "How might we redefine the curriculum in graduate programs of instructional design?" They suggested that the stories of the designers be told until instructional design programs are carefully examined and reorganized in recognition of the importance of the social aspect of instructional design. These social competencies, while mentioned in the ibstpi® Instructional Design Competencies, may not be taught in instructional design programs. An examination of the academic preparation of designers would provide a clear look at the social competencies discussed in instructional design programs.

Chapter 3

Methods

Tradition of Inquiry

This research study explored the qualifications, academic histories, and employment experiences of instructional designers in higher education and the responsibilities, qualifications, and expectations as reported by supervisors of instructional designers in higher education at doctoral granting universities in the Midwest. Using the collective case study method as the research method allowed me to "explore[s] a bounded system (case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports), and report a case description and case-based themes" (Creswell, 2007, p. 73). The collective case study allows the researcher to consider multiple cases at different locations to more fully explore and describe an issue (Creswell, 2007; Hatch, 2002), and also gives consideration to the need for the researcher to utilize purposeful sampling to find and report on various cases or systems (Creswell, 2007) to better describe the participants' experiences. Stake explained, "Each case study is instrumental to learning about the [issues], but there will be important coordination between the individual studies" (pp. 4-5).

Case study researchers aim to narrowly view concepts, issues, or problems in their natural environments. "We are interested in them for both their uniqueness and commonality. We seek to understand them. We would like to hear their stories" (Stake,

1995, p.1). To describe the experiences of the instructional designers and their supervisors, I had to hear their stories, and understand their perspectives, which required some probing and clarifying research questions throughout the interviews. "The aim [of revising or modifying research questions] is to thoroughly understand the case" (Stake, 1995, p.9), not to reshape the purpose of the study. Stake emphasized the need for cautious and intelligent interpretation of case studies so that we accurately describe the issues we attempt to explain. "We draw from understandings deep within us, understandings whose derivations may be some hidden mix of personal experience, scholarship, assertions of other researchers" (p. 12). By being "patient, reflective, [and] willing to accept another view of a case," (p. 12), case study researchers can better ensure the efficacy and truthfulness of the interpretations.

Stake further emphasized that the interpretation of the events studied in a case are essential components of qualitative research. "Standard qualitative designs call for the persons most responsible for interpretations to be in the field, making observations, exercising subjective judgment, analyzing and synthesizing, all the while realizing their own consciousness" (p. 41). Although some may criticize the arguably subjective nature of the interpretation of case studies, Stake states, ""Subjectivity is not seen as a failing needing to be eliminated but as an essential element of understanding" (p. 45).

Stake described the use of issues to identify what it is case study researchers are looking for in their particular cases, and how they should use these issues to develop a conceptual structure for organizing a case study. "Issues are not simple and clean, but intricately wired to political, social, historical, and especially personal contexts. Issues draw

us toward observing, even teasing out, the problems of the case…[and] help us expand

upon the moment…see the instance in a more historical light…recognize the pervasive

problems in human interaction" (p. 17). By stating the issues at the forefront of the

research process, case study researchers can not only develop more informed research

questions, but they can also spend additional time thinking critically about those issues.

When considering the very nature of qualitative research, Stake described "More or

Less Special Characteristics" to emphasize the defining characteristics of qualitative

studies. The information below is copied verbatim from his chart (pp. 47-48):

More or Less Special Characteristics of Qualitative Study

Defining Characteristics

1. It is holistic:
   - its contextuality is well developed;
   - it is case oriented (a case is seen to be a bounded system);
   - it resists reductionism and elementalism; and
   - it is relatively noncomparative, seeking to understand its object more than to understand how it differs from others.

2. It is empirical:
   - it is field oriented;
   - its emphasis is on observables, including the observations by informants;
   - it strives to be naturalistic, noninterventionistic; and there is a relative preference for natural language description, sometimes disdaining grand constructs.

3. It is interpretive:
   - its researchers rely more on intuition, with many important criteria not specified;
   - its on-site observers work to keep attention free to recognize problem-relevant events; and
   - it is attuned to the fact that research is a researcher-subject interaction.

4. It is empathic:
- it attends to actor intentionality;
- it seeks actor frames of reference, value commitments;
- although planned, its design is emergent, responsive;
- its issues are emic issues, progressively focused; and
- ts (sic) reporting provides vicarious experience.

Characteristics of Good Qualitative Study (in addition to the above)

1. Its observations and immediate interpretations are validated:
- triangulation of data is routine;
- there is deliberate effort to disconfirm own interpretations;
- its reports assist readers to make their own interpretations; and
- its reports assist readers in recognition of subjectivity

2. It is nonhortatory, resisting the exploitation of the specialist's platform.

3. It is sensitive to the risks of human subjects research.

4. Its researchers are not just methodologically competent and versed in some sbstantive (sic) discipline but versed in the relevan (sic) disciplines.

Qualitative Studies Vary Depending on These Options

1. Aimed at knowledge production versus practice; policy assistance.
2. Seeks to represent typical cases versus what may best yield understanding.
3. Honors multiple realities (relativism) versus single view.
4. Reporting provides formal generalizations versus vicarious experience.
5. Intends to provide value conclusions versus facilitating value debate (Stake, 1995, pp.47-48).

These data, discovered during case study research, are generally in the following forms: "documents, archival records, interviews, direct observations, participant-observation, and physical artifacts" (Creswell, p. 75). To analyze the findings of the data, researchers must first choose to use holistic analysis (a picture of the entire case), or embedded analysis (a picture of one aspect of the case). Then, the researcher will identify key themes and provide an analysis of those themes within the context of the case.

My initial holistic analysis began after the first interview in order to analyze each case individually so I could understand the story of each participant before identifying cross-case themes. As such, the findings of each case are topically presented individually, utilizing rich descriptive narrative format, using direct quotes often, then interpreted carefully, as Wolcott suggested:

> Description is the foundation upon which qualitative research is built.... Here you become the storyteller, inviting the reader to see through your eyes what you have seen, then offering your interpretation. Start by presenting a straightforward description of the setting and events. No footnotes, no intrusive analysis--just the facts, carefully presented and interestingly related at an appropriate level of detail. (1994, p. 27)

After reviewing each case individually, I then conducted a categorical aggregation, identified key themes, and provided an analysis of each theme within the context of the collective group of cases. The themes were selected based on their relevancy to my research questions. Although the thematic analysis is typically written in a chronological manner, the data from my interviews did not lend itself to chronological representation.

As a writer, teacher, and learner, the social constructivist paradigm fits my personality, writing style, and experiences. I am comfortable asking open-ended questions and making meaning of stories despite the lengthy refining that precludes the interview process. Using constructivism allows "researchers and the participants in their studies...[to be] joined together in the process of coconstruction" (Hatch, 2002, p. 15). The close

relationship between researcher and participant, while seemingly subject to significant

bias, is permissible and encouraged (Hatch, 2002; Mishler, 1986) as "it is through mutual

engagement that researchers and respondents construct the subjective reality that is under

investigation" (Hatch, 2002, p. 15). The social constructivist approach allowed me to use

both the views of the interviewees and other documents and literature found during

research to make meaning and draw connections between them to better understand the

findings.

Constructivists "focus on the specific contexts in which people live and work in

order to understand the historical and cultural settings of the participants" (Creswell, 2007,

p. 21). Doing so helped describe and understand the views of the participants, the existing

literature, and the relationship between the cases. Overall, the constructivist paradigm

allowed me to tell the story of instructional designers and their supervisors. The

constructivist view "encourages providing readers with good raw material for their own

generalizing. The emphasis is on description of things that readers ordinarily pay attention

to, particularly places, events, and people, not only commonplace description but 'thick

description' the interpretations of the people most knowledgeable about the case.

Constructivism helps a case study researcher justify lots of narrative description in the final

report" (Stake, p. 102).

Sampling Method

The purposeful selection of these instrumental cases - seven instructional designers

and three supervisors of instructional designers across six institutions- included: (a)

employment at a four-year, doctoral-granting institution in the Midwest, (b) ability to share academic and employment experiences, (c) willingness to discuss roles and responsibilities as a designer in employing institution, and (d) willingness to discuss expectations of their employees. They were each sent a letter inviting them to participate (Appendix E & F).

Procedures

Considering best practices in case study methodology, interviews were conducted with individuals within the study sample as the method of data collection. I followed these steps as recommended by Creswell (2007) for interview data collection:

1. Identified interviewees based on the purposeful sampling strategies of criterion, snowballing, and convenience,

2. Determined that one-on-one interviews were most appropriate for this project,

3. Used digital recording device for interviews,

4. Designed an interview protocol form, with four major themes and eight questions and ample space between the questions to write field notes as from the interviewee's comments,

5. Refined the interview questions and the procedures further through pilot testing,

6. Determined the best time for conducting the interview,

7. Prior to beginning the interview, obtained consent from the interviewee to participate in the study. Had the interviewee complete a consent form for IRB. Reviewed the purpose of the study, the amount of time that would be needed to

complete the interview, and plans for using the results from the interview (I

offered a copy of the report or an abstract of it to the interviewee).

The one-on-one interviews lasted between 20 and 50 minutes. Electronic audio files were stored on a password-protected hard drive, and will remain there for seven years at my home in a cool, dry room. I transcribed all interviews, and stored the transcribed text on a password-protected hard drive for seven years in a cool, dry room in my home. I have sole access to the files.

Because pseudonyms were used on the interview protocols, I maintained a list linking the names of the participants to their pseudonym. This list will be kept in a locked cabinet within my home and maintained for seven years before the list is destroyed. I obtained informed consent from participants (Appendix C & D). There were no identified risks associated with this study. This study received approval on October 21, 2010 from the Institutional Review Board (IRB) for the Protection of Human Subjects at the University of Nebraska – Lincoln (Appendix B).

Data Analysis Process

Interview data were analyzed following the recommendations of Creswell (2007, pp. 156-7):

1. Created and organized files for data

2. Read through text, made margin notes, formed initial codes

3. Described the case and its context

4. Used categorical aggregation to establish themes or patterns

5. Used direct interpretation

6. Developed naturalistic generalizations

7. Presented in-depth picture of the case using narrative, tables, and figures

Researcher Reflexivity

When I began this research project, I was employed as an instructional designer in a small, private university, where I worked with two other designers. Together, the three of us provided instructional design expertise for all of the institution's online, on-ground, and hybrid courses, which included more than 220 courses. Although our job descriptions were all the same, our backgrounds and areas of expertise were quite different. I had a background teaching high school English and had a MA in Educational Technology; one of my teammates was working as the university's director of libraries and had a background in event planning with a MLS; my other teammate held side jobs as a freelance writer and editor, had a background in computer programming and a BBA. With my experience and expertise in teaching and learning, and the research and technology experiences and expertise of my partners, we were able to design all courses and provide some faculty training and support to the institutions 130 adjunct faculty. As individuals we were able to muddle through instructional design, but together we were a successful, cohesive team.

This research project came about when I wondered how each of us would function on our own in this environment. I had conversations with colleagues at other institutions and knew their organizational structures were not like ours, and that many of them worked alone. If instructional designers had to work independently, what skills would they need to be successful? What types of background experiences would they have? What academic

experiences would they have? The potential for researcher bias is significant as the very foundation of this project is personal. As such I have made attempts to mitigate bias in my analysis and interpretation of the research, notably through the following verification procedures.

Verification Procedures

Triangulation

By using multiple interviewees and reviewing literature about instructional designers, I triangulated my findings to ensure reliability**.** "Researchers make use of multiple and different sources, methods, investigators, and theories to provide corroborating evidence. Typically, this process involves corroborating evidence from different sources to shed light on a theme or perspective" (Creswell, 2007, p. 208).

Reflexivity

By maintaining a clear sense of my own personal views and philosophy, I engaged in reflexivity. "Reflexivity requires an awareness of the researcher's contribution to the construction of meanings throughout the research process, and an acknowledgment of the impossibility of remaining 'outside of' one's subject matter while conducting research" (Nightingale and Cromby, 1999, p. 228). Reflexivity then, urges us "to explore the ways in which a researcher's involvement with a particular study influences, acts upon and informs such research" (Nightingale and Cromby, 1999, p. 228).

Member checking

I asked the interviewees to review the accuracy of their transcripts in order to ensure the accuracy of their responses.

Researcher solicits participants' views of the credibility of the findings and

interpretations…[t]he technique is considered by Lincoln and Guba (1985, p. 314) to

be 'the most critical technique for establishing credibility'. This approach…involves

taking data, analyses, interpretations, and conclusions back to the participants so

that they can judge the accuracy and credibility of the account (Creswell, 2007, p.

208).

Thick description

Using thick description "allows readers to make decisions regarding transferability

because the writer describes in detail the participants or setting under study...[which]

enables readers to transfer information to other settings and to determine whether [or not]

the findings can be transferred" (Creswell, 2007, p. 209). By using the words of the

instructional designers and supervisors themselves, I was able to tell their stories

accurately and in great detail.

Chapter 4

Context of Instructional Design in Higher Education

The use of instructional design services is evident in online and on-ground course design, and the integration of innovative tools into the learning environment, and the delivery of faculty training and support, in many cases providing technical support, are consistent expectations of IDs from university to university. Designers work with instructors who have never taught before or who are just months from retiring; with those who are designing a new course, redesigning an old course, or changing the delivery medium of a course. This chapter provides an overview of the use, roles, and placement of instructional designers in each of the six institutions represented by the interviewees who participated in this study. Following chapters will include a specific look at the instructional designers themselves.

Use of Instructional Design in Higher Education

"It's the Wild West; completely unregulated." --Tom

The use of instructional design in higher education varies greatly among institutions. At the institutions represented in this study, instructional design is not required of on-ground courses, though it is often a requirement for online courses. There are discrepancies within the universities themselves about requirements to have online course development include instructional design support. Where instructional design support is not a requirement for course development, some institutions promote its use through grants, awards, and recognition.

Each institution encourages faculty to utilize instructional design resources. Some institutions offer grants for faculty who convert courses from lecture to online format, and awards for course design are available for those faculty members working with instructional designers. One institution is Quality Matters certified, and offers incentives for faculty to work with QM-trained instructional designers to convert on-ground courses to distance courses in order to ensure a quality experience for students. "Quality Matters (QM) is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses. QM is a leader in quality assurance for online education and has received national recognition for its peer-based approach and continuous improvement in online education and student learning" (Quality Matters, 2010).

State Park University integrates instructional design into online course development as part of its Top 25 E-learning initiative. This initiative was started by the university president five years ago in an effort to make the 25 courses with the highest enrollment more active, learner-centered, and inquiry-driven by redesigning the courses with those goals in mind. Since its inception, the initiative has expanded from the original top 25 courses to include the top 75, and maximum awards of $35,000 per course are awarded over a two-year period. The university began the initiative after recognizing that students were taking a high percentage of online courses at other institutions and transferring the credits back to the university. While some of this may have been due to less-costly tuition rates from community colleges, administrators believed that the students may view it as being easier than participating in a synchronous learning environment.

Hope University introduced instructional design services for faculty as an option to strengthen their courses. Two years ago, the university adopted the Quality Matters program and integrated ID services into all online course design. Wendy, a supervisor for instructional designers at Hope, explained that in order to ensure the university meets the QM criteria for quality online learning the university instituted online course development awards as incentives to the faculty to put courses fully online. In order to receive the award incentive, faculty must utilize the instructional development group for their course development. According to Wendy:

> the whole premise behind that is our provost wants all of our fully online courses to have a consistent look and feel of the design and so when the faculty member signs on with that award they understand that they have to ship their materials to us. The faculty that are teaching out to a distance we give them the option, because they also can apply for the award. But if they're not part of the award they have an option and about…50-60% of them actually have us do the work. Some of them have been doing it for a long time and they do it themselves. However, last year we transitioned to a new blackboard system, learning management system, and so we had a big shift of a bunch of people coming back over to us.

As part of the Quality Matters initiative, Wendy and her design staff hold workshops for faculty members to discuss the online course design process.

At Shoreline University, the provost provides funding each summer for six courses to be developed as online courses, thus resulting in a growing core group of faculty in need of instructional design support. Additionally, some departments on campus are pushing for

fully online graduate programs, which necessitates instructional design support. Other than these incentives, however, there is no requirement that faculty utilize ID services to develop courses. Tom, an instructional designer at the university, described it as "the Wild West; completely unregulated."

Roles and Organizational Placement of Instructional Designers in Higher Education

"In many ways we [are] really instructional therapist[s]." --Leslie

When considering instructional designers in higher education, it is important to not only remember that they are working in contexts much different from designers in a corporate environment, but that the university structures in which they work vary greatly. In each of the cases studied, the role of the instructional designers is critical to the universities as institutions of teaching and learning. At the core, these instructional designers are charged with working with faculty to ensure that course learning objectives align with the assessments, and that the learning activities achieve what the students are expected to know and to learn throughout the course. This section provides an overview of the roles and placement of instructional designers in each institution represented by the interviewees who participated in this study.

Universal University (Tammy, April, Jerry)

Instructional designers at Universal University are all employed by and housed in a department of online and distance learning, which aims to support a teaching and learning community of faculty and staff who develop and deliver distance education programs. Currently, this department includes ten designers, or instructional design support specialists as defined by title, who work both independently and as a group to provide full

support for online courses, as well as provide faculty development and training university-wide. Though the group is centralized in one center, the designers are embedded in individual colleges and/or departments. They meet weekly as a group and do some job sharing based on strengths, but they ultimately work on their own in their respective assigned areas.

The instructional designers at Universal are primarily responsible for converting on-ground courses to online classes. They accomplish this by working with individual faculty in their assigned department/college to create an online learning environment that suits both the course objectives and the individual faculty's teaching style. Three participants in this study – Tammy (supervisor), April (ID), and Jerry (ID) - work within this department and report that many professors have had limited experience with distance learning and are used to the hands-off approach where the standard course material is translated into a static online format and the actual learning is self-paced. The designers work with these types of professors to build a more integrated and interactive learning environment for the students.

Their work goes beyond course design, however, as faculty training is also the responsibility of designers. Ranging from workshops to one-on-one training sessions, IDs demonstrate the interactive tools and skills necessary for successful online instruction.

With these two focuses, support for online distance courses and faculty development, their responsibilities can vary greatly from one day to the next, as these two areas are rather broad in scope. Leading up to the beginning of a new semester, designers might spend 70% to 80% of their time setting courses up. This includes a variety of tasks

such as preparing the site, removing old content, developing, and revising content into a useable online format, copying new content over, and all applicable testing. Thus, it helps designers to view their role as consultants to faculty in order to keep from getting discouraged if faculty members don't fully cooperate with their ideas or view their input as important as they feel it is.

Jerry described how designers work with faculty to ensure course objectives are accomplished when there may be differences of opinion as to the design process. While the designers may utilize a standardized template with learning modules to build a new course, some faculty members may prefer the course be broken down into weeks, lessons, test units, or some subset or combination thereof. Additionally, some may wish to include videos, narrated slide shows, or even video integration utilizing technologies such as Adobe Connect. It is the designer's responsibility to work to achieve a balance between consistency across courses in their respective colleges/departments while allowing each educator the opportunity to bring their own teaching styles and experiences to their courses. Designers at Universal perceive their role to be that of an advisor to the faculty, in that they advise faculty in course design and development, teaching with technology, and best practices in online teaching and learning.

April elaborated on her responsibilities as a designer at the university, which she admits are varied and include a broad range of tasks including consulting, course design, troubleshooting, teaching, technology training, and instruction. April estimates that each semester she consults on and designs an average of four to five courses, and has designed sixteen to eighteen new courses during her tenure as a designer. Each new course includes

a course orientation so students are able to acquaint themselves with the particular functionality and layout and properly setup their individual computers. In addition to her course design responsibilities, she also has responsibility for supporting approximately 40 online courses each semester.

At Universal, the designers' responsibilities to online course development continue throughout the year as necessary. There is often more development needed around exam times to ensure exams are posted properly, when utilized, and systems are functioning as expected. Designers must provide monitoring and be proactive in addressing any issues to avoid the potential for a catastrophic issue with a particular course or set of courses. Faculty may also wish to implement various learning tools in their online courses and designers are expected to assist with that process as well.

Although the primary focus of the designers is on online course development, faculty members teaching hybrid or face-to-face courses may approach them with questions regarding those courses as well and the designers often find supporting these requests is beneficial to relationship building with those particular faculty members. Other technical questions arise from time to time as well, and likewise, if the designer is able to answer the questions or provide assistance without taking time away from her other responsibilities, she will share her technical expertise. It is not uncommon for faculty and instructors to view the designers as "tech" people with the emphasis on the technology part of course design. April stated, "the first and the foremost thing is the pedagogy behind using the technology." She emphasizes this with faculty to ensure the courses are designed with the course objectives at the forefront of the design process.

In their faculty development role, designers provide training and instruction to faculty on the use of the online learning systems and tools as well as discuss pedagogical concerns and ideas relative to the utilization of an online learning system. This faculty development comes in many forms. For example, the university has a large summer institute for online teaching that has been active for ten years. Designers all provide support for participants in this institute. Additionally, designers provide faculty training and development upon invitation of the faculty or at their initiation within their respective colleges. However, as the predominant role of the designer is to support the online environment, they need to be cautious in not overextending their reach into the faculty support role unless they can keep this role to a manageable level. Occasionally, Tammy will need to address overly burdensome support issues with college or departmental chairs or vice chairs so that faculty can be reminded that other resources may be better equipped to handle the support role, such as the central IT group on campus.

In April's experience, faculty training is conducted primarily on a one-on-one basis to address questions and/or concerns they may have. However, April also attends "brown bag" meetings weekly with one of the departments that she works with. She is able to participate in the meetings and schedule additional training or instruction as necessary. Should there be a larger need for training, such as in response to an upgrade to the learning management system (LMS), the designer will arrange a workshop or other training-type session to ensure the faculty is well versed on the technology.

April was also instrumental in the development of a faculty development course site. The site provides any faculty planning to offer a distance course all the resources they may

need at any time. The site is active 24/7 and accessible from any location and also contains "great pointers and tips for anyone who's brand new or anyone who's been doing [distance teaching] for several years." Along with this virtual faculty development environment, she also works with the faculty to discuss pedagogy to ensure course objectives are met and consult with them on specific technologies that might best serve these objectives. One such tool allows faculty to give students proctored exams even when the students may not be on campus.

Although instructional design services are well defined, the daily tasks performed by instructional designers at the university are quite varied. In addition to the typical responsibility of working with faculty on distance learning initiatives, designers also carry out technical support services ranging from fixing printers problem to teaching the use and navigation of university computer systems or aiding students and instructors with issues they may encounter using course features or with other technical issues they may have. Issues of an administrative nature are escalated to a helpdesk team or the Blackboard LMS team. However, the designer will often stay involved through the process and provide feedback to the student to ensure the issue is resolved.

Hope University (Wendy, Ben, Donna)

Unlike Universal, instructional designers at Hope University are not centralized. Hope has three main instructional design groups that handle course design and library materials design work. They are housed in the continuing education department, information technology services department, and the university's library respectively. The supervisor of the continuing education department (Wendy) and an instructional designer

from both the library (Ben) and ITS area (Donna) participated in interviews for this research.

The continuing education group focuses on online course design and development, and includes two instructional designers (called instructional developers) as well as a support specialist. According to Wendy, instructional designers in her department "work with all the faculty who teach courses at a distance." This involves engaging the faculty in a consultation phase during which the instructional designers explain how they can teach their course objectives in distance learning environment, and then working with the faculty "in the design process in terms of configuring the learning environment, configuring all the tools, html-ing in the files, PDF-ing," and capturing video lectures to integrate into a cohesive, fully designed online course.

Additionally, as part of a quality initiative at the university, the interviewee and her design staff hold workshops for faculty members to discuss the online course design process. She explained, "[t]here's the managerial role, the pedagogical role, the social role and the technical role" that are all important to the design process. Although there is no expectation that faculty handle the technical role of the design process, as that is the responsibility of the designers, it is imperative that they understand the other roles in order to effectively design their distance courses.

In addition to the continuing education department, the information technology department employs two instructional developers who oversee course development needs for traditional, on-campus courses, as well as some hybrid courses. Donna is one of these designers. Designers here are situated in the education technology division, which is one of

four divisions within the IT department. Although the other three divisions are more technical in nature and deal with technological services including infrastructure, programming, campus labs, and user and student services, the educational technology division predominantly focuses on supporting the classroom. Although their emphasis is on faculty support, they occasionally assist staff members and even students. However, with a downsizing in the department due to budget cuts, much of the additional support has been minimized or eliminated.

Donna noted that as the necessity for designers was increasing, individual colleges, and even the library, have brought on their own designers to fulfill their own needs as is evidenced by the roles of Wendy and Ben.

As a designer in the IT area, Donna is responsible for fully supporting the faculty teaching classroom courses that contain e-learning or learning management system content. This support may extend to blended, or hybrid courses, as that responsibility has not been well defined at the university, but face-to-face classes are the designer's primary responsibility. Faculty support includes providing opportunities for the faculty to learn about the technologies that the designers support and is done on either an individual basis with faculty members or through a workshop prepared by and held by the designers. Occasionally, designers will be requested to focus on certain programs at the university, one such being a playground safety program that provides courses and training on the subject. In this capacity, Donna has been involved in transitioning courses run through the state's cable television network to a new e-learning system. The designers in her area also hold workshops for faculty that are written and developed by the designers and they

occasionally "will do a needs assessment to see what people perceive as their needs" in planning these.

The third group of instructional designers at Hope provides instructional materials design services for the university's library, but does not provide technical support therein. Ben is an Instructional Design Specialist in the library and in this position, he is responsible for consulting with library employees in the planning, designing, and integrating electronic and multimedia technologies into the library instruction program; providing research and informational assistance to library users while staffing the general reference desk; creating and maintaining help files and information web pages related to the use of electronic resources; identifying new research tools and services applicable to library reference and instructional services; and informing librarians and staff of new research tools and services through presentations and electronic communications.

Ben has only been in his position at the university for a short period of time, and as such, his experience serving in his current capacity is limited. His primary focus, thus far, has been interacting with students and creating multimedia objects. Although his responsibilities differ from those of his colleagues in other departments, such as Donna and Wendy, the skillsets required to perform these jobs are very similar in nature. Although each of the three groups has slightly differing responsibilities within the university, they are all responsible for ensuring the delivery of content to students in order to ensure the attainment of the desired learning outcomes.

Shoreline University (Tom)

Although Hope University employed instructional designers in three areas of the university, Shoreline University's designers work directly for a single instructional services department, which is located in the university's library. The primary role of instructional designers at Shoreline University is to work with faculty to design courses and learning objects, and provide professional development, with emphases on eLearning and pedagogy. eLearning support is for course design for online and hybrid courses, as well as technology training and support to enhance online teaching and learning. In addition to the interviewee, Tom, the university contracts two other instructional designers. One facilitates online course development. The other is a half-time assistant administrator for the LMS and half time instructional designer. Tom stated, he is:

> A 100% library employee, and my title is Instructional Designer, but I've
>
> been split out. The dean has given 50% of my time to the Center for Teaching
>
> and Learning ,which is for faculty development, but also includes developing
>
> online courses. So 50% on my time [is] developing online courses, and the
>
> other 50% of my time [is] working with the librarians in our library to
>
> develop learning objects, to help a little bit with instruction. If you have
>
> questions about good pedagogy, things like that, that's the type of stuff I do
>
> there.

His responsibility to the library and its staff is primarily due to the fact that his position is funded by the university's library. However, he is also actively building library orientation-type materials for students. According to Tom:

That's the focus of our dean's list to get to more of developing those types of

things, like interactive learning applications that can be better integrated into

courses. We can leverage that from a classroom mentality, developing and

designing objects so kids do all this stuff before they come. Now instead of

spending half the session going through the library website and how do you

do this and that, you can create a learning object so they do all that stuff

before they come in. [I] have more time to spend with the librarian doing

higher learning stuff.

Although the two contract employees are tasked with other responsibilities outside of their

instructional design roles, Tom finds this to be beneficial. Having an instructional designer

who also works as the LMS administrator eases the amount of LMS-related tech support he

provides to faculty because there is a clear point of contact for such issues. He noted that in

addition to the contracted LMS admin/instructional designer, the university employs a full

time LMS administrator. However, there is still an element of technical support

responsibilities that fall on the designers. Tom stated:

There are some faculty who come in, they're like "I'm doing voice over Power

Points, what kind of machine should I be buying?" I think sometimes with the

LMS we provide tech support as far as my quiz is locked out or something

like that. I do some of that. We do have the person who's a half-time LMS

administrator, and we have a full-time LMS administrator, so I think faculty

has a sense of they know where to go for those types of things.

...but I think on that side, they're understaffed as well. We have one full-time

person who is in charge of administering the whole LMS, and then this

person is half-time, and he gets very overwhelmed.

A lot of the times it's not for the really big questions. It's like, "my course isn't

viewable to students." Well, you just have to change the date it starts. You

end up getting these little bombs that don't really require a lot but they take

up time.

Tom describes his job as an instructional designer as working with faculty to develop

online or hybrid courses. He explained that each summer, the provost provides funding for

six courses to be developed as online courses, thus resulting in a growing core group of

faculty in need of instructional design support. Additionally, some departments on campus

are pushing for fully online graduate programs, which necessitates instructional design

support. In the case of both courses and programs moving to online or hybrid formats, the

needs of the faculty are the same: an overview of effective online teaching, course

development support (not just creating learning objects, but understanding how to use the

technology effectively), and how to use the LMS. He indicated:

We go through the process with [the faculty] telling them how it's different teaching

online as opposed to teaching a person and [we] just hold their hands not only in the

course development, but also the technology side of it. How to use the LMS, maybe

there are ways we can leverage new technology by doing videos or creating some

interactive learning objects, or maybe incorporating Skype or using Wiki's or things

like that to develop better activities.

He continued:

> [The faculty] come in, and they're like teaching online is going to be easy. I'm just going to record my Power Points, put them up there, and call it day. You tell them no, you have to have discussion, you have to be interactive, and they're like oh crap, this is going to be far more work that I thought. Although some of them, they come in a little, maybe defensive or they're not sure, but by the end of the process pretty much all of them have been converted, and they see the value and they see how you're front-loading the development. You put in a lot of time up front, but then you can just roll it over. Once it's done you just keep rolling it over every time you teach it. As long as you're not tweaking a lot of the content, if the course doesn't require that, then you've pretty much spent all the time you need and you're done.

Tom is also tasked with faculty development responsibilities. According to him:

> We do a lot of workshops throughout the year where we talk about how do you teach online, how do use the LMS, even if you're not teaching online, how do leverage that to become a more efficient teacher. Actually tomorrow, we're starting our first summer institute. We're taking a couple faculty members, and we're taking them through this boot camp or prep camp or whatever you want to call it. We're meeting four Fridays, doing a three-hour session where we walk them through, hand hold them, and then during the week, each of the designers will have two faculty, we'll meet with them for two hours and start developing and walking them through the pace. The goal is to have, by the end of the session, two modules built

out and you should have a road map for the rest of them.

There are other responsibilities outside of the traditional instructional designer role that Tom is in at the university. Due to his placement in the university and perhaps a lack of other resources, Tom finds that being a designer entails a lot more than designing courses and working with faculty. He stated:

> Well, I think you have a straight up definition that instructional designers are just supposed to think about the learning and what are the activities that you would do to produce a better learning outcome, make sure students remember that. I think in that sense, by that traditional definition then definitely the job really expands, especially coming from the CTL [Center for Teaching and Learning] side because we do a lot of this work in online. So what will happen is you don't have a programmer, you don't have a graphic designer. It's basically you and the subject matter expert. If you're developing something and you need to do a webpage or something like that, there's nowhere you can really go to so you have to do that. If you're talking about graphic design or finding art, there is really nobody to do that, you have to figure out ways to do that. Even to [be tasked with] doing copy or writing, you have to do some of that. I think it ends up becoming a really mixed bag where you're an instructional designer, you're a web developer, programmer, and you're a graphic designer. In some cases you're a proofreader and editor.

> I think that's where my background as a web developing person really helps because when I came in, I was doing some stuff like using style sheets to make my

web pages for all these great graphics. The people that I was working with are like

this is great. This really looks visually appealing, visually enticing. I think that's a

good value add because you're mixing both and making it effective. You can have

really good pedagogy and content, but it's how the presentation is because some of

the classes you look at, some instructor just does a data dump.

There are just all these tags with [nothing] broken up, no change of font, no wide

space. Yeah, the course is done, but how effective is it for the student? Are they

going to read all that material? Are they going to take it in? Are they going to find it

engaging? Who knows? I've always had this thought or this concern that a lot of

courses I do, I put in the time to make a little bit more visually appealing, using wide

space and font, but then I wonder to myself [if] the students even care? Is that a

value add to them...I don't know if there is an effective way. I guess there is because

they can survey [the students], but is it always worth the extra time? Can you just do

traditional things?

New University (Leslie)

Instructional design specialists are a relatively new addition to New University, with

the history of the position extending back to 2002. The university has three instructional

design specialists, the third added in the past year. Prior to instructional design positions

being implemented at the university, there were a couple of university members involved

with technology training who played a very limited role in instructional design and faculty

development.

Leslie was one of the first to hold the instructional design specialist title at the university, and although her primary role was to provide instructional design for faculty who were developing both online and hybrid courses, her reach extended well beyond this role. Other responsibilities of the instructional designers at New University are diverse and include faculty development, working with students to help them be successful in their educational experience, and exploring other ways of utilizing technology. Leslie gave a brief summarization of her responsibilities as a designer:

> It's essentially, it's working with faculty, consulting with faculty, who are developing and teaching an online or hybrid course. So it's anywhere from providing workshops, developing and leading workshops, facilitating workshops on different areas of teaching and learning with technology, and…online teaching to one-on-one consultations, we do a number of those.

Knowledge of the breadth of the designers' roles in the university is often conveyed while working with faculty. An example of this is when a designer is working with a faculty member to help them better achieve a particular objective and the designer has a technological tool that can be used to accomplish the objective. Instead of referring the faculty member to a technical trainer, the designer will often educate and train the user on the use of the tool. As instructional designers are engaged in so many facets of the educational experience, they really begin to learn the workings of many parts of the university as a whole. "I kind of feel like, my joke with my colleague has always been, that in many ways we [are] really instructional therapist[s]," said Leslie. "We know everything

that's going on in all of the departments because we have to get all of that out of the way before we can actually get down to work."

Leslie was unfamiliar with the formal job description at the university covering instructional designers and mentioned that each designer is tasked with developing a list of responsibilities based on an annual professional development plan and evaluation.

Instruction design at New University is viewed more as an IT function, and thus, the design staff are a component of the IT department. Leslie expressed a sense of oddity at the placement in the IT department as, in her opinion, others in the IT department do not have a concept of what instructional designers actually do. Although they are often percieved as "techies," Leslie did not consider herself to fit within the categorization:

> Even though our primary function has to do with technology, I wouldn't describe, I'll speak just for myself, not for my colleagues, but I wouldn't describe myself as a techie at all. But, we're in the IT department and I think that has limitations on how we're perceived and has made it, I think, challenging for us to do the job in a way that I think would be most effective.

State Park University (Andy)

Instructional designers support the entire university and are a sub-group of the IT division at State Park University. The group consists of 16 designers and three multimedia specialists. Additionally, there is another position within the group, the learning systems coordinator, who manages the support regarding the university's LMS.

Originally, the primary responsibility of the instructional design staff was supporting the existing LMS. However, when a new LMS was implemented just a couple of years ago, Andy said the staff was instrumental in "providing the training and the pedagogical support for instructors to learn how to use the platform." As part of this transition, the designers were able to broaden the scope of their services to include working directly with faculty to develop courses and integrate enhanced technologies into the system as well as looking at innovative tools which are currently under-utilized or not utilized at all. Andy acknowledged this when he stated:

> With our move from Blackboard to Sakai it really gave us the opportunity to come up with a new vision for our group as far as what we wanted to be known for and we decided that we really did not want to be LMS support. We really wanted to get more hands on with the faculty and developing courses and integrating technology to what it is they're doing and so now that's primarily what we focus on. Although, I don't think we're ever going to get away from being the LMS support just because we have been that for so long for programs.

Traditional course design work is also completed by the instructional design staff. The designers work with "instructors who have either never taught before or are designing a new course or redesigning an old course or changing the delivery medium," whether it be to a synchronous, hybrid, or asynchronous course. Additionally, this includes "ensur[ing] that the learning objectives align with the assessments and the learning activities achieve what the students are being expected to know and to learn throughout the course."

For faculty who would like mid-semester feedback on their courses, the instructional designers at State Park also conduct course assessments and request constructional diagnosis. Upon request, the instructional designers will also provide one-on-one training with new adjunct faculty or others requesting it, often prior to or at the beginning of a new semester.

Andy admits that it was initially challenging to get others at the university to accept the new roles of the instructional designers. However, in the past couple of years the work of the instructional design staff has been embraced throughout the university and IDs now server on various committees from a broad range of university groups, including, athletics, admissions, financial aid, and IT services, to develop collaborative social media to enhance what they do at the university. They have essentially taken on the responsibility of integrating technological advancements into all facets of the university including social media, digital signage, cloud-based video storage, and lecture capture.

Although the ID services division at State Park University is redefining its vision to include these higher level services, it seems unlikely they will be able to eliminate the support function from their responsibilities. Andy estimated that the ID staff now spends approximately 30% of their time fulfilling their original support role, 40% performing the course development and enhanced technologies integration work, and the remaining 30% of their time researching usage of the innovative tools.

Instructional designers at State Park University aren't typically assigned to a particular college or unit, but the university did hire one designer as part of its Top 25

initiative to improve course quality. Andy's sole responsibility was working with the office

of Lifelong Learning, which is where the university's online courses funnel through. The

primary goal of this designer was to keep students on the university's campus, whether

they are taking synchronous courses or courses online, to prevent tuition dollars from

going to other universities or community colleges. One major process change that occurred

with the implementation of the initiative is that it is now a requirement that faculty utilize

the instructional designers, whereas prior to the initiative there was no requirement to do

so.

Sun Valley University (Ann)

Sun Valley University has two departments that work with faculty on course design,

taking separate but collaborative approaches to technology and classroom techniques. One

area is involved with instructional design but keeps a focus on classroom teaching

techniques among other things. Another area, the one in which research participant Ann

worked, oversees teaching and learning initiatives that focus on instructional technologies.

The primary focus in that center is to "work with faculty on effective use of instructional

technologies," which is where her role in instructional design comes in.

Ann is a supervisor in this department, which is comprised of a staff of six of

instructional designers (called "educational technologists") divided into two levels within

the group: entry level and senior level technologists. They performed similar functions

within the department, but Ann was working to move the senior level technologists into

more of a leadership or supervisory role. Her team worked on teaching and learning

initiatives and their work was project-focused, encompassing either individual projects or

a series of projects that may be done for various academic units or colleges within the university. Each project consisted of translating existing courses into an online environment, redesigning current online course, and/or "incorporating other online technologies into courses." Each academic unit or college was then responsible for funding the work done by the designers in this role.

Chapter 5

Educational Backgrounds, Career Paths, and Employment Experiences of IDs

This research study was designed to explore the qualifications and academic and employment experiences of instructional designers in higher education in order to inform existing literature of their realities. This chapter provides a look at each of the instructional designers interviewed, as well as an overview of some of the graduate programs offered to professionals seeking careers in instructional design.

Leslie, New University

Leslie worked as an instructional designer at New University. Her academic background included a degree in education for grades K through 8 with an emphasis on preschool teaching. Initially, she worked as a preschool teacher, but took on a role as a director at a non-profit child abuse prevention program in early childhood after a few years. Following these experiences, Leslie decided to return to the higher education setting.

Prior to her employment at New University, Leslie worked at a small liberal arts college in the same area. She started out as a technology trainer, but after approximately one year, the provost moved her into a new area that the university was developing called Learning and Technology. In this area, she took on a newly created position of an instructional design specialist as the provost had an interest in expanding the online offerings at the college. While in that role, Leslie began and completed her Master's Degree in Educational Technology. She left her position at the liberal arts college when the provost

left and the new provost did not share the same enthusiasm for online learning. She was pursuing a PhD at the time of this study.

Leslie stated that her Master's Degree in Educational Technology has provided some benefit to her career as an instructional designer. Although the degree program was geared more toward educators, she focused her coursework on faculty development for online learning, and her final project was developing a faculty development website for online teaching and learning. Although many of the skills and experiences she obtained in the program do not have direct application to her current position as an ID, they did provide a basic foundation on which she could build.

Table 1: Academic History and Career Path, Leslie	
Highest Degree Earned	Master's Degree in Educational Technology
Career Path Prior to Current Position	Preschool teacher Director of Child Abuse Prevention Program Technology Trainer Adjunct Instructor (educational technology courses)
Current Position	Instructional Designer
Self-Identifies as Instructional Designer	Yes
Direct Supervisor	Director, Academic Computing and Educational Technology
Department of Employment	Information Technology

Andy, State Park University

Andy has a background in unrelated work, but had a passion for technology prior to becoming an instructional designer. Through various university experiences over the years, he received informal, on the job training on multiple learning management systems, piquing his interest in higher education. He was a student worker in the faculty development office at the university while obtaining his undergraduate and graduate

degrees. Upon receiving his Master's degree in Instructional Design and Technology, Andy

signed on for a grant position developing faculty learning communities around the state.

After the grant work was completed, he accepted a position at a community college

in Texas. This was his first real field experience with instructional design. Following his

employment there, he took a position at State Park University as an instructional designer.

Table 2: Academic History and Career Path, Andy	
Highest Degree Earned	M.A. in Instructional Design and Technology
Career Path Prior to Current Position	Student worker in faculty development Instructional designer at community college
Current Position	Instructional Design & Technology Specialist
Self-Identifies as Instructional Designer	Yes
Direct Supervisor	Assistant Director, Academic Technology Support
Department of Employment	Information Technology Services

Jerry, Universal University

Jerry began his career in education teaching junior high in the public school system.

After approximately four years, he found other job duties and disciplinary issues impacted

his desire to teach and he made the decision to join the military. Approximately fifteen out

of twenty years of his career in the Air Force were spent either in education or as an

evaluator. He attributed a significant part of his success as a designer to his time in the

military.

It's a misconception about the military and education because they're– You know

we didn't go into a classroom without the objectives. You didn't have objectives, you

didn't walk in the classroom. One of my jobs that I used to be Senior educator, full

grant air ground operation school and basically what we do is we taught Army,

Navy, Air Force, Marines how we would all work together in the air environment in

war. And so we had students from all the services and some of the best and we had

professors– Or not professors they were just instructors but instructors from all the

services. So it was interesting and my job is to make sure they can teach before we

allow them into the classroom. I worked quite a bit with difference and actually the

best instructors were the Marines. Very dedicated and very– You know they walk

into the room prepared and so they were excellent instructors. I guess all that is

kind of where I came from. I mean I've always been kind of a hand in education.

While in the Air Force, Jerry earned his Master's degree in Public School

Administration. Following his 20 years in the Air Force, he retired as an Officer and became

an ROTC instructor working with motivated students in groups of 10-15.

After deciding not to return to the public education system, the interviewee was able to

secure a position on a grant called Class.com. He entered the grant on the fourth year of a

five-year program and the grant allowed him to explore distance education. Jerry stated, "It

[was] like having a free run on designing and that's what really got me into it." His view is

that distance learning is not simply a fad, but the way of education in the future and that

helps him be passionate about the work he does. He continued,

I think the other thing is as an educator this job still lets me teach. I'm working with

professors all the time. I think distance is the way education is going. It's not one of

these 'it's here and gone,' the open classroom that never really worked too well

because we worked in a closed classroom and as soon as we went to an open

classroom building, we built walls because that's how you're taught.

Table 3: Academic History and Career Path, Jerry	
Highest Degree Earned	Master of Arts in Public School Administration
Career Path Prior to Current Position	Junior High teacher Air Force Officer ROTC Instructor course designer
Current Position	Instructional Design Technology Specialist
Self-Identifies as Instructional Designer	Yes
Direct Supervisor	Associate Director, Academic Colleges Instructional Design Team
Department of Employment	Office of Online & Distance Education

April, Universal University

April earned a Master's Degree in Instructional Technology from Universal University, where she is currently employed as an Instructional Designer. With a Bachelor's degree in Advertising and a two and a half year career as an elementary school art teacher, April entered the field of instructional design to apply her passion for creativity to the learning process in higher education.

> I saw students learn so much from art, diagrams, and paintings and all of that. That was my Master's Thesis topic too. It was 'Finding the Effectiveness of Animation v. Paper based Texts.' And I wanted to [understand] what the learning process is - why do students love art painting? Do they learn more? Is comprehension better, or is text based better? So I actually designed my thesis behind that whole reasoning.

Table 4: Academic History and Career Path, April	
Highest Degree Earned	Master of Arts in Instructional Technology
Career Path Prior to Current Position	Elementary teacher
Current Position	Instructional Design Technology Specialist
Self-Identifies as Instructional Designer	Yes
Direct Supervisor	Associate Director, Academic Colleges Instructional Design Team
Department of Employment	Office of Online & Distance Education

Donna, Hope University

Donna has a background in education, beginning with ten years of teaching in an

elementary school. Following this, she earned her Master's degree in Computer

Applications in Education, which essentially dealt with instructional design and the

integration of technology in academic settings. After completing the degree program,

Donna served as a middle school computer applications teacher for six years, and then

another two and a half years as a district technology coordinator. From there she moved to

her current position as an Instructional Designer at Hope University. She was able to draw

on her prior experience for this position as:

> there were facets of instructional design that I used throughout all those other
>
> jobs…especially at the one where I was a district technology coordinator, because I
>
> started designing a lot of professional development for our faculty at [that] school
>
> district.

Table 5: Academic History and Career Path, Donna	
Highest Degree Earned	Master of Arts in Computer Applications in Education
Career Path Prior to Current Position	Elementary teacher, middle school computer teacher, district technology coordinator
Current Position	Instructional Designer & Technology Coordinator
Self-Identifies as Instructional Designer	Yes
Direct Supervisor	Information Technology Services-Educational Technology Director
Department of Employment	Educational Technology

Tom, Shoreline University

During his undergraduate studies, Tom worked in the Interactive Multimedia lab in the college in which he earned a degree in journalism. His work included web development, which led him to the west coast for six years where he remained employed by a large public university as a web developer. While serving in this capacity developing websites and databases, Tom pursued a MS in Instructional Design and Technology. He saw online learning as something he wished to be a part of, and the instructional design piece of that degree appealed to him as it would lead to a field he considered to be cutting edge.

Tom's first instructional design job was a one-year, grant-funded position in a large Midwest university. In this capacity, he developed websites and learning objects for a specific project for the grant and following the expiration of the grant funding, he sought other employment opportunities. He is currently employed as an instructional designer at Shoreline University.

Table 6: Academic History and Career Path, Tom	
Highest Degree Earned	MS in Instructional Design and Technology
Career Path Prior to Current Position	Web developer Instructional designer
Current Position	Instructional Designer
Self-Identifies as Instructional Designer	Yes
Direct Supervisor	
Department of Employment	50% Center for Teaching and Learning 50% University Library

Ben, Hope University

In 2003, Ben obtained his Bachelors of Science degree in Computer Science where he worked through his degree program. This work included the supervision and troubleshooting of an open MEGA computer lab for students, supervision of multimedia computer workstations, and a School of Information Technology and Engineering Multimedia Computer Lab, the training of students and teachers on the use multimedia tools, and the transition of hard copy materials to an online environment. His next four years were spent at a different university where he earned both an MS in Human Resources Management and an MS in Information Systems while serving as a Graduate Research Assistant. His duties in that capacity were conducting and assisting faculty with research, supervising an open lab for students, overseeing of the computer laboratory and multimedia equipment in classrooms, leading the implementation and administration of the SMART Board Instructional System. After his tenure at the university, he became a kindergarten teacher. Ben is now an instructional designer in Hope University's library.

Table 7: Academic History and Career Path, Ben	
Highest Degrees Earned	MS in Educational Human Resource Development MS in Information Systems
Career Path Prior to Current Position	Graduate teaching assistant Graduate research assistant Research program aide Kindergarten teacher
Current Position	Instructional Designer
Self-Identifies as Instructional Designer	Yes
Direct Supervisor	
Department of Employment	University Library

Academic preparation of instructional designers

Supervisors are looking for candidates with degrees in instructional or educational technology and design, so understanding what makes these degrees essential to the instructional design role is important. A review of graduate degree programs designed to prepare instructional designers reveals an overall lack of project management or consulting coursework.

The following programs were selected based on location (Midwest) and by recommendation of the participants in this study as well as my colleagues in instructional design.

Table 8: Review of Academic Programs Related to Instructional Design

Institution	Degree	Tracks/Concentrations	Distance education course?	Consulting course?	Project management course?
Penn State World Campus	MEd in Educational Technology	Instructional Systems	Elective	NO	NO
University of Cincinnati	MEd in Curriculum and Instruction	Instructional Design and Technology	YES	NO	NO
University of Missouri	MEd in Educational Technology	Learning Systems Design & Development	YES	NO	Elective
Minnesota State University Mankato	MS in Educational Technology	Educational technology integration in the classroom Instructional design for education Leadership for technology Instruction for distance learning	YES	NO	NO
Kent State University	MEd in Instructional Technology	Computing/Technology Online Learning and Teaching	YES	NO	NO
University of North Dakota	MEd OR MS in Instructional Design and Technology	General IDT K-12 emphasis Corporate emphasis Computer & Web-Based Instruction emphasis	In Computer & Web-Based Instruction emphasis	In Corporate emphasis	NO
Purdue University	MS in Education in Learning Design and Technology	Business/Industry Education	Elective	NO	NO
Indiana State University	MS in Educational Technology	Educational technology Library media Education technology coordinator	Elective	NO	NO

It should be noted that these programs are not specifically designed for instructional designers working in higher education. This corroborates Larson's (2007) research results indicating that the IDs surveyed held general undergraduate and graduate degrees.

Chapter 6

Themes

Analysis of the interview transcripts and the issues identified therein revealed the following five themes that are discussed in detail in this chapter: flexibility; moral purpose; relationship building; time and project management; and ongoing professional development.

Fullan (2001) argued that a convergence of existing theories, knowledge, and ideas about leadership has laid the foundation for his framework for leadership. The five components of this framework include moral purpose, understanding the change process, relationship building, knowledge creation and sharing, and coherence making (p. 4). Additionally, Fullan described a set of three personal characteristics that successful leaders possess: energy, enthusiasm, and hopefulness (p. 7). The themes that presented themselves in the analysis of my interviews are presented in this chapter. A brief discussion of their relation to Fullan's framework will be included as appropriate.

Flexibility

Instructional designers perform a wide-range of functions within the university setting. Although most designers focus predominately on online learning course design and construction, many are also tasked with faculty development and training, technical, and LMS-related support responsibilities, and some even have graphic design and creative/artistic elements to their jobs. Thus, it is imperative that designers retain flexibility in both their attitudes and working habits in order to adapt to the ever-changing

needs of the faculty and institutions at which they are employed. The necessity for flexibility is not limited to the fact that the responsibilities of instructional designers are broad. Each component of an instructional designer's duties possesses its own challenges.

Many institutions have been forced to implement budgetary cuts and instructional design departments have not been immune from these cost reductions. Additionally, some institutions have adopted quality programs to ensure consistency and quality throughout the course design process. Many of these programs require instructional designers to actively participate in the design process, whereas, in the past, the use of designers by faculty may have been elective.

At Hope University, Wendy acknowledged the resource constraints within her department are becoming a growing concern and a challenge. As more course design work is sent to her department, the designers and supporting staff find it difficult to complete all the work in the allotted time. Wendy stated:

> We've grown so much. I mean technically I could hire two more instructional
>
> developers right now and then I would [be able to manage the instructional design
>
> workload], because I don't have time to do it. I mean the only time I have time to do
>
> instructional development, like for example I was here by 5:30 this morning because
>
> I'm trying to help finish some courses up for June and the only way I can find time
>
> because my job has morphed into I'm more the director of continuing education
>
> now and I just don't have that job title yet. But I still, as the director, my role would
>
> be supervising all the instructional development and I think it's important that I still
>
> how to do all that, stay current with the tools or I can't supervise the people.

This is due in large part to the university striving to ensure it meets the university-adopted quality program criteria for online learning. In order to receive the award incentive, faculty must utilize the instructional development group for their course development. As more and more faculty begin to transition into the online learning environment, the designers at Hope University are overtaxed with an influx of new courses.

Tom, the interviewee from Shoreline University, expressed similar sentiments to Wendy. With what he perceived as a lack of adequate faculty training and a desire by the university to provide more online learning, he is concerned about the ability of the instructional designers to keep up in the near future. He stated:

> The issue at our institution is we don't have enough staffing. So right now, it's not that big of an issue, but how do you scale it? If all of a sudden you've got all these people who want to do online learning, it's not going to be feasible because it's very time intensive, [and there is a lot of] hand holding. So how do you scale it or can you take them through this boot camp and know that they're going to be fine going on by themselves. I think some of it is that as our institution was aging and going to have faculty turnover, it might be coming sooner than later because the older faculty are leaving and the newer faculty are coming in. They use the technology. They have an expectation that there is going to be support. It's something that we're grappling with, how to deal with scaling it out.

One of the principal reasons higher learning institutions are requiring instructional designers to take a more proactive role in the course design process is because of their inherent technical abilities. This is evidenced not only by the number of institutions that

have placed their instructional design departments within the university's IT division, but also with their reluctance to require faculty to learn or master the technologies utilized by the universities in the distance learning environment. The sense seems to be that if instructional designers are able to handle the technical aspects of online courses, then faculty may not need to have those same skills.

From an instructional designer's perspective, the failure to adequately train faculty is a significant contributing factor to the increased workload on the designers. At New University, Leslie has been actively involved in training faculty to understand and respond to the needs of distance learning students. She expressed concern that faculty are required to receive only eight hours of training as a condition of their employment. In her experience, the average training requirement at other institutions is nearer to forty hours. In order to ensure all the training could be presented in eight hours, Leslie had to significantly condense the content of a weeklong workshop she previously offered to faculty into a one-day course. She stated that a more practical approach to ensure faculty received adequate training would be to present the information in phases or stages and offer an incentive for those who progressed through each stage of training.

Additionally, voluntary attendance at workshops conducted by the instructional design department at New University has significantly decreased over the past years, so the design staff has been working on moving to a workshop on demand format, which will be in place soon with the anticipation that they will be able to reach a larger audience. Designers also provide other faculty training and/or consultations on an individual basis with faculty as the need arises.

Leslie also expressed concern with the expectation that, in addition to the training and educational component of her position, there is an expectation that the design staff keep current on new technologies encompassing a broad spectrum of applications. Although most of the designers have a natural inclination to research and learn about new technologies, the pressure to stay up-to-date with educational technologies can be daunting, especially when it is not included as a fundamental expectation of designers in their job descriptions. As technology constantly changes and evolves, Leslie finds it difficult to keep current in this area while effectively carrying out her other responsibilities. She stated this was exhausting at times as this need to stay ahead applies not only to the newest versions of current software, but also to explore other technologies that might enhance the learning process. This was so much of a concern that she further stated that if she ever chose to leave the field, it would likely be due to the fast-paced technology factor. In Leslie's words:

> technology changes constantly and it's exhausting. Not only [do] they have the responsibility for us to keep up with things and to keep learning new things or the latest version of what we have been using, we also then have the responsibility of rolling that out to the university and getting our faculty onboard with whatever the changes are and trying new things. I'm tired. I want technology to take a break for a year and let the rest of us just either rest or catch up.

Ann, a supervisor at Sun Valley University, is also concerned with the university placing all of the technology burden on the instructional design staff. Sun Valley University supports a broad range of technologies and it is sometimes difficult to ensure the designers

are thoroughly competent in these technologies. This stems from the relatively short

tenure of many of the designers as well as the pace at which technologies change. Included

in this challenge is the rapid pace at which technology changes and being able to keep up

with and support those changes. According to Ann,

> One of the weaknesses that we are facing right now is that most of my team
>
> members are new and so although [the university] has developed a broad range of
>
> instructional technologies that we support, my team is not as familiar with those
>
> technologies as they should be. And so I actually just started on this last Friday we
>
> offered the first of a series of workshops on how to use each of our technologies. So
>
> each week we focus on a different technology, how do you use it and then how
>
> would you use it in an educational setting, what kind of student activities would you
>
> use around that. So those kinds of things, each week we're having a different topic
>
> that we cover. So that's one of the main weaknesses that I'd say right now.

As most of the instructional design departments have the responsibility to provide

training and education to faculty, it is to their benefit to ensure that the faculty is well-

versed in the technologies and instructional tools utilized by the designers. This can be

especially difficult at institutions that either do not have a requirement or have a limited

requirement of faculty to actually participate in training. It also requires designers to be

more flexible in their approach to faculty training in order to draw more faculty in and

instill as much knowledge as possible under the circumstances. Additionally, it also

requires the design staff to devote substantial time to learning and mastering new or

changing technologies while still effectively performing their core duty of instructional design.

Tammy, a supervisor at Universal University, discussed the challenges of expanding the designers' responsibilities to provide faculty development. In their faculty development role at the university, designers provide training and instruction to faculty on the use of the online learning systems and tools as well as discuss pedagogical concerns and ideas relative to the utilization of an online learning system. This faculty development comes in many forms. For example, the university has a large summer institute for online teaching that has been active for ten years. Designers all participate in and support this institute. Additionally, designers provide faculty training and development upon invitation of the faculty or at their initiation within their respective colleges. However, as the predominant role of the designer is to support the online environment, they need to be cautious in not overextending their reach into the faculty support role unless they can keep this role to a manageable level. Occasionally, Tammy will need to address overly burdensome support issues with college or departmental chairs or vice chairs so that faculty can be reminded that other resources may be better equipped to handle the support role, such as the central IT group on campus.

Perhaps the challenge of trying to train and educate an entire faculty base on the newest technologies is the main reason why universities are relying on their instructional designers to be so heavily entrenched with the technology piece of the instructional design process. This could be in large part due to the number of faculty that would require substantial and continuous training, or it could be due to the generational gaps of the

faculty at the institutions. Tom, at Shoreline University, believes that some of his challenges stem from the university having an aging faculty who may be technically challenged or averse to change as Tom acknowledged:

I think also another challenge in the generational gap, I would say because [the university] is at a point where we are at a tipping point where we have a lot of older faculty, and it's a little disturbing at times when you're talking with faculty and they can barely log in to use their e-mail. They can barely log into the LMS. Dealing with that challenge where they're not very comfortable with the technology so they are not going to be pushing it or even using it to its full effectiveness because they barely understand it. So that becomes an issue. That means there are less customers coming to us because they're not comfortable with it, so why are they going to take the chance of changing things up? I think that's changing over time.

The university is offering an early retirement package to help expedite that process where older people leave and newer people come in. I think that's one of the issues. I don't want to say at [the university] teaching isn't valued, but there's always that research versus teaching fight where you talk to some faculty, and I think this goes back to the generational thing. "Well I've been teaching for 30 [years], why am I going to change anything?" I also think, [on] the other hand is, "I'm trying to do research and get tenured, yeah teaching matters, but how much?" I think especially in the online portion, a lot of faculty will come and see how much work it is initially,

and they might not see that I have to do the front loading and at the end it will be easier.

Some faculty we work with do that, where after a while they see the value, but they may not be as enthused of teaching online because [there is no incentive]. The university isn't really pushing it. 'I don't see a real value in doing it. What's the point?' Finding faculty partners is another [challenge]. Finding people you can work with. Maybe not so much on the CTL [Center for Teaching and Learning] side, but I think from the library side finding people who you can partner with to develop learning objects and actually integrate them to the course. Not just sit down and develop a one-off learning object that you just throw into your course that maybe students use maybe they don't, but building it so that the learning object becomes a part of the assignment. You actually get value out of it and use it. Things like that. That's probably one challenge, then probably facing the pedagogical expectations that people have. And I think it cuts both ways for students and teachers because I know students have expectations coming from high school.

Somebody gave a presentation…talking about [how] kids in high school are acculturated to sit and watch a Power Point lecture, everything I need to on the quiz is going to be in this Power Point lecture, I go home and do an hour or two of homework, and then everything's going to repeat. And when they come to college, it's not as cut and dry. I go lecture, I get some of the information, some of this I've got to read, some of this I've got to come up with on my own.

While maintaining the requisite technical skills to be an effective instructional designer is challenging due to the rapid pace at which technology evolves, it also provides designers with a marketing tool on which to promote their services even as they work to distance themselves from the perceived technical support role they hold. This can be especially important in building relationships with faculty members who may initially not view the instructional designers as a valuable resource due to their placement within the university.

Leslie, at New University, articulated the challenge that arises with being part of the IT department, wherein the designers are university staff, not faculty. Some faculty tend to maintain a disconnect between staff and faculty and exclude the designers from areas where their expertise could be utilized. For example, the university has a faculty online education council and initially the instructional design specialists were invited to attend. However, after the first meeting, the designers were not asked to attend subsequent meetings and instead, their supervisor, who is not as versed in the day-to-day dealings of the designers, is the only representative that remains on the council from the group. The remaining members on the council include other faculty representatives from the provost's office and the faculty development office and, in Leslie's opinion, none of them are as well versed on online teaching as the actual designers are. In essence, the voices of the designers are silenced, and yet, they are held to be the experts in instructional design at the university. This is a major source of frustration for Leslie as she stated, "I feel like my voice

in a field that I could really have an effect on and I could help guide the policies that the institution is making but I don't get to and it's because I'm not faculty." She continued:

> They could respect my voice and my discipline, but otherwise, no, I mean that's the key thing, that is the thing I think that, in this last year, you can probably hear it in my repetition and voice, that has been the most frustrating and when I think about 'do I want to be at this position and pursue full-time faculty?' I turned down or full-time faculty position a few years ago.

> I [am] kind of rethinking that and that is my frustration, is that I put so much energy into where the university is going to have my voice completely taken away as soon as the education council officially formed. That's the piece, to really feel like I can, that I am part of that leadership, that they actually do respect my professional opinion because then, when I'm meeting with faculty, because what's happening now is when I'm meeting with faculty and especially in these workshops, faculty are, faculty members are asking me questions about the process, they're asking me about the online education council and the policies and how things are working. I feel like I'm cut off at the knees because I can't answer them and I have to work for them too.

Maintaining flexibility is crucial to being able to provide all the services expected of an instructional designer. Most of the designers and supervisors interviewed possess some type of prior educational background experience which they attribute to their ability to successfully work with faculty. Being able to adapt to the changing technologies and

evolving responsibilities is not only expected, but necessary to be effective in their careers. Jerry, a designer at Universal University stressed the importance of other factors, outside of having an educational background in instructional design, that contribute to the success of an instructional designer. In his opinion, those that have an educational background in instructional design, without other life experiences, may tend to focus on the applicability of what they learned in school and be more rigid in the design process. Although this may work well for some professors who simply want to convert static content into a distance environment, other professors have expressed that creativity in the design process have led to a more positive distance experience. In fact, while the traditional classroom environment might be more comfortable for many professors, Jerry has received feedback that the distance courses provided faculty the opportunity to cover more content, as there was not an initial period of time in each session in which the students work to get settled in. In the online environment, a student can walk away and take a break if necessary, without any disruption to the rest of the class.

Moral Purpose

"Seeing faculty get it ...[is] probably the best part of the job." –Tom

Instructional designers have embraced their roles as technology supporters to build relationships with faculty, and they have risen to challenges for which they were not necessarily inclined to take on, ultimately steering the direction of the institutions in which they work. Fullan explained that moral purpose means acting with the intention of making a positive difference in the lives of the people it affects. Although designers have felt

overwhelmed, overburdened, and understaffed, their willingness to push for excellence in teaching and learning in the face of their challenges demonstrates their understanding of the importance of changing higher education. Unquestionably, they have been at the forefront of the introduction of new and emerging instructional technologies at their respective universities, and they are training and supporting faculty to embrace these changes.

These instructional designers facilitate workshops and provide one-on-one training not just because it is a requirement of their jobs, but also because they feel a sense of fulfillment when then make a difference. Jerry carefully considered the needs and experiences of the faculty when he supports them in their move to online courses. He even expressed a sense of pride when they were successful:

I think part of my job is to kind of walk in and see how does that professor present material to begin with and what's he going to be comfortable with doing at a distance and how involved does he want to get… I applaud all of my professors for doing this because it's kind of outside their comfort zone but they come up with so much.

The redesign of a failing program at Shoreline University was successful because instructional designers were able to incorporate the best approach for students. Tom explained how the university's weekend MBA program nearly failed as an on-campus only offering, but when it was switched to part online, part on-ground Shoreline went from almost closing the program to capping enrollment. The role of instructional designers in getting the program online was critical to its success, and though Tom and his team were

expected to lead the effort as a part of their job, he did it because of "the satisfying

experience of seeing that change can inspire the way we're working through things."

Andy explained that although some expectations, such as committee appointments

and research projects, fall outside the realm of his job description, when they come up "our

group is not at any time going to say 'no.'" He was involved on a committee investigating

video technology at the university, which:

> has very minor impact in the role of the instructional designer from a traditional
>
> view point. However I've been asked to facilitate this group as a way of getting our
>
> feet in the door with other groups on campus that want to use video technologies. So
>
> I'm not focusing on course design, I'm not focusing on specific video products, we're
>
> looking at the higher level core technologies like servers and things like that that
>
> don't' typically fall within the role of an instructional designer.

By representing the instructional design team on the committee, the decisions made by the

group will be more informed and attentive to teaching and learning at the university.

Fullan (2001) explained "moral purpose is about both ends and means"(Fullan,

2001, p. 13). Tom described his satisfaction with helping students and faculty and

recognized how their own excitement with the experience encouraged them to continue to

strive for excellence in their own experiences:

> Seeing faculty get it or having a positive experience [is] probably the best part of the
>
> job…When faculty come back and say 'I was really unsure about online learning, but
>
> because of your help and support, I see that this is really valuable, I really enjoyed

teaching and learning online.' I think too the student side of it as well, having a successful learning experience that they're really going to take something away. And seeing that the way you've designed the course or the way you're doing some of these activities is actually a value add to them.

Tom's commitment to effecting change at the university goes beyond his job description. "One of the things about teaching is that you can really do a lot of good because you inspire this person to do well, and then that person does well." These instructional designers are enthusiastic about learning and sharing what they know and learn with faculty, which excites faculty.

Leslie enjoyed training faculty not only because of the relationship that develops, but because of the excitement it builds in their own practice. She utilized her workshops as a way to better understand the needs of the faculty, and adopted practices that made sense to them. If moral purpose "must be accompanied by strategies for realizing it, and those strategies are the leadership actions that energize people to pursue a desired goal" (Fullan, 2001, p. 19), then Leslie and her counterparts at the other institutions represented in this study are guided by moral purpose in their roles as informal leaders.

Relationship Building

"If moral purpose is job one, relationships are job two, as you can't get anywhere without them."

Michael Fullan

The instructional designers and supervisors interviewed include relationship building with faculty as essential to successful, even rewarding, experiences. It is often this relationship building that brings about initial and return business while increasing word of

mouth marketing of instructional design services. Because some faculty members perceived the time and workload associated with instructional design to be prohibitive, they were reluctant to seek ID services on their own. The burden to demonstrate the effectiveness of good instructional design falls on the shoulders of the designers. Cognizant of faculty members' time, skillsets, and workload constraints, some use their academic backgrounds or previous job experiences and technical skills to address faculty concerns as a way to connect with faculty.

Ann, at Sun Valley University, believed that working with faculty and being well versed on various technologies need to be major strengths of each of the instructional designers and can benefit the relationships the designers have with faculty. According to Ann,

Having worked in the business industry before, working with faculty is different from working with people in business and it requires a different skill set and a different way of communicating. And so my educational technologists have got a good basic understanding of that. That being said, I am having a consulting skills workshop that we are all going to attend in another month just basically so that we're all on the same page and that we understand that we're talking the same language

The designers at State Park University are also working to improve their relationships and visibility with the faculty. The interview participant at State Park University, Andy, acknowledged that one of the greatest challenges faced by instructional designers at the university is marketing themselves to faculty. As a substantial portion of

their work is done behind the scenes, they often find that most of the faculty and sometimes even department chairs do not know who they are or what they do. In the past year, the department has been working on an internal rebranding and remarketing effort which included moving the department to a more centralized location on campus in order to create more visibility with faculty. This has allowed them to move away from the LMS support role and into more of a faculty consultant role. Since the move, people are starting to come to the department with more pedagogical questions and less of the technical questions. However, it is still a challenge to limit or eliminate the technical support role they play with the LMS. This is especially difficult given their current integration with the IT services department. Andy stated:

> I think one of the biggest challenges is marketing yourself to faculty. One of the things that I found since I started here at [the university]… is that most of the faculty [and] even one of the department chairs don't know who we are or what we do and so they feel like, as I mentioned before, [if they want to] design online courses they [must] do it themselves without consultations or support because they don't know that the support is out there.

> And so that's one of the biggest challenges we face because we definitely want to get away from being the technical support for the LMS but there are people who have been at the campus so long that that's all that we were known for back in the day. So it's the rebranding and remarketing and getting our names out there to the newer faculty to utilize our services.

By adopting the role of a consultant to faculty members, some of the designers expressed an improvement in relationship building with faculty. Although some faculty desire complete hand-holding, others prefer limited input, and then there are those that fall in between the two ends of the spectrum. Being flexible in the strategy used when working with faculty members, as stated by Ann assists in the building of positive relationships.

Tammy, a supervisor at Universal University supported this position when she indicated:

[As] an ID you may end up doing a very narrow job for a faculty member and just an occasional task, or you may end up doing a lot and putting all the course online or most of it. Sometimes you'll work with [the faculty] very collaboratively like they'll actually be asking your input on various substantive issues, like teaching and learning type issues and objectives and matching the tools and the objective and all that. And other times they might cut you off as you're talking about that and really see that as their domain or something they are not interested at that point or something like that. And so thinking of yourself as a consultant helps you see that you can perform any number of roles and that you need to be flexible about that and certainly not be put off by, if you don't have an exciting, fully collaborative role but you're just being asked to post a few documents and they're not asking for your opinion about anything.

Tammy believed it helped if designers viewed their role as consultants to faculty in order to keep from getting discouraged if faculty members do not fully cooperate with their ideas or view their input as important as they feel it is. She viewed working with faculty as

an evolving process that started with trust building and led into the educational component where designers can demonstrate their capabilities to the person they are working with. Without superb interpersonal skills it is often difficult to get past that first step.

Donna, at Hope University, has also had success implementing a unique strategy to build relationships between instructional designers and faculty as she acknowledged that working with faculty can be difficult at times due to the temperament of some individual faculty members. She stated that while it was not common, issues do arise when faculty view themselves above the designers, making it difficult to perform their jobs effectively. One way they have initiated relationship building is to strategically involve faculty members in their workshops so other faculty members can see first-hand how their colleagues are able to utilize the technologies that the designers support. Another challenge arises when the designers are assigned or volunteered to perform certain tasks without being consulted as to whether they can meet the time constraints. This is typically a result of work that is outside the normal scope of their responsibilities. Donna explained, however, that the one-on-one consulting she does with faculty are the most satisfying moments in her job. "[W]orkshops are fine, but the one-on-one relationships are kind of what I enjoy the most….They'll have different kinds of questions and then they'll always, almost always, be very, very appreciative at the end of the meeting."

Wendy, a supervisor at Hope University has had some negative experiences with designers and faculty in the past. She stated:

> We've had faculty offended by individuals from their office who didn't have the right
> personality working with faculty because ultimately even when you suggest to them

that maybe it would make more sense to the student's this way, if they come back and say, "No, I want it that way" you have to say, "Oh, okay, fine" you know what I mean. And knowing the communication, interpersonal skills, that social understanding that essentially a faculty member could choose not to teach at a distance for us because it's an option to them.

Wendy attributed some of this to the relative newness of her employees as well as the limited experience of the designers. This is not a criticism of the design staff, but rather more of a constraint on her to be able to carry out her supervisory responsibilities. As relationship building with faculty is important to the success of the design team, Wendy occasionally found herself mending relationships with faculty conflicts that arose with the designers. This was attributable to her staff not "basically just knowing the ropes, you know what I mean, knowing the faculty, knowing their temperament."

As Tammy observed with the instructional designers she oversaw, the evolution of the relationship between a faculty member and a designer can take time. She attributed this, at least in part, to the need for designers to establish their credibility with faculty.

You never want to take where you start with a faculty member [and] assume that's what it will continue to be and that's where you'll end up being because often, very often, it evolves and really it's kind of a trust building process and also an educational process with that faculty member so that over time he or she are seeing really what your capabilities area and what you can bring to the table and as they see more of that in most cases they will ask for more of it. And so I think it's helpful

to see your relationship with them as sort of an evolutionary thing that in most

cases will start at one place and will kind of evolve into other places.

She also believes that having a background in the content area in which she works can be

beneficial to instructional designers as they build relationships with faculty, although she

admits it is not always possible to place designers in those areas.

Sometimes a partial fit with their own academic backgrounds and the departments

they're supporting [is helpful for faculty who are] wondering what [instructional

designers] can…really do for me…I can think of professors in the past being very

skeptical about someone coming in and talking with them about online pedagogy

and design and all that when they didn't have the academic background.

Jerry holds a similar belief, stating that his age and undergraduate focus on the

content area in which he works are part of the reason he has successful relationships with

the faculty he assists.

I'm older and I think that helps me with my professors. Since I'm older, I'm more in

their age-range…And I think I was lucky in getting into [this part of the university]

because my science education is more of [their] kind of thing…My biggest problem a

lot of times is as I'm converting stuff it's like I start reading it because it's just pretty

neat.

He insisted that instructional designers be comfortable communicating and

establishing relationships with faculty. Jerry stated:

You have to be a people person. You can't be this loner who doesn't like to talk to

people. You have to be able to…relate." In his experience, it's "paid off for me [to] get

to know my professors. I mean I don't just know them… I know them as almost a

friend…I know they go fishing or…what they do for free time.

As discovered in the interviews, faculty members do not always understand the

roles and responsibilities of IDs. Because the designers have the ability to solve technology

problems and assist with technical issues, they are often viewed as tech support. It is

convenient for a faculty member to ask for help while they have a captive ID sitting there

rather than waiting for a response from the tech support desk, and as such the IDs often

answer the questions and provide assistance as a means of relationships. Like other

designers interviewed, Ann provides occasional technology training and support to faculty:

There's always the just in time kind of need. If I'm working with the faculty member

and I'm talking to them about a particular way that they can achieve an objective

through something they'll find and they don't know how to use the tool, well, it's

kind of silly if I don't show them how.

April also responds to faculty's technology needs, noting common requests such as

"My printer is not working" or, "do you know how, what can I do with my phone?" "Things,

questions like that. If I have an answer, I don't mind sharing." Jerry has similar experiences.

He recalled his first weeks as an instructional designer: "My first professor walks in and he

couldn't get his printer to work, so he asked me to come down and help him with his

printer. Those kind of things [happen]."

Although she is officially tasked designing online courses, April works with faculty

on hybrid or on-ground courses if she has an established relationship with that person. "If a

faculty member…is teaching a hybrid course, or if that same faculty member is teaching [a]

face-to-face course and is going through some trouble, I don't mind supporting

them…That's part of relationship building."

Leslie has had success utilizing a flexible and all-encompassing strategy when

working with faculty. In her experience, knowledge of the breadth of the designers' roles in

the university is often conveyed while working with faculty. An example of this is when a

designer is working with a faculty member to help them better achieve a particular

objective and the designer has a technological tool that can be used to accomplish the

objective. Instead of referring the faculty member to a technical trainer, the designer will

often educate and train the user on the use of the tool. As instructional designers are

engaged in so many facets of the educational experience, they really begin to learn the

workings of many parts of the university as a whole. "I kind of feel like, my joke with my

colleague has always been, that in many ways we [are] really instructional therapist[s],"

said Leslie. "We know everything that's going on in all of the departments because we have

to get all of that out of the way before we can actually get down to work." Leslie confessed

her love of working with the faculty because of the relationship that develops:

> It's the rapport that I have with the faculty in doing [training them]. If I'm
>
> meeting with somebody one-on-one, if they're brand new at online teaching
>
> and I just get to sit and talk with them for an hour about what their practice
>
> is in teaching. I want them to talk through so much with me that has nothing
>
> to do with technology, so I can get a sense of who they are as teachers and
>
> then start to help them to construct what they may want to consider in terms

of moving online and what that process will look like; those are the things

that I love to do.

The level of relationship building described by the interviewees indicates

that the need for ID services is recognized and appreciated, but only after a

relationship has been developed and nurtured, and the importance of maintaining

those relationships is important to the ongoing success of the designers.

Time and Project Management

The role and functions of an instructional designer is always shifting, their tasks

cyclical in nature, and their timeline immediate. It is evident that project management, time

management, and prioritization are a key element of the IDs' ability to perform effectively.

The independent nature of the job designers hold, combined with frequent production

requests with short notice, requires the prioritization of tasks and responsibilities without

constant supervision.

ID supervisors include time and project management skills as being essential to the

success of their IDs, yet they all mentioned time project management being a weakness

among their team. The urgent nature of ID requests contributes to a designer's struggle

with timetables because nearly every request is urgent, but most requests carry varying

degrees of importance. Ann coordinated a project management workshop for her

instructional designers, stating:

I think that project management is important in insuring that [IDs] understand how

to approach new kinds of projects that they've got and how to manage the projects

they currently are on… I'm also going to bring in some workshops on a combination

of meeting management and time management. The concept of…time management, the difference between something being urgent and something being important, I'm not sure that's a concept that the team is really familiar with…I want to bring in something around that and how [to] identify priorities, how [to] juggle multiple priorities, that sort of thing.

Juggling ID requests is challenging because of the assorted functions required to design a course or complete a task while supporting the faculty. Tammy explained that IDs working for her must "be able to everyday switch gears quickly with whom they're working with, and assessing what their needs are, adjusting to their communication styles, being able to play a real range of collaborative roles." She describes the work of an ID as cyclical, explaining that IDs are tasked with completing multiple projects in short time frames. Tammy described the job of designers prior to the start of a new semester as:

getting course materials…taking the materials…[and] making them useable which, depending on what the format is, can be any variety of things. It's getting the site ready, doing whatever, testing, user-testing of it, cleaning out if there was an old site, cleaning that out, copying things over.

Not only do designers continue revising their current course load with the faculty, they must also provide support to future courses. After the semester begins, designers are required to switch into more of a support role while managing courses that aren't quite ready for students and preparing content for the next semester.

[The] first couple of weeks are really heavily troubleshooting weeks and last minute scrambling for some faculty [who don't] have everything ready. And then all of them

or almost all of them have the occasional one or two professors who don't have

everything ready and who is really staying a week or two ahead of their students as

the semester goes. So those instructional designers will be continuing to do some

course development work as the semester continues.

Tammy further described the time crunch designers feel throughout the semester:

Instructional designers will end up doing a lot of scrambling around exam time, as

those exams are coming in sometimes without a lot of lead time. [T]rying to get

those up...and then being mindful of the dates the exam is available so that they're

watching for troubleshooting issues and alert to those and able to respond to them.

An integrated, course-centric approach to instructional design mitigates the urgency

of and pressures faced by designers. ibstpi®, the organization responsible for establishing

an internationally recognized set of standards for instructional designers in any setting,

considers the abilities to "plan and manage instructional design projects, promote

collaboration, partnerships and relationships among the participants in a design project,

and apply business skills to managing instructional design" (2000) as advanced skills for

instructional designers, not essential skills, which is in conflict with what the supervisors of

instructional designers in higher education desire of their IDs. Each designer operates

independently but works within a larger ecosystem that is influenced by a number of

factors (not just the course calendar). The ability to adapt, prioritize, accept, and reject

work must be as individual as the work.

Ongoing Professional Development

"To have effective employees, you don't want to push them 100% all the time, where 100% of their day is always busy, doing activity, pumping out product all of the time" --Tom

The instructional designers in this study were reflective professionals seeking to improve their practice and integrate new skillsets therein. Although many of the IDs interviewed for this study mentioned lack of time as a challenge to their success in the workplace, they had each managed to engage in professional development activities to keep up with the changing nature of instructional design technologies. Designers often subscribed to a lifetime learning approach to professional development. Not only did they keep up with current technologies and best practices but they followed modern trends and next generation research while exploring new perspectives.

With emerging technologies, online learning developments, and the changing face of higher education, Tom recognized the need for ongoing professional development. He participated in webinars, conferences, online training opportunities, and workshops while he kept current with trends and research through blogs, listservs, books, online and print journal subscriptions. Tom's philosophy on being an effective designer stemmed from the book *Slack* by Tom DeMarco, which he mentioned during the interview.

> Basically [DeMarco] talks about how to have effective employees, you don't want to push them 100% all the time, where 100% of their day is always busy, doing activity, pumping out product all of the time. He said that you need to give them slack just so they have breathing time, so they're not running around all the time.

Tom described his employment at Shoreline University as conducive to this philosophy:

You're not from the minute you get in until the minute you leave, you're producing

product. I think that helps a lot because it gives me the time to spend a half hour to

an hour each day to check out blogs about the topic or read some journal articles.

Luckily as an academic institution, we get subscription to databases like Change or

Journal of Computer Education or [others]. When those new issues come out, it

gives me an opportunity to take some time out of my day and read up on that. I'm on

the POD [Professional & Organizational Development] list, I'll look at those

discussions, and a lot of times people will say check out this resource or check out

that one. I think having time during your work day where it's not just prescribed for

work, it's prescribed to where it's okay for you to spend an hour to go sit in the

library and read a journal article or take a longer lunch and read something. That's

really good because you're not slammed all the time, you have that time to read and

better yourself, and that's where you're going to pick up stuff that you can bring

back to your work environment and make it better.

His reflective commentary on his own professional development and work habits was

indicative of his awareness of his passion for lifelong learning. Tom discussed his

professional development experiences in greater detail than other participants, but they all

mentioned their participation in various ongoing, practical training activities.

A major component to the professional development of instructional designers is

staying current with technological tools and programs supported by the university.

Although the instructional design groups represented in this study are not always

responsible for selecting and implementing the technology tools utilized by the university,

they must be proficient in their use upon implementation. Andy mentioned collaboration with other areas of the university, describing his efforts to understand how other departments in his own university, as well as other universities, were using technology so he can learn new tools and strategies that may be integrated into the university.

Ben, Andy, Jerry, and April were able to utilize Lynda.com, an online service that provides designers with on-demand training in the use of a large number of diverse web tools and software applications. The use of the service enables designers to learn and improve upon their proficiency in a variety of areas. The training available on Lynda.com provides a good foundation on which designers can build, but often industry conferences and webinars provide more robust insights into the selected technologies and practices within the profession.

April, Andy, and Jerry were all able to attend one conference each academic year, and they also stayed up to date with trends and research through blogs, listservs, books, online and print journal subscriptions. Conference attendance is encouraged as it means designers return to the institution reinvigorated and ready to share the wealth of knowledge with their colleagues and faculty. Andy stated:

> Those big conferences definitely…help and all of us here definitely utilize them and there's a lot of regional workshops like Quality Matters and there's a greater Cincinnati consortium of colleges and universities that have a variety of workshops throughout the year and they bring in their speakers.

Jerry also tried to attend conferences but he preferred shorter development opportunities that he could utilize immediately:

We're encouraged to attend different conferences, so we have support for that and

might do that. Webinars are very big. I do a lot of webinars during the day. You

know the one-hour webinars, do a quick thing. I do a lot of webinars.

Donna chose to attend university-sponsored events that were not necessarily related to

instructional design or technology, such as:

opportunities that were right here on campus where they bring in people to our

economic development center…Now that's not as related to instructional design

necessarily, that's more related to supervising and managing and things like that,

but at least it's an opportunity for growth.

The designers do not seem to need much encouragement when it comes to

professional development. According to Tammy, the ID supervisor at Universal:

The kind of people who hold these jobs, are people who love it. And so they're really

techy people, they're very creative, they love exploring and experimenting with

technology and almost all of them have teaching backgrounds so they've got that

innate interest and curiosity. And so [while professional development is] an

organizational expectation…it's rarely something you really have to push them into

doing.

Although professional development varies among institutions, departments, and

individuals these individuals relied on professional development as an integral function of

their job. Professional development (PD) enables instructional designers to anticipate

transformation, implement change, help faculty and remain enthusiastic about where their

job is heading. PD provides the opportunity to step away from the daily work and take a

look around at what other departments are doing, to see how other institutions are evolving, and to gain familiarity with new techniques and technologies. Their passion for learning and enthusiasm for emerging technologies drives these designers to stay at the forefront of their profession. As lifelong learners, they share their knowledge with faculty and colleagues, thus the benefits they receive from professional development are disseminated across the institution. More importantly, the time spent on professional development shapes conversations and best practices of the faculty. It's the drive for lifelong learning that engages instructional designers in their work, the faculty's work, and the institution's future.

Chapter 7

Conclusions

The major contribution this research makes to existing literature about instructional designers is that it identifies instructional designers as informal leaders affecting teaching and learning in distance education. Existing literature and this research project consistently present instructional designers in higher education as technology supporters and trainers, faculty trainers, developers of instruction and assessment, experts in instructional technologies, and producers of content. Although their personalities, experiences, and workplaces are very different, the similarities among the interviewees are remarkable. Leslie, Jerry, Andy, April, Tom, Donna, and Ben described in similar terms their roles, responsibilities, challenges, and satisfaction with their jobs as instructional designers in higher education.

Formal Roles of Instructional Designers in Higher Education

In each of the cases studied, the role of the instructional designers presented itself as critical to the success of the deployment of instructional design at each institution. The instructional designers work with faculty to ensure that course learning objectives align with the assessments, and that the learning activities achieve what the students are expected to know and to learn throughout the course. They are responsible for researching and implementing instructional and educational technologies, and then training faculty (and sometimes students) to use them appropriately and effectively. Staff and faculty both in and out of their respective departments and colleges rely on instructional designers to

provide leadership in instructional methods and technologies, and they are closely involved in curriculum and instructional development. They create, design, and implement course content, having a profound impact on student learning; they bridge course content with pedagogy, and instructional design with student experience. Instructional designers are transforming the way students are taught, the way instructors teach, and the way distance education is presented; and they do so without the titles of directors, deans, or managers. IDs are charged with changing the face of the institutions in which they work, and they are doing so quietly, with great resolve.

Informal Leadership Role of Instructional Designers

Upon careful analysis, instructional designers embody the essential values and qualities of leaders, and they are integral to the improvement of teaching and learning in higher education. These conclusions are supported with substantial evidence from the participants and a look at leadership theory. Although none of the designers interviewed holds an administrative or management position at their universities, they play leadership roles in both academics and technology. The leadership qualities and values of instructional staff are important in developing, building, and sustaining academic programs, and the lack of research in this specific area is problematic as higher education continues to strive for more lean, efficient, and effective operations. This research study contributes to the body of literature that acknowledges this problem.

The success of an organization rests on the leadership abilities of the informal leaders, the ones in the trenches. "Management deals mostly with the status quo and leadership deals mostly with change. [I]n the next century we will have to become much

more skilled at creating leaders" (Kotter, 1996, p. 165) in order to be successful in a culture

of rapid change. To ensure this success, Henry Mintzberg advised that:

> [Organizations have] to build a strong core of people who really care about the place
>
> and who have ideas. Those ideas have to flow freely and easily through the
>
> organization. It's not a question of riding in with a great new chief executive on a
>
> great white horse. Because as soon as that person rides out, the whole thing
>
> collapses unless somebody can do it again. So it's a question of building strong
>
> institutions, not creating heroic leaders. Heroic leaders get in the way of strong
>
> institutions (quoted in Bernhut, 2000, p. 23).

Instructional designers care deeply about the academic experience, which is the heart of

higher education. They are experts in teaching and learning, and their roles shape these as

they design instruction, provide training in pedagogy and technology, and select

instructional technologies. Their place in a university may be small on an organizational

chart, but it is large in terms of the impact on the institution's product. Thus the success of

instructional designers will directly affect the success of the organization.

Kotter explained that "small l" leaders are needed to push organizations in their

desired directions. "Small l" leaders are those with no power position; they are the informal

leaders. And as Kotter argued that leaders are not born, but are developed over time

through a lifetime of learning. It is clear by the leadership qualities demonstrated by the

instructional designers in this study that they are among Kotter's lifelong learners.

> The very best lifelong learners and leaders I've known seem to have high standards,
>
> ambitious goals, and a real sense of mission in their lives. Such goals and aspirations

spur them on, put their accomplishments in a humbling perspective, and help them endure the short-term pain associated with growth. Sometimes this sense of mission is developed early in life, sometimes later in adulthood, often a combination of the two. Whatever the case, their aspirations help keep them from sliding into a comfortable, safe routine characterized by little sensible risk taking, a relatively closed mind, a minimum of reaching out, and little listening (Kotter, 1996, p.183).

In order for institutions of higher education to thrive in the coming years, a structural strengthening is needed. By building and supporting leaders at all levels, institutions will be stronger and more viable. "Internal commitment cannot be activated from the top. It must be nurtured up close in the dailyness of organizational behavior, and for that to happen, there must be many leaders around us" (Fullan, 2001, p. 133).

The instructional designers' reflective commentary during the interviews revealed a willingness to grow and change for the betterment of their institutions and for higher education itself. These designers actively seek professional development opportunities to keep up with new trends and technologies, and they share those resources with their colleagues and faculty, demonstrating leadership as they are "inextricably connected with the process of innovation, of bringing new ideas, methods, or solutions into use" (Kouzes and Posner, 2007, p. 165).

"Leadership in non-administrative positions requires an understanding which goes beyond the technical requirements of the job. For most people, the word leadership conjures up images of Gandhi, Churchill, and others with enormous stature beyond the grasp of ordinary mortals" (Carver, 1989, p. 33). However, informal leaders wield a strong

influence on others, often unknowingly, without formal authority or position of power. Without the ties to the top of an organizational chart, these leaders are often more influential than formal leaders because they have already jumped one of the hurdles facing any leader. Informal leaders have already earned the respect of their peers while the formal leaders typically work to earn the respect of the peers after being appointed to a position of power. The influence of an informal leader should not be overlooked or frowned upon, but rather should be used by formal leaders as a means to accomplish the goals of an organization. It is often said that having the support of an administrator lends credibility to new programs or initiatives. However, it is less often heard that to affect change and ultimately make an organization successful, the support of the people at the lowest levels is needed. Informal leaders are the most important leaders of an organization because they work from the inside, across departments and divisions, to affect its core product.

Instructional Designers and Fullan's Leadership Framework

The themes that emerged from these interviews are indicative of the leadership qualities of instructional designers in higher education. Both directly and indirectly, the participants acknowledged the importance of the elements presented in Fullan's framework, and while they are each unique, they themselves demonstrated energy, enthusiasm, and hopefulness. Fullan's framework for leadership begins with leaders who have a moral purpose, understand the change process, build relationships, create and share knowledge, and work in coherence with others among scattered practices and systems in higher education.

Although Fullan's tenet of understanding change was not specifically revealed in the interviews conducted in this research, that does not mean instructional designers are not leaders. Although they do not openly discuss their understanding of the change process, they demonstrated their roles as change agents. It is through relationship building with faculty that they have been able to gain the trust and confidence necessary to make broad-reaching changes to the face of an institution's courses which is indicative of the degree to which instructional designers are able to affect change. The instructional designers in this study point to the relationships they developed with faculty as the reason for their success, or in some cases, failures.

Their commitment to developing an excellent product leads to a focus on continuous improvement, and demonstrates an understanding (both explicit and implicit) of reculturing and using resistance as a reason to innovate and train. Instructional designers are able to build relationships and help instructors understand change (such as new technologies or teaching methods) even as they face adversity from members of faculty. Instructional designers are creative problem solvers looking to improve and incorporate best practices in their work and processes regardless of the challenges of working with instructors who do not embrace distance education. They leverage their relationships to work with faculty of varying attitudes about distance learning to make changes in order to improve the student learning experience.

Instructional designers are tasked with identifying and implementing technological innovations which may significantly change or redefine how students learn. It is often up to the designers to determine which technologies promote the best learning opportunities

for the students not only by considering the objective of the course, but also taking into consideration the abilities and personas of the faculty teaching these courses. The combination of their expertise in instructional design and technology, the amount of time spent hands-on with the courses and instructional methods, and communication with the instructors allows instructional designers to have a broad-reaching effect on an organization.

Although they were not directly asked to discuss their understanding of change for this project, as it was beyond its scope, the instructional designers in this study demonstrated a working understanding of their roles as change agents. According to Fullan (2001), having innovative ideas and understanding the change process are not the same thing. Indeed, the case can be made that those firmly committed to their own ideas are not necessarily good change agents because being a change agent involves getting commitment from others who might not like one's ideas. He offered the following guidelines for understanding change:

- The goal is not to innovate the most. Innovating selectively with coherence is better.
- It is not enough to have the best ideas. Leaders help others assess and find collective meaning and commitment to new ways.
- Appreciate the "implementation dip." Leaders can't avoid the inevitable early difficulties of trying something new. They should know, for example, that no matter how much they plan for the change, the first six months or so of implementation will be difficult.

- Redefine resistance as a potential positive force. Successful leaders don't mind when naysayers rock the boat. In fact, doubters sometimes have important points. Leaders look for ways to address those concerns.

- Reculturing is the name of the game. Much change is structural and superficial. Transforming culture - changing what people in the organization value and how they work together to accomplish it - leads to deep, lasting change.

- Never a checklist, always complexity. There is no step-by-step shortcut to transformation; it involves the hard, day-to-day work of reculturing (Fullan, 2001).

Admittedly, this research does not focus on Fullan's entire framework for leadership, as it would require a much closer look at other key human resources in these universities, as well as the universities themselves, which was beyond the scope of the study. However, it is important to note that the instructional designers in this study did demonstrate the capacities described by Fullan, as well as the energy, enthusiasm, and hope he described as essential traits of effective leaders. Their ability to redefine learning in higher education given their placement in these institutions is a remarkable feat given not only their loosely defined expectations within the university, but also the resistance they face about distance learning.

Instructional designers recognized that being successful in their roles did not mean performing tasks on a checklist at any given time. Rather, as stated by Fullan, there is always complexity as new technologies, new courses, and new faculty emerge. Successful designers excel in this environment by recognizing that they cannot transform the learning process by taking shortcuts, but instead must spend much of their time reculturing the

environment around them and maintain a positive attitude and forge ahead with best practices.

Instructional Designers as Lifelong Learners

The characteristics of the designers interviewed in this study were similar to Kotter's (1996) description of the habits of lifelong learners. Kotter's habits of a lifelong learner are (p. 183):

- Risk taking: willing to move out of "comfort zone"

- Humble self-reflection: honest assessment of successes and failures, especially the latter

- Solicitation of opinions: aggressive collection of others' information and ideas

- Careful listening: propensity to listen to others

- Open to new ideas: view life with an open mind

The participants in this research study were leading efforts to prepare faculty to teach in unknown territory, and they were doing it with grace and gumption. They researched new technologies and shared best practices in order to make sure learning environments were sound and effective. Being at the forefront of the future of education is a risk, as we do not know what new tools and techniques will emerge, or what the future of our own institutions may bring. In their constant effort to keep up with emerging information and practices they demonstrated a commitment to lifelong learning. By pushing through in spite of the unknown, instructional designers were not only leading change, but they may be driving it.

The findings may encourage further exploration of the use and preparation of instructional designers in higher education because what they do includes more than just instructional design. The importance of the role of the instructional designer in higher education is understated and overlooked. The interviewed individuals were humble people who "fell" into their roles because of their love of technology. Yet their effect on the future of higher education is inestimable, as their role in distance education is redefining how we educate students, and is shaping distance education and, ultimately, the face of the institutions in which they work.

Chapter 8

Implications

This study provides an updated look at the roles of instructional designers in higher education and the expectations the institutions have of their IDs thus providing information to inform the training and academic preparation of instructional designers. The results of this study have implications for professional standards for instructional designers; institutions of higher education; academic programs aiming to prepare instructional designers; and instructional designers in higher education.

For Professional Standards

Instructional design models are based on fundamental competencies of instructional designers. However, an instructional designer's work goes beyond these core competencies. Designers work in an ever-changing environment of technologies, teaching and learning models, and cultural shifts. Instructional design models should be expanded to include the leadership, social, context, and change aspects. Perhaps the competencies should consider not only the model but the context in which the designer is situated as well (Chute, 2003).

Campbell, Schwier, & Kenny (2009) also supported incorporating context into the instructional design model. Although the ibstpi® standards account for certain social competencies, supervisors of designers interviewed for this study call for additional attention to the context. While on job training in project management may be sufficient in

some situations, formal training in project management (especially for small teams) is required to ensure all responsibilities are met.

ibstpi® standards differentiate between essential and advanced skills (Appendix A), however the results of this research indicated that even in entry level positions in instructional design, the need for designers to possess time and project management skills we essential although ibsti® recommends them as advanced skills. The universities represented in the study were seeking experienced professionals with ID skills and experience working with faculty. The ibstpi® essential skills do not seem to meet the basic needs of these institutions. It may be argued that there is not really an "entry level" instructional designer position if institutions are looking for people with what ibstpi® considers to be advanced skills, even when accepting designers with little to no experience.

For Institutions of Higher Education

Not all institutions expect faculty to use instructional designers in online course development. This is problematic as informed, precise use of instructional design in online courses is essential to the learning experiences of students. Designers serve as change-agents by defining and acting on opportunities, implementing new techniques, and making the most of the resources available. This places them in a defaulted position to provide technical support and training to faculty as they must ensure readiness to use new tools across the university even though supporting such implementations may slow course development.

In a true instructional design role, IDs can be more effective if they are not viewed as IT support. Coupled with the disparities among the roles and placement of designers in any

given institution, it is important to consider removing instructional designers from IT departments and into areas that focus on teaching and learning.

The placement of instructional designers within the university must reflect the role that the institution wishes the ID to play. If it is technology support, IDs should be in an IT department. If it is academic support, IDs should be employed in academic divisions. As it stands, the nebulous placement of IDs across the university, sometimes not reflecting their actual job responsibilities, makes it difficult for them to be effective. Further, with an organizational placement that reflects their roles, faculty and staff may better understand instructional designers as instructional experts rather than technology support personnel.

The resources allocated to the IDs is based upon their placement in the institution, and as such, their placement should reflect not only their role, but their resource needs as well. IDs employed in IT departments may have a greater budget and support for technology, but less support for their needs to be supported as pedagogical experts. Likewise, placement in academic divisions would likely allow for more resources for their academic role, but would not provide adequate provisions for their need to stay abreast of instructional technologies. This research has demonstrated the role of IDs as that of academic technology support specialists. Accordingly, they should be positioned in areas of the organization that reflect this role in order to ensure their budgetary and developmental resources are met.

For Instructional Designers

The role of the instructional designer will likely vary from institution to institution. IDs should understand this when they enter a position, and they should be willing and able

to work with an institution to ensure their roles are clearly defined and well supported.

Knowing that an instructional designer at one university is not necessarily the same as an

instructional designer at another university can help to alleviate the tiresome task of

establishing one's position when entering a new environment. By understanding the

amount of time one is expected to spend on the key elements of the job (such as faculty

training, technology support, course design), IDs can better organize their time and efforts

in order to effect change in the way the institution needs.

For Academic Programs Preparing Instructional Designers

Although this research study provided a glimpse of academic programs that prepare

instructional designers, it appears that an emphasis on project management may be

lacking. As designers are often tasked with working with faculty, IT staff, and other

designers, being able to function, and more importantly, lead, in a team environment

requires that designers be well versed and proficient in project management skills.

Chapter 9

Methodological Issues

Willingness to Share

All participants asked that they remain anonymous, citing concerns that they be seen as naysayers or disrespectful to their teams or universities. Also, although the instructional designers represented in this study hold similar positions and have related background experiences, they are very different people. As such, during the interviews, some were eager to use the interview setting as a way to vent frustrations or share stories of best practices, and were willing to provide a great deal of information that went beyond the scope of the study. Other participants provided only the basic information asked of them, and were hesitant to go into great detail about what they shared. Although Ben was willing and able to share basic information about his position at his university, his limited term of employment prior to the interview limited the amount of information he could provide. Perhaps a future study would limit participants to having at least one year in the position.

Sample Attrition

I conducted 17 interviews although only ten are represented in this study. During the interviews with the professionals I excluded, I learned that they were not instructional designers as originally thought, or that they were employed in positions that required less than 50% of their time to perform instructional design responsibilities. Rather than discontinuing those interviews or using the interview protocol for this project, I asked

about their roles in the institutions in order to better understand how instructional design was situated therein. I did not specifically refer to these participants in my report but used the conversations I had with them to help shape my own thoughts about the organizational structures in which they worked.

Secondary Research Sources

Much of the writing about instructional design is found not in academic or scholarly databases, but in informal media such as podcasts, blogs, opinion/experience writing. Should podcasts and blogs be considered for inclusion in certain scholarly databases? Should a peer review process for such publication media be initiated? With the changes in technology playing such a critical role in research and education, it would be worthwhile to investigate the quality and reliability of what we consider to be informal sources of valuable information.

References

Atchison, B. J. (1996). Roles and competencies of instructional design as identified by

   expert instructional designers. (Doctoral dissertation, Wayne State University,

   1996). *Dissertation Abstracts International, 57,* 1576.

Bonk, C. J., & Wisher, R. A. (2000). *Applying collaborative and e-learning tools to military*

   distance learning: A research framework (Technical Report 1107). Alexandria, VA:

   U.S. Army Research Institute for the Behavioral and Social Sciences.

Bernhut, S. (September/October 2000). In conversation: Henry Mintzberg. *Ivey Business*

   Journal. Retrieved January 8, 2010:

   http://wwwold.iveybusinessjournal.com/view_article.asp?intArticle_ID=256

Campbell, K., Schwier, R.A., & Kenny, R.F. (2009) The critical, relational practice of

   instructional design in higher education: an emerging model of change agency*.*

   Educational technology research and development 57(5).

Carver, Deborah A. (Winter 1989). "Transformational leadership: A bibliographic essay" pp.

   30-34. *Library Administration and Management*.

Chute, A.G. (2003). From teletraining to e-learning and knowledge management. In M. G.

   Moore & W. G. Anderson (Eds.), *Handbook of distance education* (p. 311). Mahwah,

   NJ: Lawrence Erlbaum Associates.

Cox, S. (2003). *Practices and academic preparation of instructional designers*. Unpublished

   master's thesis, Brigham Young University, Provo, UT.

Cox, S., & Osguthorpe, R.T. (2003). How do instructional design professionals spend their

    time? *TechTrends, 47(3),* 45-47.

Creswell, J. (2007). *Qualitative inquiry & research design: Choosing among five approaches*

    (2nd Ed.). Thousand Oaks, CA: Sage Publications.

Diamond, R. B. (2002). Faculty, instructional, and organizational development: Options and

    choices. In K. H. Gillespie (Ed.), *A guide to faculty development: Practical advice,*

    examples, and resources (pp. 2-8). San Francisco: Anker.

Dick, W., Carey, L., & Carey, J. (2001). *The systematic design of instruction* (5th ed.). New

    York: Longman.

Fullan, Michael. (2001). *Leading in a culture of change*. New Jersey: Jossey-Bass.

Gunn, C., & Cavallari, B. (2007). Instructional design, development, and context expertise: A

    model for cross cultural collaboration. In M. Keppell (Ed.), *Instructional design case*

    studies in communities of practice (pp. 127-157). Hershey, PA: Information Science

    Publishing.

Gustafson, K., & Branch, R. (2002). What is instructional design? In R. A. Reiser, & J. V.

    Dempsey (Eds.), *Trends and issue in instructional design and technology* (2nd ed.),

    (pp. 16-25). Upper Saddle River, NJ: Merrill Prentice Hall.

Hanna, Y., Yap, V., Fong, K.W., Fletcher. F., & Bancroft, C. (2009). *Job skills-set required of IS*

    graduates for work in instructional design. Florida State University.

Hatch, J. A. (2002). *Doing qualitative research in education settings*. Albany, NY: State

    University of New York

ibstpi ®. (2000). *Instructional Design Competencies.* Retrieved July 20, 2011, from

http://www.ibstpi.org/Competencies/instruct_design_competencies.htm

Julian, M. F. (2001). Learning in action: The professional preparation of instructional

designers. (Doctoral dissertation, University of Virginia, 2001). *Dissertation*

Abstracts International, 62, 136.

Kenny, R.F., Zhang, Z., Schwier, R.A., & Campbell, K. (2005). A review of what instructional

designers do: Questions answered and questions not asked. *Canadian Journal of*

Learning and Technology, 31 (1) Winter. Accessed May 1, 2011 at:

http://www.cjlt.ca/content/vol31.1/kenny.html

Kotter, John P. (1996). *Leading change.* Boston: Harvard Business School Press.

Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge* (4th ed.). San Francisco, CA:

Jossey-Bass.

Larson, M.B.(2005). Instructional design career environments: Survey of the alignment of

preparation and practice. *TechTrends, 49(6),* 22-32. Retrieved March 2, 2011 from

UNL Eric Database.

Larson, M.B., & Lockee, B.B. (2007). Preparing instructional designers for different career

environments: A case study. *Education Tech Research Development, 57,* 1-24.

Retrieved March 2, 20011 from UNL Eric Database.

Litchfield, B., & Keller, J. (2002). Instructional project management. In R. A. Reiser & J. V.

Dempsey (Eds.), *Trends and issues in instructional design and technology* (2nd ed.),

(pp. 168-182). Upper Saddle River, NJ: Merrill Prentice Hall.

Mishler, E. G. (1986). *Research interviewing: Context and narrative.* Cambridge, MA: Harvard

    University Press.

Monash, L. W., & Monash, P. M. (2008). Terms of engagement: A case study of instructional

    designers in a faculty of law. In In M. Keppell (Ed.), *Instructional design: Case studies*

    in communities of practice (pp. 257-274). Hershey, PA: Information Science

    Publishing.Moore,

M.G., & Anderson, W.G. (2003). *Best methods of teaching instructional designers*. Mahwah,

    NJ: Lawrence Erlbaum Associates.

Morrison, G. R., Ross, S. M. & Kemp, J. E. (2001). *Designing effective instruction (3rd ed.*).

    New York: John Wiley & Sons, Inc.

Nightingale, D., & Cromby, J. (Eds) (1999). *Social constructionist psychology.* Buckingham:

    Open University Press. Retrieved July 18, 2011 from

    http://www.psy.dmu.ac.uk/michael/qual_reflexivity.htm

Quality Matters (2010). What is the QM program? http://www.qmprogram.org/

Reiser, R. A. (2001). A history of instructional design and technology. In R. A. Reiser, & J. V.

    Dempsey (Eds.), *Trends and issues in instructional design and technology* (2nd ed.),

    (pp. 26-53). Upper Saddle River, NJ: Merrill Prentice Hall.

Reiser, R.A., & Dempsey, J.V. (2006). *Trends and issues in instructional design and technology*

    (2nd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Richey, R. C., Fields, D. C., Foxon, M. (with Roberts, R. C., Spannaus, T., & Spector, J. M.)

    (2001). *Instructional design competencies: The standards* (3rd ed.). Syracuse, NY:

    ERIC Clearinghouse on Information & Technology.

Rothwell, W.J., & Kazanas, H.C. (2008*). Mastering the instructional design process: A systematic approach* (4th ed.). New York: John Wiley & Sons, Inc.

Schwier, R. A., Campbell, K., & Kenny, R. (2007). Instructional designers' perceptions of their interpersonal, professional, institutional and societal agency: Tales of change and community. In M. J. Keppell (Ed.), *Instructional design: Case studies in communities of practice* (pp. 1-18). Hershey, PA: Idea Group.

Shearer, R. (2003). Instructional design in distance education: an overview. In M. G. Moore, & W. G. Anderson (Eds.), *Handbook of distance education* (p. 285). Mahwah, NJ: Lawrence Erlbaum Associates.

Simeon, L., Brickell, G., & Ferry, B. (2007). An emerging model of community collaboration during the construction of e-learning resources: Implications for Papua New Guinea. In M. Keppell (Ed.), *Instructional design: Case studies in communities of practice* (pp. 106-126). Hershey, PA: Information Science Publishing.

Sims, R., & Koszalka, T.A. (2008). Competencies for the new-age instructional designer. In J.M. Spector, M.D. Merrill, J.J.G. van Merriënboer, & M.P. Driscoll (Eds.), *Handbook of research on educational communications and technology* (3rd ed.), (pp. 569–575). New York: Taylor & Francis.

Spannaus, T.W. (2011). Instructional designer competencies. Retrieved from projects.coe.uga.edu/ITFoundations/index.php?title=Instructional_Designer_Compe tencies

Smith, P.L., & Ragan, T. (2005). *Instructional Design* (3rd ed.) New York: John Wiley & Sons, Inc.

Smith, P.L., & Tillman, J.R. (2004) *Instructional Design* (3rd Ed). Hoboken, NJ: John Wiley & Sons.

Spector, M.J., Klein, J.D., Reiser, R.A., Sims, R.C., & Grabowski, B.L. (2006). *Proceedings from ITFORUM*: *Competencies and Standards for Instructional Design and Educational Technology*. Barcelona, Spain.

Stake, R. (1995). *The art of case study research.* Thousand Oaks, CA: Sage Publications.

teach. 2011. In *Merriam-Webster.com*. Retrieved July 3, 2011, from http://www.merriam-webster.com/dictionary/teach

train. 2011. In *Merriam-Webster.com*. Retrieved July 3, 2011, from http://www.merriam-webster.com/dictionary/train

Visscher-Voerman, I., & Gustafson, K. L. (2004). Paradigms in the theory and practice of education and training design. *Educational Technology Research and Development, 52(2),* 69–89.

Wolcott, H. F. (1994). *Transforming qualitative data: Description, analysis, and interpretation*. Thousand Oaks, CA: Sage.

Zhu, E. (1998). Learning and mentoring: Electronic discussion in a distance-learning *course*. In C. J. Bonk & K. S. King (Eds.), *Electronic collaborators: Learner-centered technologies for literacy, apprenticeship, and discourse* (pp. 233-259). Mahwah, NJ: Erlbaum.

Appendix

Appendix A

The 2000 ibstpi® Instructional Design Competencies
Copyright 2010, The International Board of Standards for Training, Performance and Instruction

Professional Foundations	• Communicate effectively in visual, oral and written form. (Essential) • Apply current research and theory to the practice of instructional design. (Advanced) • Update and improve one's knowledge, skills and attitudes pertaining to instructional design and related fields. (Essential) • Apply fundamental research skills to instructional design projects. (Advanced) • Identify and resolve ethical and legal implications of design in the work place. (Advanced)
Planning and Analysis	• Conduct a needs assessment. (Essential) • Design a curriculum or program. (Essential) • Select and use a variety of techniques for determining instructional content. (Essential) • Identify and describe target population characteristics. (Essential) • Analyze the characteristics of the environment. (Essential) • Analyze the characteristics of existing and emerging technologies and their use in an instructional environment. (Essential) • Reflect upon the elements of a situation before finalizing design solutions and strategies. (Essential)
Design and Development	• Select, modify, or create a design and development model appropriate for a given project. (Advanced) • Select and use a variety of techniques to define and sequence the instructional content and strategies. (Essential) • Select or modify existing instructional materials. (Essential) • Develop instructional materials. (Essential) • Design instruction that reflects an understanding of the diversity of learners and groups of learners. (Essential) • Evaluate and assess instruction and its impact. (Essential)

Implementation and Management	• Plan and manage instructional design projects. (Advanced) • Promote collaboration, partnerships and relationships among the participants in a design project. (Advanced) • Apply business skills to managing instructional design. (Advanced) • Design instructional management systems. (Advanced) • Provide for the effective implementation of instructional products and programs. (Essential)

Appendix B

IRB Approval 2010101985 EX – Valid Until 10/20/2015

Nebraska
Lincoln

University of Nebraska-Lincoln Institutional Review Board (IRB) 312 N. 14th St., 209 Alex West Lincoln, NE 68588-0408(402) 472-6965 Fax (402) 472-6048 irb@unl.edu	FOR OFFICE USE ONLY IRB #: 20101010985 EXIRB Decision Date: Date Received: Code #: IRB Project ID: 10985 Form ID: 10985 Status: Certification of Exemption

IRB New Protocol Submission

Project Title: Qualifications, academic histories, and employment experiences of instructional designers in higher education and the responsibilities, qualifications, and expectations as reported by supervisors of instructional designers in higher education

Investigator Information:

Principal Investigator:	Tami Moskal	Secondary Investigator:	Marilyn Grady
Department:	Department of Educational Administration	Department:	Department of Educational Administration
Contact Phone:	810.225.2047	Contact Phone:	402 472 0974
Contact Address:	6204 Chad Ct Brighton, MI 48116	Contact Address:	128 TEAC, UNL, 68588-0360
Email Address:	tmoskal@me.com	Email Address:	mgrady1@unl.edu

* Student theses or dissertations must be submitted with a faculty member listed as Secondary Investigator or Project Supervisor

Principal Investigator Is: Graduate Student
Type of Project: Research

Does the research involve an outside institution/agency other than UNL? No

If yes, please list the institutions/agencies:

Where will participation take place? (e.g., UNL, at home, in a community building, etc)
    At the respective institutions.

* Note: Research can only begin at each institution after the IRB receives the institutional approval letter

Nebraska Lincoln

Project Information:

Present/Proposed Funding Source:
Project Start Date: 09/20/2010
Project End Date: 05/31/2012

1. Does the research involve prisoners?

No

2. Will the research only be conducted in schools or educational settings?

Yes

Does the research study involve only normal education practices (such as research on regular and special education instructional strategies, or research on effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.)?

Yes

3. Does the research involve only the use of educational tests, survey procedures, interview procedures, or observation of public behavior? (The use of pre-existing data does not fall into this category.)

Yes

Does the research involve children (under 19 years of age)?

No

Is the information recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects?

No

Could any disclosure of the human subjects responses outside the research reasonably place the subjects at risk of criminal or civil liability or be damaging to their financial standing, employability, or reputation?

No

4. Does the research involve only the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens?

No

5. Does the research involve only studying, evaluating or examining public benefit or service programs?

No

	6. Does the research involve only a taste and food quality evaluation or food consumer acceptance study?

No

Description of Subjects:

Total number of participants (include 'controls'): 14

Will participants of both sexes/genders be recruited? Yes
Will participation be limited to certain racial or ethnic groups? No
What are the participants' characteristics?
Instructional Designers currently employed at doctoral-granting public Midwest institutions of higher education.

Supervisors of Instructional Designers currently employed at doctoral-granting public Midwest institutions of higher education.

Type of Participant: (check all appropriate blanks for participant population)

X	Adults, Non Students		Pregnant Women		Persons with Psychological Impairment
	UNL Students		Fetuses		Persons with Neurological Impairment
	Minors (under age 19)		Persons with Limited Civil Freedom		Persons with Mental Retardation
	Adults with Legal Representatives		Persons with HIV/AIDS		

Other (Explain):

Unique Research Methodology or Data Sources

Will your project involve audio taping? Yes

How long will tapes be kept? Where will they be stored? Who will have access to the tapes? If transcriptions are required, how will transcriptions be handled? Who is doing the transcriptions? Please attach a copy of the confidentiality agreement that transcriptionists will sign.

Because pseudonyms will be used on the interview protocols, the principal investigator will maintain a list linking the names of the participants to their pseudonym. This list, the tapes, and the transcripts will be kept in a locked cabinet within the researcher's home [6204 Chad Ct. Brighton, MI], and maintained for 3 years before the list is destroyed. Transcriptions will be done by the primary investigator.

Is this project web-based research? No

Is this study utilizing Protected Health Information (PHI; e.g., information obtained from a hospital, clinic, or treatment facility)? No

Does this project involve genetic data/sampling/analysis, illegal drug use, or criminal activity that places the participant at risk for legal action? No

Does this project involve photography? No

Does this project involve videotaping? No

Does this project involve archival or secondary data analysis? No

Does this project involve biological samples? No

Project Personnel List:

Please list the names of all personnel working on this project, starting with the principal investigator and the secondary investigator/project advisor. Research assistants, students, data entry staff and other research project staff should also be included. For a complete explanation of training and project staff please go to http://www.unl.edu/research/orr/index.shtml.

Name	Role	UNL Status	Is Involved In Design/Supervision	Is Involved In Data Collection

Project Description

1. Describe the research purpose of the project.

What is the purpose of the study? (Please provide a brief 1-2 paragraph explanation in lay terms, to include a brief literature justification.)

Research about the preparation and competencies of instructional designers has been broad and thoughtful. Research has focused on how instructional designers are trained as well as identifying competencies needed for instructional designers to work in corporate and industrial organizations. However, there is no research about the preparation of and competencies possessed by instructional designers in higher education and the actual needs and expectations of the institutions employing them. There is also no research about the experiential backgrounds of these designers. What careers, if any, have they had prior to working in higher education? In what contexts have they worked in instructional design? This lack of understanding necessitates a specific exploration of instructional designers in higher education.

A critical analysis of the qualifications, academic histories, and employment experiences of instructional designers at institutions of higher education, and the responsibilities, qualifications, and expectations stated by the supervisors of instructional designers in higher education, would provide a current and specific look at this unique population. Therefore, the purpose of this case study is to explore the qualifications, academic histories, and employment experiences of instructional designers in higher

education, and the responsibilities, qualifications, and expectations of supervisors of instructional designers in higher education.

2. Description of the Methods and Procedures.

Describe the data collection procedures and what participants will have to do.
Individual face-to-face interviews will be conducted to explore the qualifications, academic histories, and employment experiences of instructional designers.

Individual face-to-face interviews will be conducted to explore the responsibilities, qualifications, and expectations of instructional designers in higher education as stated by their supervisors.

How long will this take participants to complete?
One hour

Will follow-ups or reminders be sent?
No

3. Description of Recruiting Procedures

How will the names and contact information for participants be obtained?
These are participants known to me through my professional relationships.

How will participants be approached about participating in the study?
Invitations will be sent to the individuals. Participation is voluntary.

4. Description of Benefits and Risks

Explain the benefits to participants or to others.
Participants may benefit from the involvement in and findings of the study in understanding their career field, jobs, and the roles of instructional designers in general. Participants may also appreciate the opportunity to contribute to research that may benefit their profession.

Explain the risks to participants. What will be done to minimize the risks? If there are no known risks, this should be stated.
There are no known risks associated with this research. Participation by adult subjects is voluntary. Participants can withdraw from the interview at any time.

5. Description of Compensation

Will compensation (including money, gift certificates, extra credit, etc.) be provided to participants?
No

6. Informed Consent Process

In certain cases for children over the age of 14, such as UNL students who are 17 or 18, waivers of informed consent can be granted.

Would you like to request a waiver of consent?
No

How will informed consent/assent be obtained?
Participants will be given the informed consent form at the time of the interview. I will review the form with them to answer any questions or address any concerns.

7. Description of How Confidentiality will be Maintained

How will confidentiality of records be maintained?
Because pseudonyms will be used on the interview protocols, the principal investigator will maintain a list linking the names of the participants to their pseudonym. This list, the tapes, and the transcripts will be kept in a locked cabinet within the researcher's home [6204 Chad Ct. Brighton, MI], and maintained for 3 years before the list is destroyed.

Will individuals be identified?
No

How long will records be kept?
3 years

Where will records be stored?
Within the researcher's home [6204 Chad Ct. Brighton, MI]

Who has access to the records/data?
Primary and secondary investigators

How will data be reported?
Dissertation, conference presentations, journal articles

8. Copies of Questionnaires, Survey, or Testing Instruments

Please list all questionnaires, surveys, and/or assessment instruments/measures used in the project.
Invitation to instructional designers
Informed consent for instructional designers
Interview protocol for instructional designers

Invitation to supervisors of instructional designers
Informed consent for supervisors of instructional designers
Interview protocol for supervisors of instructional designers

9. Uploaded Attachments

InviteLetter.pdf - 61720 Bytes - application/pdf
IDInterviewProtocol.pdf - 58012 Bytes - application/pdf
InviteLetterSupers.pdf - 62063 Bytes - application/pdf
SupersInterviewProtocol.pdf - 61459 Bytes - application/pdf
Moskal Original Protocol.pdf - 118551 Bytes - application/pdf
IDConsent_031412-Approved.pdf - 152241 Bytes - application/pdf
SupersConsent_031412-Approved.pdf - 152419 Bytes - application/pdf

Nebraska
Lincoln

Comments:
PI Comments

URC Comments

ORR Comments

Appendix C

Informed Consent Form - Supervisors

UNIVERSITY OF
Nebraska
Lincoln

COLLEGE OF EDUCATION AND HUMAN SCIENCES
Department of Educational Administration

INFORMED CONSENT FORM

IRB#

Title of Project:
Responsibilities, qualifications and expectations of instructional designers in higher education as stated by supervisors of instructional designers in higher education

Purpose of the Research:
The purpose of this case study is to explore the qualifications and expectations of instructional designers in higher education as stated by supervisors of instructional designers in higher education. You must be 19 years of age or older to participate. You are invited to participate in this study because you are employed in an instructional design position or you are in a supervisory position overseeing instructional design.

Procedures:
Participation in this study will require 60 minutes of your time for the interview. You will be asked to participate in an interview with the study's principal investigator, Tami Moskal, who will audiotape with your permission. You may ask that the tape be turned off at any time during the interview. The tape will be transcribed by the principal investigator and will be sent to you for review. At that time, you may clarify your responses or give the researcher other information. To schedule the interview with the research, you may select a time and place convenient for you.

Risks and/or Discomforts:
There are no known risks or discomforts associated with this research.

Benefits:
In talking about your experiences, you may come to understand your position more fully, or you may gain additional insight into your profession.

Confidentiality:
Any information obtained during this study that could identify you will be kept strictly confidential. The data will be stored in a locked cabinet in the investigator's home. Only the investigator will see the data during the study. The information obtained in this study will be published in academic journals or presented at academic meetings but the data will be reported as aggregated data. The audiotapes will be erased after transcription verification is deemed accurate.

Compensation:
None

IRB# 20101010985 EX
Date Approved: 10/21/2010
Valid Until: 10/20/2015

Opportunity to Ask Questions:
You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study. You may call the investigator at any time by telephone (734) 476-9787. You may also call the investigator's advisor, Dr. Marilyn Grady, office phone (402) 472-0974. If you have questions concerning your rights as a research subject that have not been answered by the investigator, or to report any concerns about the study, you many contact the University of Nebraska-Lincoln Institutional Review Board, telephone (402) 472- 6965.

Freedom to Withdraw:
You are free to decide not to participate in this study or to withdraw at any time without adversely affecting your relationship with the investigators, the University of Nebraska-Lincoln, or your school. Your decision will not result in any loss of benefits to which you are otherwise entitled.

Consent, Right to Receive a Copy:
You are voluntarily making a decision whether or not to participate in this research study. Your signature certifies that you have decided to participate having read and understood the information presented. You will be given a copy of this consent form to keep.

_____ Check if you agree to be audio taped during the interview.

Signature of Participant:

_____   _____

Signature of Research Participant   *Date*

Name and Phone number of investigator(s):
Moskal, Tami, Principal Investigator: (734) 476-9787
Marilyn Grady, Ph.D., Secondary Investigator: (402) 472-0974

Appendix D

Informed Consent Form – Instructional Designers

UNIVERSITY 1 OF
Nebraska
Lincoln

IRB# 2010010985 EX
Date Approved: 10/21/2010
Valid Until: 05/31/2012
IRB Approval

COLLEGE OF EDUCATION AND HUMAN SCIENCES
Department of Educational Administration

INFORMED CONSENT FORM

IRB#

Title of Project:
Qualifications, academic histories, and employment experiences of instructional designers in higher education

Purpose of the Research:
The purpose of this case study is to explore the qualifications, academic histories, and employment experiences of instructional designers in higher education. You must be 19 years of age or older to participate. You are invited to participate in this study because you are employed in an instructional design position or you are in a supervisory position overseeing instructional design.

Procedures:
Participation in this study will require 60 minutes of your time for the interview. You will be asked to participate in an interview with the study's principal investigator, Tami Moskal, who will audiotape with your permission. You may ask that the tape be turned off at any time during the interview. The tape will be transcribed by the principal investigator and will be sent to you for review. At that time, you may clarify your responses or give the researcher other information. To schedule the interview with the research, you may select a time and place convenient for you.

Risks and/or Discomforts:
There are no known risks or discomforts associated with this research.

Benefits:
In talking about your experiences, you may come to understand your position more fully, or you may gain additional insight into your profession.

Confidentiality:
Any information obtained during this study that could identify you will be kept strictly confidential. The data will be stored in a locked cabinet in the investigator's home. Only the investigator will see the data during the study. The information obtained in this study will be published in academic journals or presented at academic meetings but the data will be reported as aggregated data. The audiotapes will be erased after transcription verification is deemed accurate.
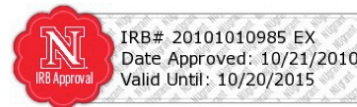
Compensation:
None

Opportunity to Ask Questions:

You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study. You may call the investigator at any time by telephone (734) 476-9787. You may also call the investigator's advisor, Dr. Marilyn Grady, office phone (402) 472-0974. If you have questions concerning your rights as a research subject that have not been answered by the investigator, or to report any concerns about the study, you many contact the University of Nebraska-Lincoln Institutional Review Board, telephone (402) 472- 6965.

Freedom to Withdraw:
You are free to decide not to participate in this study or to withdraw at any time without adversely affecting your relationship with the investigators, the University of Nebraska-Lincoln, or your school. Your decision will not result in any loss of benefits to which you are otherwise entitled.

Consent, Right to Receive a Copy:
You are voluntarily making a decision whether or not to participate in this research study. Your signature certifies that you have decided to participate having read and understood the information presented. You will be given a copy of this consent form to keep.

_____ Check if you agree to be audio taped during the interview.

Signature of Participant:

_____   _____   _____
Signature of Research Participant   *Date*

Name and Phone number of investigator(s):
Moskal, Tami, Principal Investigator: (734) 476-9787
Marilyn Grady, Ph.D., Secondary Investigator: (402) 472-0974

Appendix E

Letter of Invitation - Supervisors

University of Nebraska Lincoln

COLLEGE OF EDUCATION AND HUMAN SCIENCES
Department of Educational Administration

Name of Participant
Organization Name
Address Line 1
Address Line 2
Address Line 3
City, State, Zip code

<INSERT DATE HERE>

Dear <INSERT NAME OF PARTICIPANT>,

As a graduate student at the University of Nebraska-Lincoln, I am conducting a study to explore the responsibilities, qualifications and expectations of instructional designers in higher education as stated by supervisors of instructional designers in higher education.

The purpose of this collective case study is to investigate this through interviews conducted with supervisors of instructional designers. I have purposely selected you to help me learn more about how you view the responsibilities, qualifications and expectations of instructional designers at your institution. A critical analysis of the responsibilities, qualifications, and expectations of instructional designers at institutions of higher education would provide a current and specific look at this unique population, which will be of great value to higher education administrators, instructional designers and their supervisors, and other organizations employing instructional designers.

I invite you to spend approximately one hour in an interview session that will be recorded on audiotape. To eliminate any risk produced by participating in the study, I will keep your identity and the identity of your institution confidential by using pseudonyms for both. You are free to decide not to participate in this study, or to withdraw at any time without adversely affecting your relationship with the investigators or the University of Nebraska. While I am not offering any formal compensation to you for participating in the interview, I am confident that the information gathered from my study will be valuable to you, your profession, and institutions of higher education.

I will provide you with a copy of the transcript of the interview before I begin to analyze the data. This will give you an opportunity to clarify the meaning you provided and verify its authenticity. I will contact you later to confirm the accuracy of the information you provided. On completion of the study, I will share a summary of the findings with you.

You may contact my supervisor, Dr. Marilyn Grady, at (402) 472-0974 at the University of Nebraska-Lincoln for further clarification or should you have any concerns about my study. If you agree to participate in this study, please sign and date where indicated below, make a copy for your own records, and return the letter in the self-addressed, stamped envelope included in this mailing. Upon receiving your signed letter, I will contact you to schedule an interview at a time convenient for you.

I thank you in advance for agreeing to participate in this study.

Very sincerely,

Tami Moskal

I agree to participate in this study under the above conditions:

_____   _____

Signature   Date

141 Teachers College Hall / P.O. Box 880360 / Lincoln, NE 68588-0360 / (42) 472-3726 / FAX (42) 472-4300

Appendix F

Letter of Invitation – Instructional Designers

UNIVERSITY OF Nebraska Lincoln

COLLEGE OF EDUCATION AND HUMAN SCIENCES
Department of Educational Administration

Name of Participant
Organization Name
Address Line 1
Address Line 2
Address Line 3
City, State, Zip code

<INSERT DATE HERE>

Dear <INSERT NAME OF PARTICIPANT>,

As a graduate student at the University of Nebraska-Lincoln, I am conducting a study to explore the qualifications, academic histories, and employment experiences of instructional designers in higher education.

The purpose of this multiple case study is to investigate this at your institution through interviews conducted with instructional designers and their supervisors. I have purposely selected you to help me learn more about the preparation and competencies of instructional designers. A critical analysis of the qualifications and employment experiences of instructional designers at institutions of higher education would provide a current and specific look at this unique population, which will be of great value to higher education administrators, instructional designers, and other organizations employing instructional designers.

I invite you to spend approximately one hour in interview sessions that will be recorded on audiotape. To eliminate any risk produced by participating in the study, I will keep your identity and the identity of your institution confidential by using pseudonyms for both. You are free to decide not to participate in this study, or to withdraw at any time without adversely affecting your relationship with the investigators or the University of Nebraska. While I am not offering any formal compensation to you for participating in the interview, I am confident that the information gathered from my study will be valuable to you, your profession, and institutions of higher education.

I will provide you with a copy of the transcript of the interview before I begin to analyze the data. This will give you an opportunity to clarify the meaning you provided and verify its authenticity. I will contact you later to confirm the accuracy of the information you provided. On completion of the study, I will share a summary of the findings with you.

You may contact my supervisor, Dr. Marilyn Grady, at (402) 472-0974 at the University of Nebraska-Lincoln for further clarification or should you have any concerns about my study. If you agree to participate in this study, please sign and date where indicated below, make a copy for your own records, and return the letter in the self-addressed, stamped envelope included in this mailing. Upon receiving your signed letter, I will contact you to schedule an interview at a time convenient for you.

I thank you in advance for agreeing to participate in this study.

Very sincerely,

Tami Moskal

_____

I agree to participate in this study under the above conditions:

_____   _____

Signature   Date

141 Teachers College Hall / P.O. Box 880360 / Lincoln, NE 68588-0360 / (42) 472-3726 / FAX (42) 472-4300