Sonoma State University is committed to achieving excellence through teaching, scholarship, learning and inclusion. In line with our Strategic Plan and our Seawolf Commitment, our values include diversity, sustainability, community engagement, respect, responsibility, excellence and integrity. We strive to cultivate a community in which a diverse population can learn and work in an atmosphere of civility and respect. We encourage innovation, experimentation and creativity, as well as contributions to equity and inclusion, in the pursuit of excellence for all members of our university community.

**Position Purpose:** Reporting to the Assistant Director of the Center for Teaching & Educational Technology, the Educational Technology Application Expert works collaboratively with academic departments and faculty, other Center for Teaching and Educational Technology (CTET) staff, the Division of Academic Affairs, and Information Technology staff to oversee and actively maintain Sonoma State’s Learning Management System (LMS) and other mission-critical campus-supported educational technology applications, including but not limited to Canvas, Zoom, Turnitin, Blackboard Ally, YuJa, and Qualtrics. The incumbent collaborates with subject matter experts, IT, and external vendors to integrate external tools and new features into the LMS, tests functionality to ensure stability, develops appropriate training resources, and implements improvements to the campus community. The incumbent provides both basic (Tier I) and advanced technical support (Tier II) to faculty for the online components of courses, and advanced technical troubleshooting (Tier III) for application specific issues or problems. The incumbent supports the effective use of educational technology tools by leading workshops and trainings for faculty on both technical and pedagogical topics.

**Major Duties:** Major duties of the position include, but are not limited to, the following:

**Educational Technology Applications**
- Oversee the LMS in accordance with the academic term calendar, including creating and closing terms, creating and archiving courses, and ensuring ongoing stability of integrations with the campus Student Information System (SIS).
- Oversee upgrades, feature additions, external tool integrations, and software pilots in the LMS in accordance with best practices in application configuration change management.
- Provide direct technical support and recommendations to faculty and other LMS and educational software users, in alignment with current instructional design theories, for all CTET-supported software, currently including but not limited to: Canvas, Zoom, Turnitin, Blackboard Ally, Qualtrics, Google Apps, and YuJa.
- Create and maintain end user documentation for CTET-supported educational technology software.
- Provide advanced technical support and consultation to both faculty and staff on the LMS and other centrally managed educational technologies, including but not limited to application programming interfaces (APIs), automated workflows, and external tool configurations.
- Provide insight as necessary regarding data structures in SIS databases and how the data are used to configure an LMS and other educational technologies.
- Guide faculty on integrating educational technologies into courses and curriculum.
- Conduct advanced data analysis from LMS dashboard, data portal, and other data sources to understand usage patterns of educational technology tools and advise leadership regarding campus needs, return on investments, training priorities, and other related topics, regularly and as requested.
- Maintain proficiency with educational technology topics and advise leadership regarding important and valuable new educational technology applications, especially in regards to integration with the LMS and other campus systems.
- Lead or support workshops and training programs to help faculty and staff develop proficiency with educational technology tools.
- Independently lead educational technology special projects and pilots, utilizing data to make recommendations regarding adoption, system configuration, and best practices for users.
Pedagogy and Instructional Design

- Independently consult with faculty on the pedagogical impact of existing or proposed course design choices in the LMS and using with other educational technology tools, referencing Universal Design for Learning (UDL), accessibility, and other instructional design theories and frameworks as appropriate.
- Independently consult with faculty on high impact practices for teaching with technology using online learning materials.
- Independently consult with academic programs and leadership on pedagogical impact of design choices, especially as regards digital classroom/digital course materials and instructional technology.
- Support academic departments with maintenance and oversight of online and hybrid curriculums.
- Assist faculty and academic programs in preparing course materials for the digital classroom.
- Refer faculty and programs to other instructional design specialists as appropriate for further consultation.
- Maintain proficiency with instructional design topics and theories, especially in regards to student success, accessibility, diversity, equity, and inclusion.
- Lead or support workshops and training programs to help faculty develop pedagogically sound digital course materials.
- Collaborate with instructional designers to ensure that Quality Learning and Teacher (QLT) standards and other current instructional design theories and frameworks are adequately support in the LMS and with other educational technology tools.

Secondary Duties: Performs other secondary duties as assigned.

Work Environment: Duties will primarily take place in an office setting, however additional duties may be performed in various locations on the Sonoma State University campus, including working both indoors and outdoors to support and participate in university activities and events. The normal work schedule is Monday through Friday aligned with regular campus hours. As an exempt employee you have some flexibility in your schedule however must be available during the regular campus hours Monday through Friday to meet the operational needs of the campus and department. Evening and weekend hours may be required and will be specified only by the supervisor to meet operational needs. The incumbent must maintain regular and acceptable attendance at such levels as is determined by the Appropriate Administrator. The position may require occasional travel, by automobile and airplane, and the incumbent must be able to work some night and weekend hours with overnight stays.

This position requires, with or without reasonable accommodations, the ability to frequently sit, move or stand for office and/or event functions, be at a computer for 6-8 hours/day, occasionally reach with hands and arms, climb or balance, stoop and kneel and lift objects of up to 50 lbs. in weight and maneuver around and under office and classroom furniture to install, adjust, maintain, and repair all equipment supported by the department.

Minimum Qualifications: The incumbent is required to possess an advanced and comprehensive knowledge of LMS technical administration including integrations with third-party systems, student information system databases, and other campus services. This includes possessing working knowledge of related specialties; working knowledge of adult learning theory and instructional design; and the ability to apply this extensive expertise as a generalist or specialist. This foundation would normally be obtained through a bachelor’s degree in computer science, information systems, educational technology, communications, or related fields, or similar certified coursework in applicable fields of study. Three years or the equivalent of working experiences using learning management system(s) and other instructional applications is highly preferred. A Master’s degree and prior experience in a support role or instructional role within higher education is highly preferred. High proficiency with standard office productivity software such as Microsoft Office and thorough knowledge of Mac OS X, Windows operating systems and hardware with the ability to troubleshoot malfunctions is required. Knowledge of Google Suite, Canvas, and PeopleSoft preferred.

Qualifications to demonstrate said competence include:

- Advanced experience utilizing instructional design principles and training practices in supporting faculty.
- Advanced experience applying web accessibility standards, specifically Section 508 and WCAG 2.0.
• Advanced experience using multimedia and productivity applications such as Adobe Creative Suite, Camtasia, Qualtrics, Google Apps, YuJa, and Zoom.
• Advanced experience conducting workshops for university faculty and evaluating their feedback.
• Advanced knowledge of copyright laws and industry standards.
• Advanced knowledge of assistive technologies and how they can support student learning with the LMS and other educational technologies.
• Comprehensive knowledge of educational technology platforms.
• Comprehensive familiarity with fields related to educational technology, instructional innovation, academic computing, educational media, multimedia, and distance education.
• Demonstrated ability to work constructively as part of a team to complete complex projects.
• Demonstrated ability to organize and prioritize to successfully coordinate and manage multiple tasks.
• Demonstrated ability to develop effective training resources including documentation, FAQs, help articles, and videos for distribution in multiple channels.
• Advanced interpersonal and communication skills to interpret user needs and provide appropriate solutions.
• Strong ability to troubleshoot instructional technology issues to identify root causes and develop solutions.
• Ability to be proactive and understand problems from broad, interactive perspective and to develop solutions that combine information and ideas in new, unprecedented ways.
• Ability to independently lead projects to successful completion, including identifying and regularly reporting progress on key deliverables to appropriate administrators.
• Ability to simultaneously manage multiple projects and responsibilities.
• Ability to respond professionally to distressed or otherwise agitated customers.
• Ability to effectively communicate with all levels within the university and establish and maintain productive and effective, inclusive working relationships amongst diverse populations including staff, faculty, administration, students, and other internal and external constituents.
• Ability to accept constructive feedback and work cooperatively in group situations.