Instructional Design and Technology Teams: Work Experiences and Professional Development

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Overview

The University Professional and Continuing Education Association (UPCEA) conducted a research study in the spring of 2017 to learn more about the professional development needs and work experiences of instructional designers, instructional technologists, multimedia designers, and their team leaders. The goal was to determine how similar the team leaders and the team members felt about their careers, the future of instructional design, professional development and continuing education options, and how to best equip team members to further their careers.

Team members and team leaders were asked a series of questions about various ways to gain work experience and develop valuable skills to find key points of interest between the two groups on what improvements could be made for higher quality work performance in the future. This paper is a compilation of survey results.

I. Methodology

From February 1 through March 5, 2017, UPCEA and its Center for Research and Marketing Strategy conducted a survey of instructional design and technology professionals. A total of 114 responses were received. Invitations to the survey were distributed via email and a discussion board posting on UPCEA's online community, CORe. Email invitations were sent to 320 individuals. It is unknown how many individuals from the discussion board participated, so it is not possible to determine the exact response rate. Based on the email invitations, the estimated response rate is 36%. The margin of error for the study is estimated to be plus or minus 8 percent (±7.7%).

II. Executive Summary

- The survey data indicates that about two-thirds of survey respondents were team members and one-third were team leaders. **More than half of team members were instructional designers, and just over half of team leaders were directors**.

- Team leaders have been in their current roles slightly longer than team members, as **19% of leaders have been in their role longer than eight years, compared with only 7% for team members**.

- Salary ranges differed between team leaders ($59,000-$88,000) and team members ($20,000-76,000). **The averages for team leaders and team members were $79,000 and $60,000, respectively**.

- When team leaders were asked what had the greatest impact on team members' salaries, **the most common response was institutional salary grade/levels, with almost three-quarters indicating this factor**. The second was budget constraints or amount budgeted, with two-thirds of respondents selecting this option.

- When team members were asked what best prepared them for their positions, **29% identified previous experience as the most important factor**, while another 25% credit formal education, and 21% on-the-job training provided by their current employer.

- **Almost half of leaders and team members responded that instructional design services are centralized across the institution** (47% and 49%, respectively). About one-quarter (25% and 30%) responded that the design team was a standalone service within an academic department.

- When looking at future professional development opportunities, **free webinars and in-person conferences were the most sought-after development opportunities for both team leaders and team members**. Team members were much more likely to seek paid webinars and courses associated with a degree program than leaders.

- In terms of potentially interesting and valuable professional development

topics, team members were much more likely to indicate that adult learning theory and practice and technical competencies were a valuable or interesting topic. **Team leaders were more focused on compliance issues, collaborating with team members, and understanding higher education.** Both groups were interested in collaborating with faculty and content experts.

- When asked how decisions are made on professional development, team leaders were more likely to indicate that professional development activity decisions are made as joint decisions by them and their supervisor, **while team members were much more likely to indicate that for them, it's driven by their own interest or desire**.

- Almost two-thirds of respondents (both team leaders and team members) indicated that the frequency of professional development within their organization is **determined more by the cost than the number of opportunities**.

- When team members were asked about potential interest in future professional development activities, **a little over 75% were interested in earning a credential, and of those who said yes, 73% were interested in a certificate program or certificate of completion**. In addition, when asked about the number of hours of engagement with content/instructor appropriate for such a credential, the average was 21.5 hours, with a range from 2-120 hours and a standard deviation of 22.1.

- When team members were asked about professional development content and instructor engagement, **the majority (71%) felt that asynchronous courses with one or more faculty would be most appropriate**, followed by self-guided at 23%. In addition, essentially all respondents (97%) would be willing to complete an assessment of some sort (quiz, exam, project, etc.) at the end of the professional development experience.

III. Detailed Findings

Instructional design teams, viewed as critical to the online enterprise and professional learning at many postsecondary institutions (Saroyan & Trigwell, 2015), feature some of the least-studied roles within online, blended, and hybrid learning. Faculty roles and responsibilities, student learning and activities, and pedagogical approaches are often the focus of online research. With this survey, UPCEA sheds needed light on the expertise and roles in instructional design teams throughout the nation.

As the results of this survey reveal, instructional design teams are comprised of many different individuals with varied skillsets and experience, their salaries are largely dependent on institutional contexts, and their professional development needs are both technical and strategic in nature.

Characteristics of Respondents

Members of the UPCEA eDesign Collaborative, a community of eDesign professionals within UPCEA, received invitations to participate in this research study. From the 320 invitations and open call posted on UPCEA's online community, 114 respondents participated in this study. Due to limits determining the reach of the discussion board invitation, it is not possible to determine the exact response rate, but it has been estimated to be 36% based on emails.

Regarding the survey respondents, figures 1-3 show more than two-thirds (68%) of survey respondents are members of an instructional design/technology team, of which 55% are instructional designers. The remaining 32% of survey respondents are leaders of an instructional design/technology team, of which 51% are directors and 22% are managers.

Figure 2 illustrates that while learning design, learner experiences, and learning technology are all important facets of the work found within instructional design teams, the title 'instructional designer' is the prevailing title for the respondents that collaborate with subject matter experts (SMEs) to support teaching and learning in online learning.

Figure 1: Do you lead an instructional design/technology (ID/T) team?

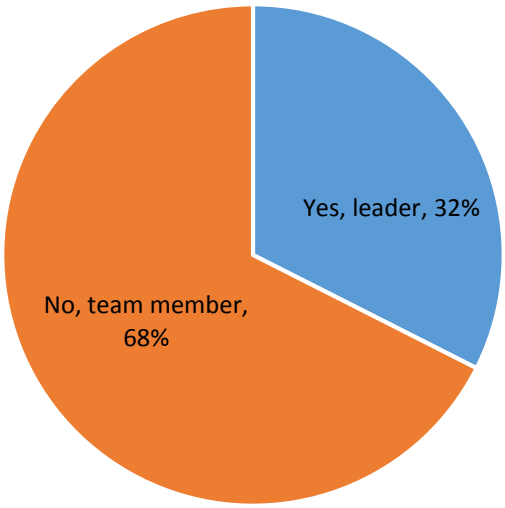


Figure 2: What is your job title? (Team members)

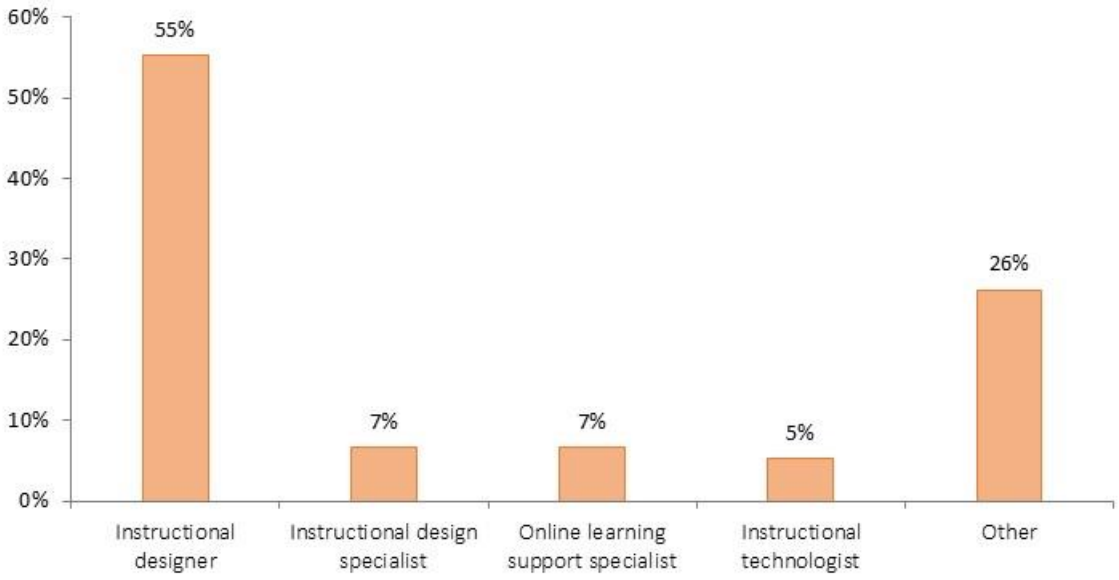
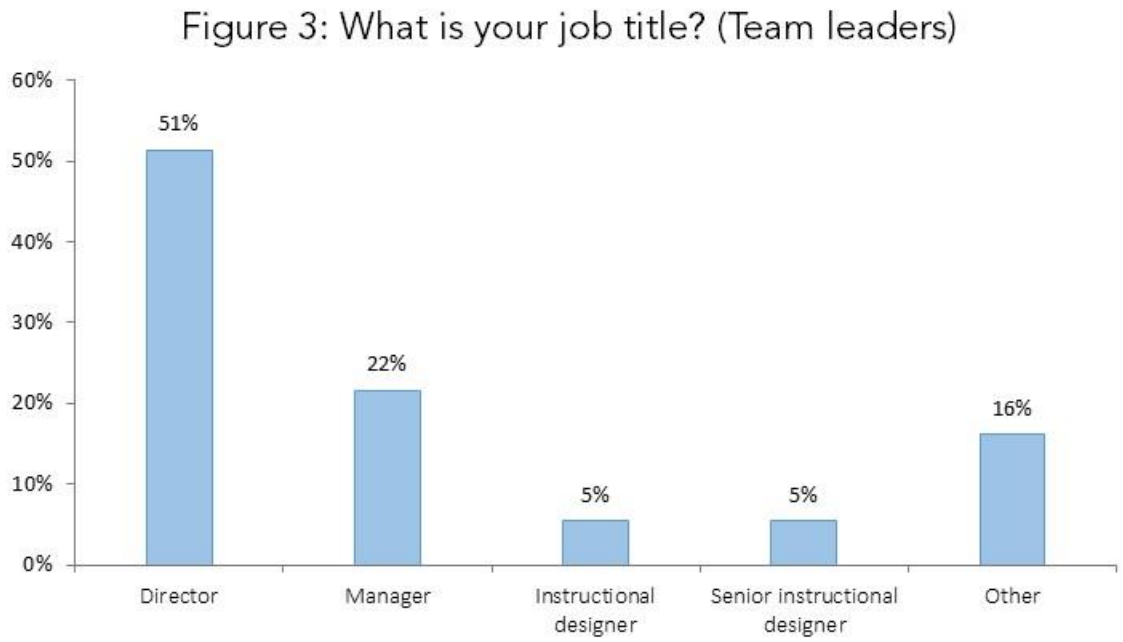


Figure 3 illustrates that with regard to leadership positions, Directors and Managers tend to lead the teams featured in this research.

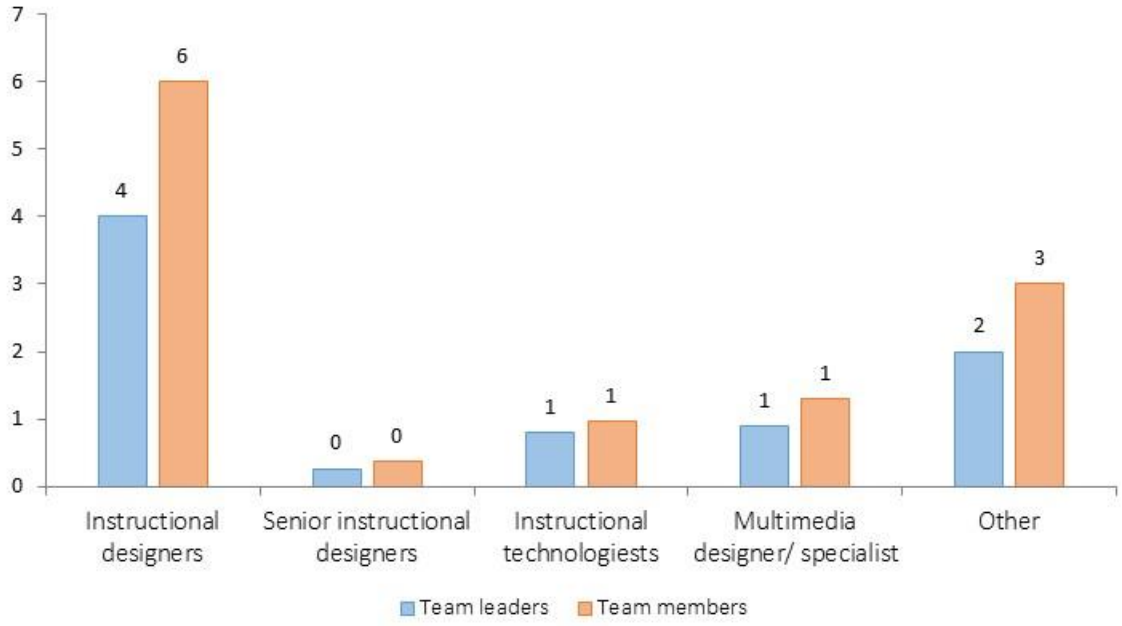


Team Composition

Both team members and leaders identify similar team compositions, with the majority of each team being instructional designers. Team members indicated their organizations had a slightly larger numbers of instructional designers (6 vs. 4). Overall, the respondents in this survey indicated an average instructional design team size of between 8 and 11 individuals.

Ultimately, team size is dependent on institutional factors -- such as services provided, the salaries budgeted for these activities, and instructional design course load. Just as faculty workload is an issue for academic departments, instructional design course loads are of concern for instructional design teams. This was explored further during the March 2017 eDesign Exchange (UPCEA eDesign Collaborative, March 2017). Discussants explored instructional design course loads and determined the course load per instructional designer depends on the shop model an institution selects. The faculty assistant model is aimed at getting more courses completed in a year's time. Further research on designer course load ratios would have to include the level of sophistication of content as some course development projects may require the development of learning objects and simulations that dramatically increase the time required to design a course.

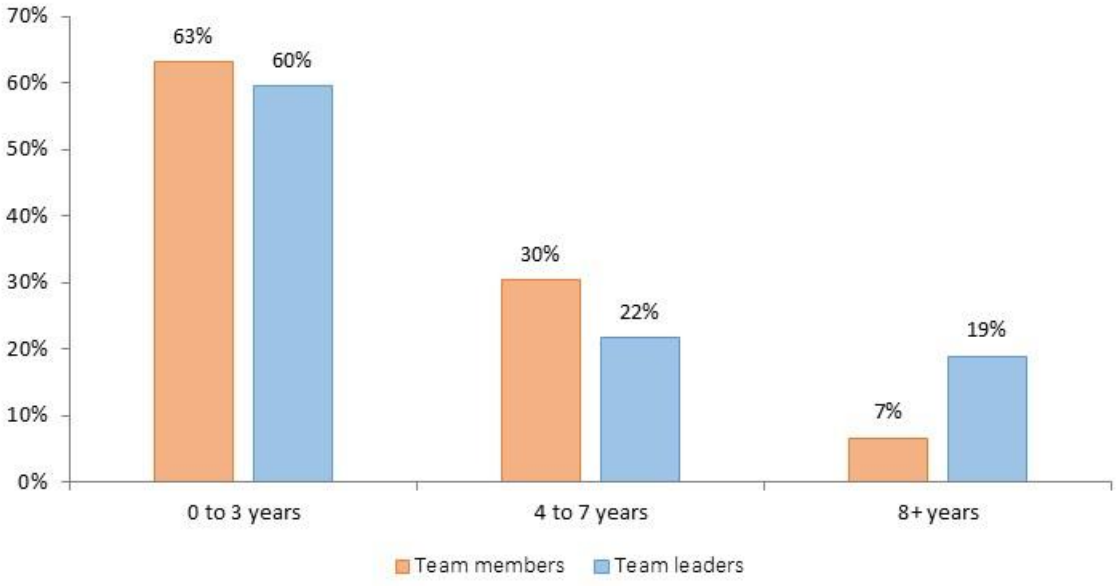
Figure 4: Average team size



As seen in Figure 5, team leaders have been in their current roles slightly longer than team members, as 19% of leaders have been in their current role longer than eight years, compared with only 7% of team members. Notably, most of the survey respondents have been in their roles for fewer than three years. With regard to the low percentage of team members with eight or more years of longevity in their roles, this may be an indicator that promotions from within teams are changing the makeup of these teams. One would expect longtime team members would be tapped as team leaders. This may also suggest that leading former peers may be an important competency for new team leaders to develop as they mature in their roles.

Further, qualitative responses solicited from instructional design team leaders during the March 2017 eDesign Exchange suggest that the expertise of individual team members can be mitigated by the others on the team - especially when considering the length of time a new employee will need to acclimate to their new role (UPCEA eDesign Collaborative, March 2017). Models for instructional design coaching are employed to encourage self-directed informal learning, goal setting and continuous improvement, and self-generated motivation (Stefaniak, 2017). The lack of formal education or credentials in instructional design, while highly desired by hiring managers, can be mitigated by experience and on-the-job training from peers, as observed later in this document.

Figure 5: How long have you been in your current role?



Salaries

As expected, team leader salaries are higher than team member salaries (Figures 6 and 7), as team members range from $20,000 to $76,000, whereas team leaders range from $59,000 to $88,000. This wide range of salaries is evidence of the varied duties and positions found in instructional design teams. Further, it suggests there are institutional and regional contexts that influence the earnings of individuals on these teams. This wide range for team member salaries is consistent with the range provided by Payscale (n.d.) and the mean resulting from respondents in this research is close to the national salary average, $62,000, reported by Payscale (n.d.). Of notable difference is the mean salary for leaders that participated in this research, $79,000, signifying a differentiation of duties between the work of team members and their leaders.

Respondents shared their salaries and their responses have been summarized for the purposes of this publication. Their responses are consistent with both U. S. Bureau of Labor Statistics (2015) and Payscale (n.d.) data, revealing a mean salary of between $60,000 and $65,000. Specifically, U.S. Bureau of Labor Statistics (2015) data states that instructional coordinators at Colleges, Universities and Professional Schools had an average salary of $59,190, and an occupational average (when not separated by industry) of $64,870. Again, this is consistent with survey responses.

Figure 6: What is your annual salary?
(Team Member Averages)

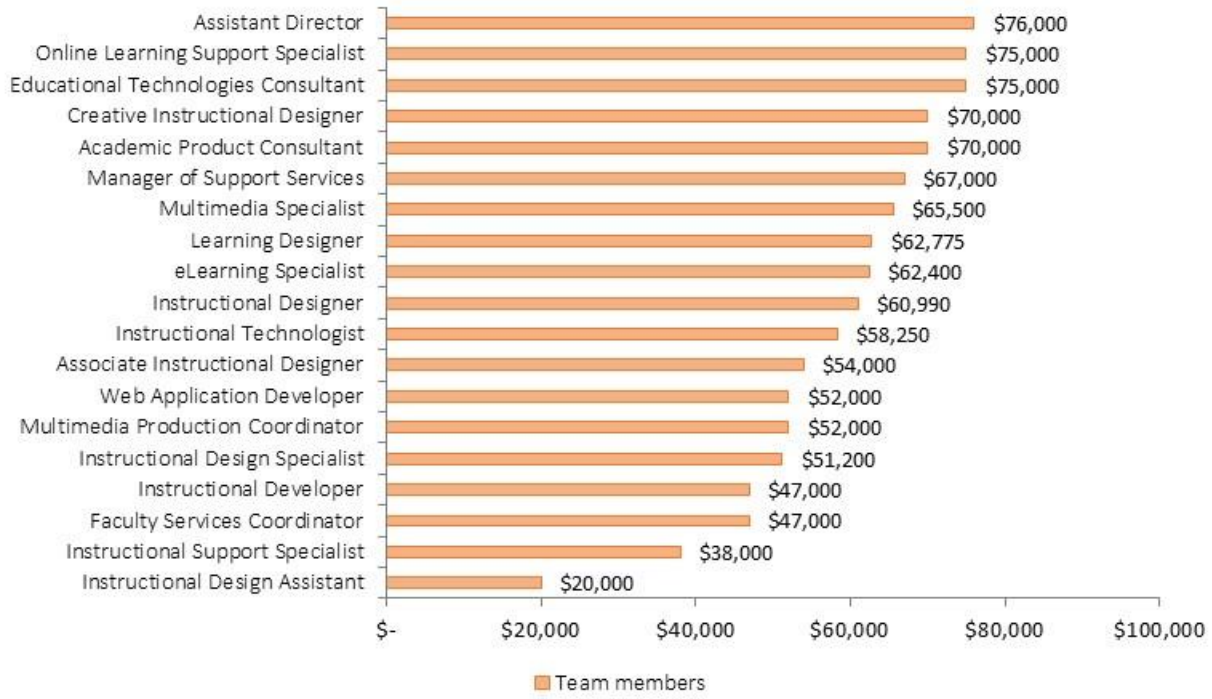


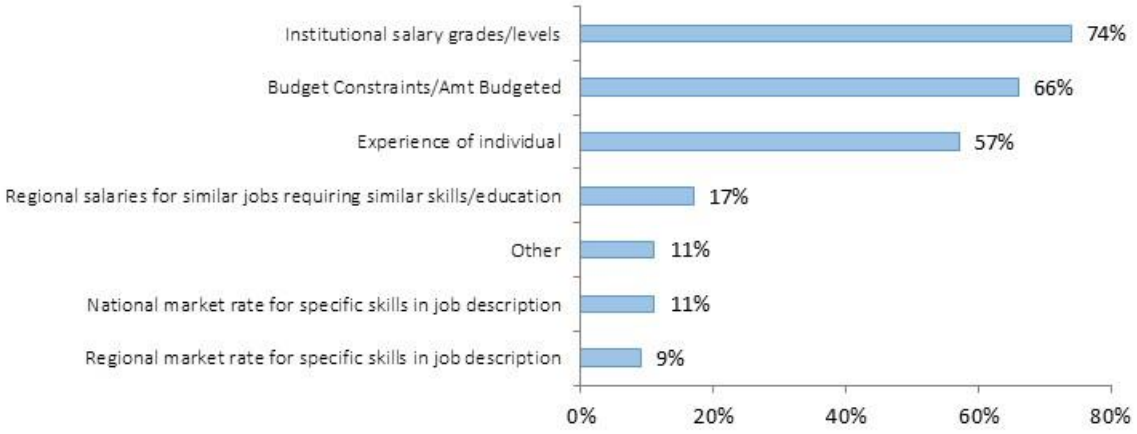
Figure 7: What is your annual salary?
(Team Leader Averages)

When asked what factors had the greatest impact on team members' salaries (Figure 8), the most common response was institutional salary grade/levels, as indicated by almost 75% of respondents. Second were budget constraints or amount budgeted,

with two-thirds of respondents selecting this option. This suggests that while the skills of an instructional design team member are highly valued, institutional contexts are far more relevant to earnings than skills or previous experience. Further, it infers that advanced degrees, while valued in general in higher education, do not necessarily increase salaries. While they may be a pathway to a leadership role, individuals seeking to further their education should do so without any expectation of an increase in salary. This is consistent with the findings associated with Figure 23 on page 30.

For context, according to the U.S. Bureau of Labor Statistics (2016), the median weekly earnings of full-time wage and salary workers in non-farming positions during 2016, when not adjusted for industry, age, gender, or race, was $832. When calculated against 52 weeks of employment, the median wage was only $43,264, and illustrates that instructional design positions are compensated well above the national average. This may be an additional factor why increased education may not yield significantly higher compensation, even for leadership roles.

Figure 8: What factors have the greatest impact on your team members' salaries at the time of hire? (Team leaders only, Multiple response)

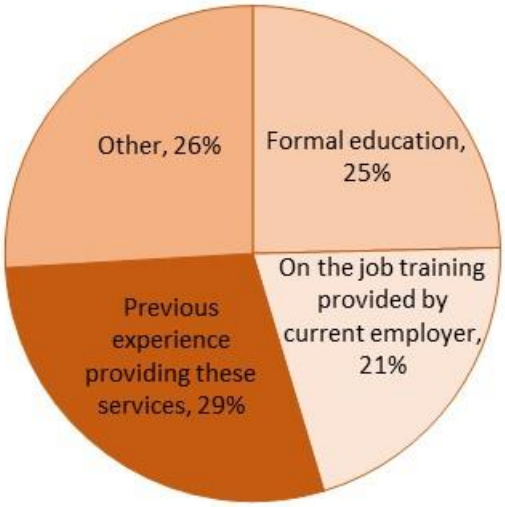


Despite a majority of respondents being relatively new to their position, 29% of team members identified previous experience as the factor that best prepared them to provide the services required in their position (Figure 9). Another 25% credited formal education, and 21% on- the-job training provided by their current employer. This provides further evidence of the complementary relationship between experience and education in the development of an instructional design team member.

While respondents indicated that there were several factors that contributed to their preparation for their roles on instructional design teams, 26% of the respondents indicated 'other' as a source for preparation. eDC members were asked to characterize these 'other' experiences in their March 2017 eDesign chat and

participants shared that "Other" described informal learning, or "...the ordinary, unstructured means by which practitioners cope with everyday tasks and become more capable of completing work responsibilities" (Yanchar & Hawkins, 2015, p. 425). Some examples include: joining interest groups, taking self-selected courses, researching topics and products, Google searches, following blogs or social media of other institutions, etc. In order to stay current, instructional design team members seek out informal learning opportunities. This is important to note as design teams are often task-driven. Having time to conduct these activities, and receiving support from leadership, would ultimately lead to more informed team members as well as potential development new technologies and services (Yanchar & Hawkins, 2015). Informal learning is explored further in this report.

Figure 9: What would you say best prepared you to provide these services? (Team members only)



Services Provided

Responses were fairly similar between team leaders and members, with the most common service being supporting content experts in course design (Figure 10). Team leaders were more likely to provide training on online teaching pedagogy, and collaborating with non-team members, while team members were more likely to install content in online courses.

Notably, there were slight differences in the nature of their work. Team leaders indicated that their teams were more involved in training in online pedagogy (87%) than team members (78%). A similar difference can be seen in the installation of content, where 83% of team members state this is offered by their team while only 73% of the team leader respondents indicate the same. This could suggest a disconnect between the work actually being done in instructional design teams over the work that is intended by the leaders of those teams, or may merely signal a difference in perspectives between team leaders and team members.

Figure 10: What services do you/your team provide? (Multiple responses allowed)

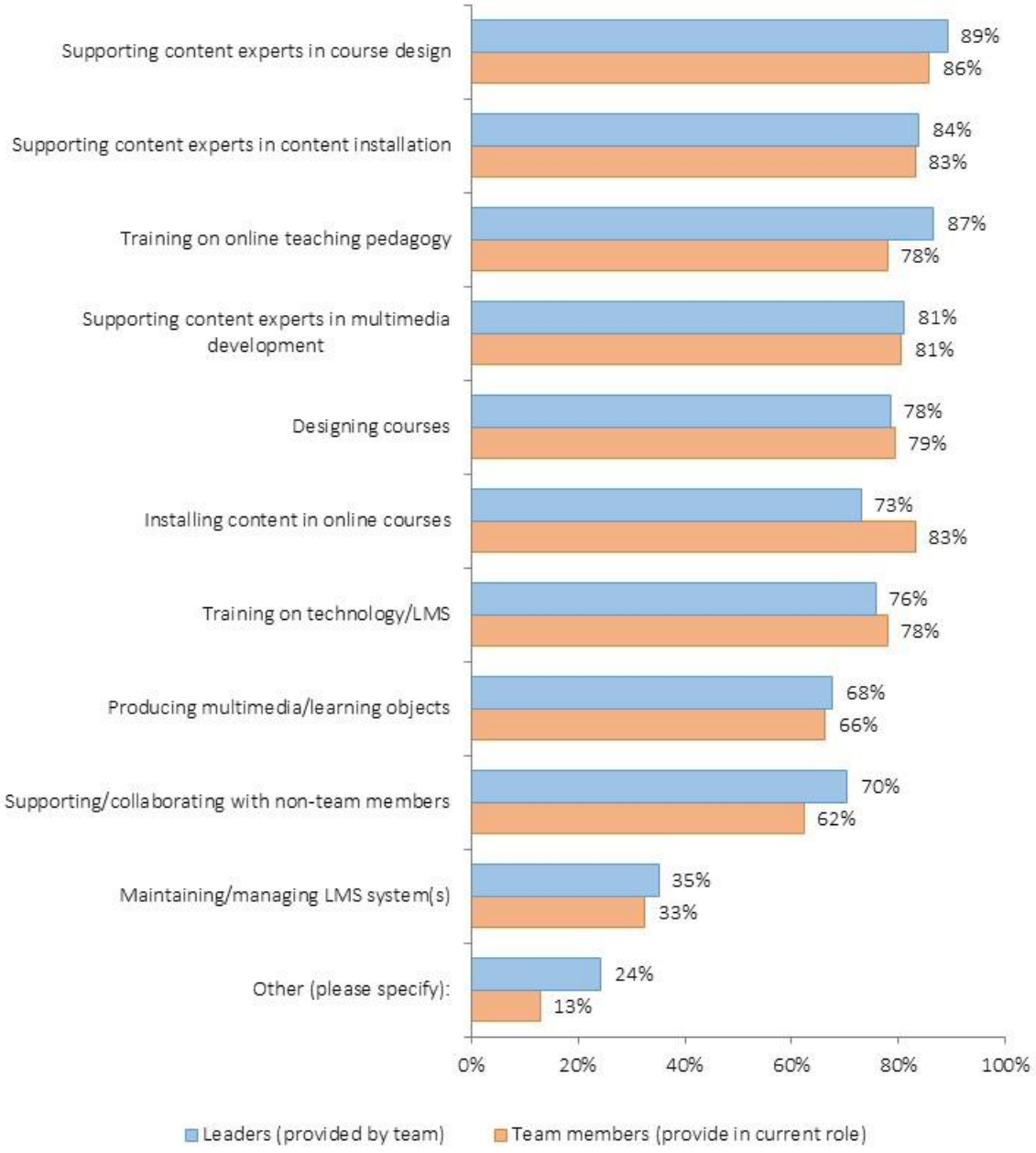


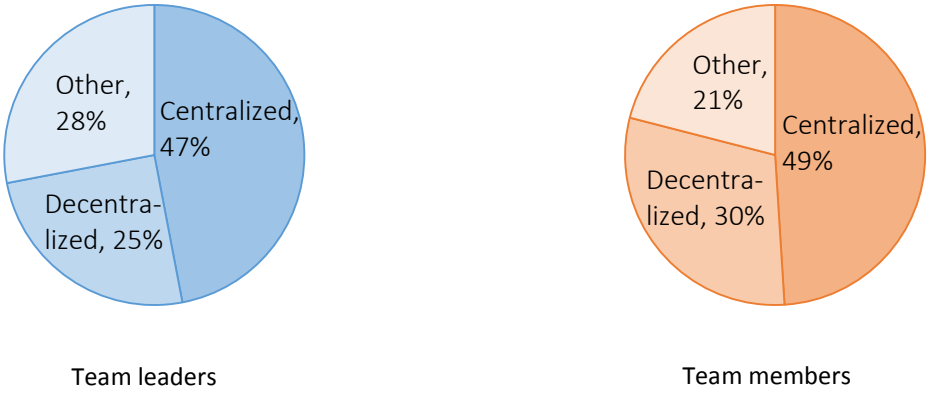
Figure 10 emphasizes supporting content experts in the course design process as the most offered service of the team. These results are consistent with other research on the subject. Kelly (2016) identified 25 top competencies from a review of 393 job postings from industry and education. These were classified into five categories: instructional design (7 competencies), instructional technology (6 competencies),

communication/interpersonal (5 competencies), personal (4 competencies) and management (3 competencies). The most frequently listed competency was "collaborate effectively with stakeholders, subject matter experts (SMEs), teammates and others" (Kelly, 2016). Likewise, collaborating with stakeholders was found to be an effective practice in another study. Sugar and Luterbach (2015) evaluated extraordinary, effective, and ineffective instructional design practices. They found four main themes in the extraordinary category that also align with the results of this survey. These were: "matching methods and media to content and learners; providing organized content; managing a complex instructional design (ID) project; and using theory to inform practice" (Sugar & Luterbach, 2015, p. 302).

Centralized vs. Decentralized Instructional Design Services

Almost half of leaders and team members responded that the instructional design services are part of the central institution (47% and 49%, respectively). About one quarter (25% and 30%) responded that the design team was a standalone service.

Figure 11: Are instructional design services centralized?



The centralized nature of ID units noted in Figure 11 may stem from a generalized trend in IT overall, as much course design is housed within IT departments.

According to EDUCAUSE (2017), only 27% of the respondents to their core data survey reported that less than 75% of their IT staff was centralized. As IT and instructional design teams are often viewed as technical teams sharing similar characteristics, it stands to reason that instructional design teams are managed as a central resource -- limiting the duplication of services and reducing costs associated with online education. This is further demonstrated by the fact that these same respondents overwhelmingly indicated that most e-learning technology services were supported through a centralized system (88%) (EDUCAUSE, 2017).

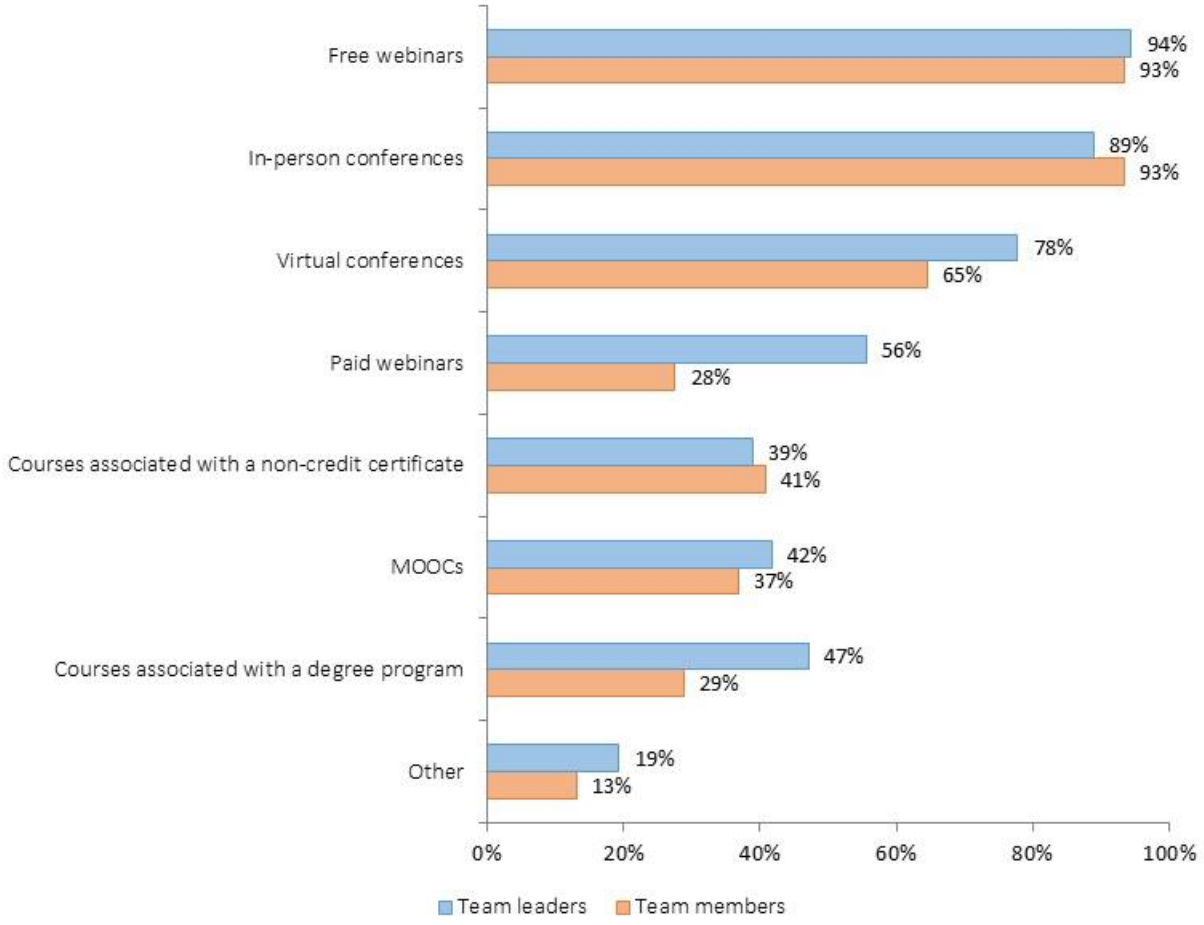
Additionally, Figure 11 confirms that the initial finding of a 2013 American Association of State Colleges and Universities (AASCU) survey of chief academic officers of public universities that instructional design services "are most likely run by a central online unit" is still valid today (Aldridge, Clinefelter, & Magda, 2013).

Professional Development

Instructional designers, like most working professionals, appreciate participation in relevant professional development and learning opportunities to stay current in the field. These opportunities encourage growth and improvement in instructional design competencies (Gray et. al, 2015). Results from a report produced by The Organization for Economic Cooperation and Development (2013) explain that in the modern, technological society it is essential to provide training, credentials, and technical skills. However, to be successful in the digital age, instructional designers must also develop interpersonal, teamwork, and leadership skills to train and develop the faculty members they serve (de Aquino, et al., 2017).

While a wide variety of professional learning opportunities exist, Figure 12 identifies that free webinars and in-person conferences are the most sought-after development opportunities for both leaders and team members. Team leaders were much more likely to seek paid webinars and courses associated with a degree program than team members.

Figure 12: What type of professional development do you seek out? (Multiple responses allowed)



The findings of this survey were further supported by the work of the instructional design team at Florida International University. Their efforts resulted in the Instructional Design Core Curriculum (IDCC), a comprehensive professional development initiative for its instructional design team, which has been running for two years (Acevedo, Rodriquez, & Rogue, 2017).

Acevedo, Rodriguez, and Roque (2017) shared the following categories of importance to their instructional design team members' professional development, which were divided into four development strands:

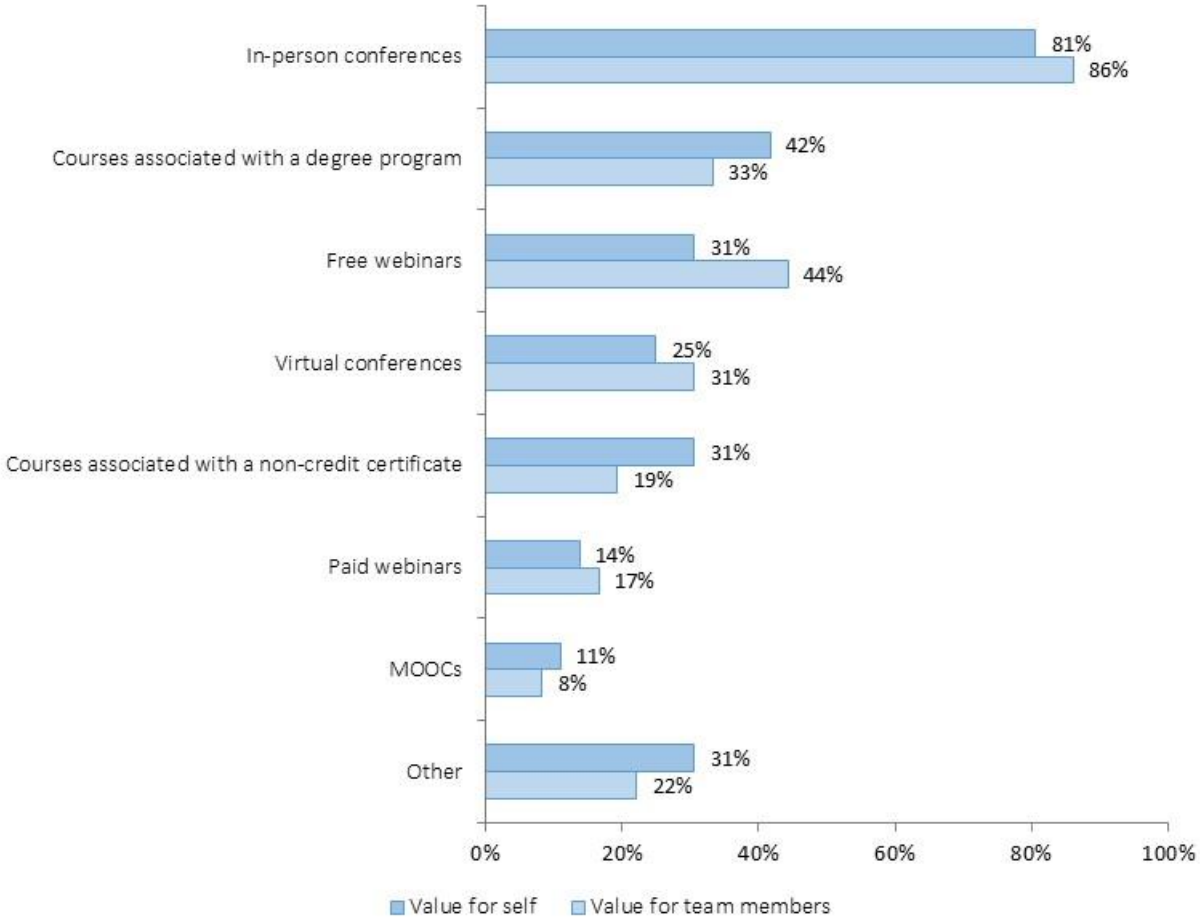
1. Educational Technology: authoring tools, programming, SCORM/AICC/xAPI, LMS, quality assurance & testing, and tracking/reporting
2. Instructional Design Theory and Practice: adult learning theory, behaviour change, instructional strategies, assessments, curriculum design, and learning objectives
3. Project Management and Leadership: needs assessment, data analysis, consulting skills, project management, and conflict resolution
4. Faculty Collaboration and Service Excellence: writing, video/audio production, visual design, user experience design, game design, animation, storytelling and delivered face-to-face, online, via literature, or "design-your-own" experiences.

The IDCC initiative led to a significant increase in overall job satisfaction and to offering more face-to-face sessions and opportunities for team members to submit proposals to lead such sessions during the second year.

Figure 13 shows that leaders value in-person conferences for both themselves and team members. For team members, leaders listed free webinars, courses associated with degree programs and virtual conferences. This is consistent with earlier findings that informal learning is a significant source of information for instructional design team members, and this type of workplace learning has been described as "essential to instructional design work" (Yanchar & Hawkley, 2014, p. 279).

Figure 13 also illustrates an emphasis on professional development in general. In fact, Strategic Direction (2016) recently explored the work of Honkaniemi, Lehtonen, and Hasu (2015) on well-being and innovativeness and stated, "There was also, less markedly, evidence that people might perceive high levels of developmental activities as a demand, which could reduce well-being at work" (p. 17).

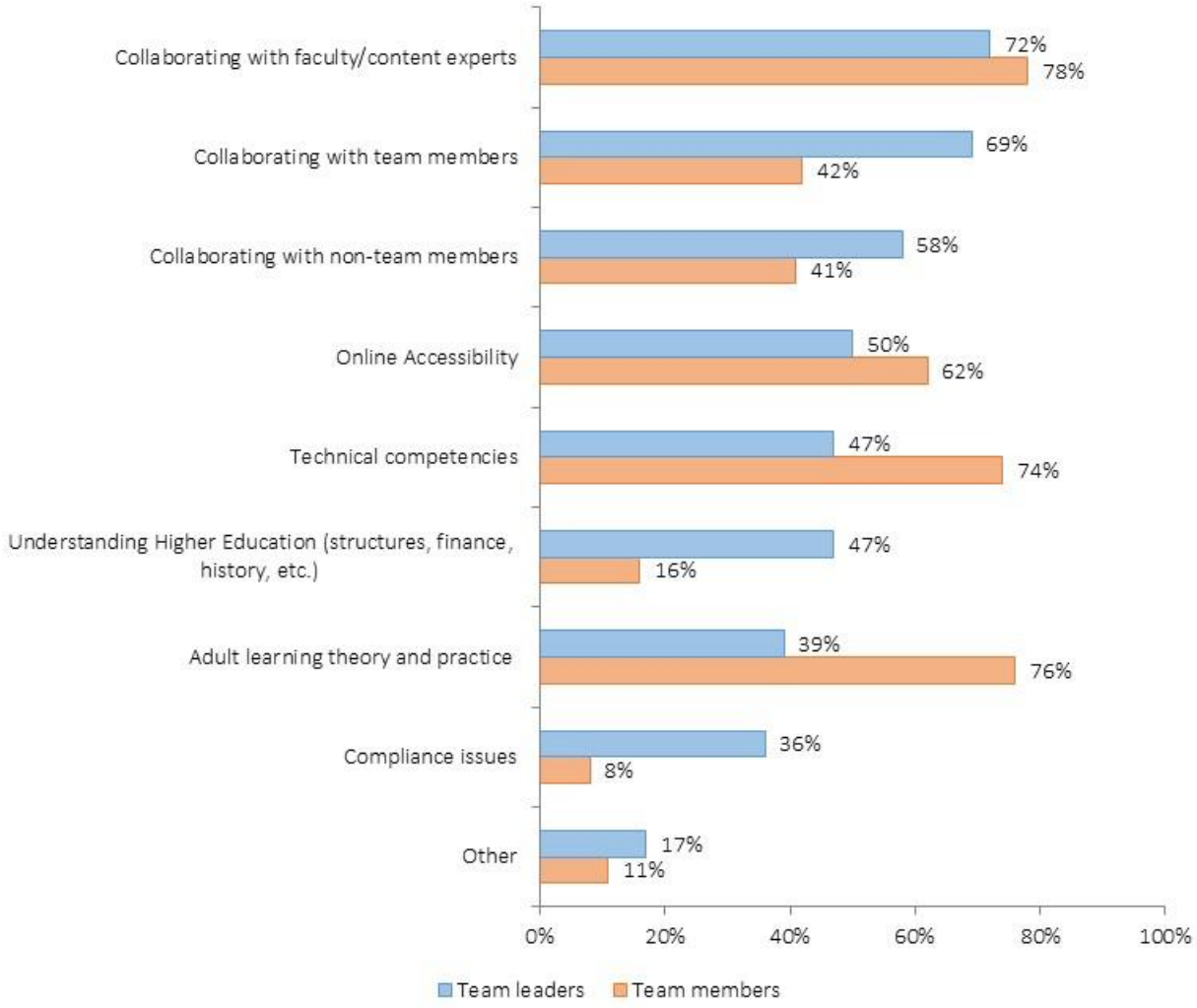
Figure 13: What type of professional development do you value most? (Leaders only, multiple responses allowed)



Both team leaders and members ranked the professional development topic of collaborating with faculty/content experts highly. Team members were much more likely to indicate that adult learning theory and practice and technical competencies were valuable or interesting topics. Team leaders were more focused on compliance issues, collaborating with team members, and understanding higher education.

There was a notable difference in the responses of team members and team leaders pertaining to adult learning theory and practice. A majority (76%) of team members indicated this topic was valuable/interesting for their role while only 39% of team leaders indicated the same. This difference could be attributed to the differences in roles between team members and leaders -- with leaders having less course design duties or contact with faculty, or the fact that they had more years of experience and had previously received this professional development.

Figure 14: What professional development topics are the most valuable/interesting for you in your role? (Multiple responses allowed)



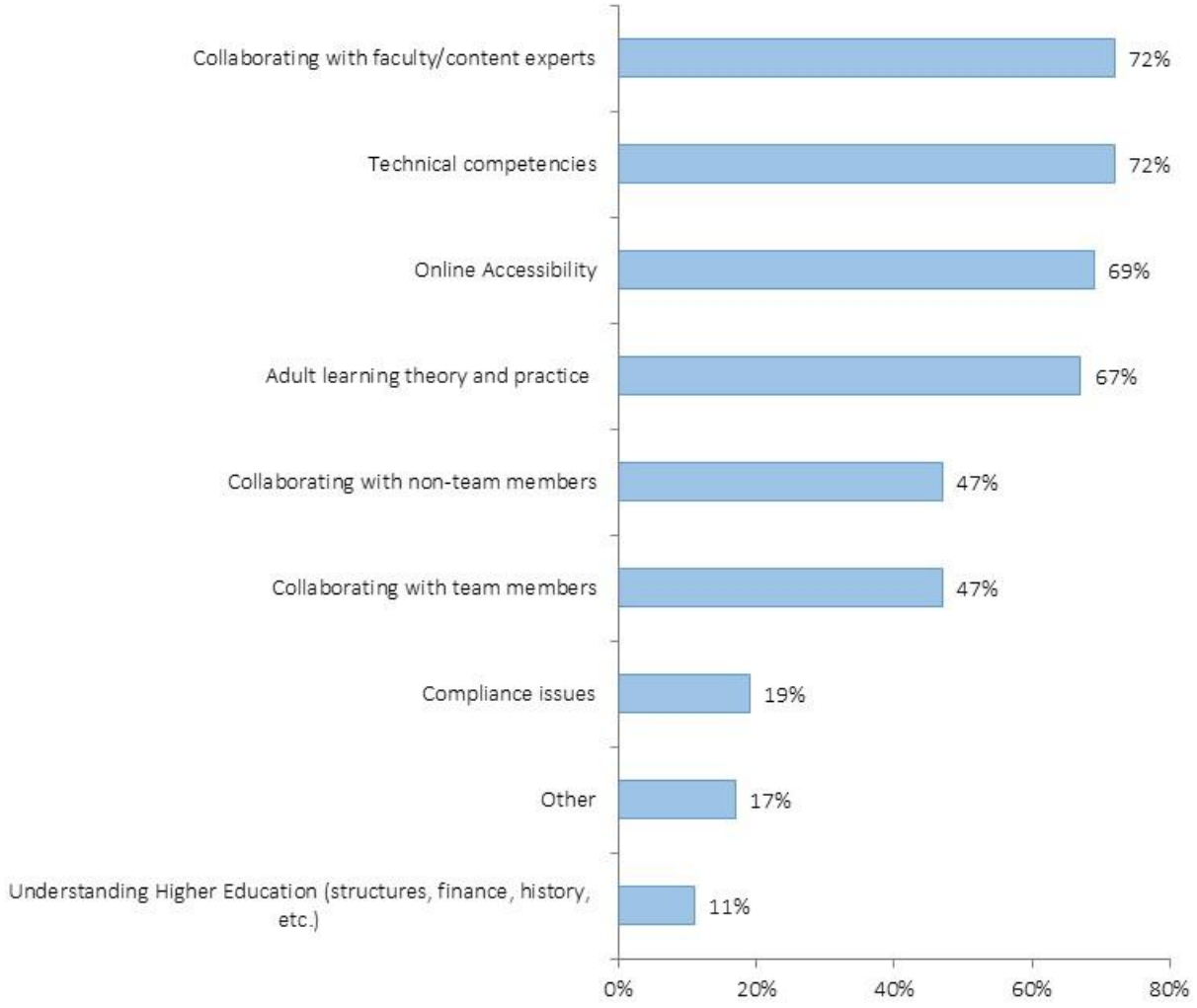
The topic of adult learning theory is one with which most design teams are familiar, but the March 2017 eDC Exchange participants pointed out that learning more about the latest research and applications of adult learning theory is more appealing than an overall review of the theory (UPCEA eDesign Collaborative, March 2017).

These same chat participants indicated that acquiring new hard skills was the area they found hardest to find professional development. Their comments revealed that several are looking for opportunities to find teachable, hands-on moments that will directly impact their course creation practices. Other studies point out that formal instructional design educational programs and training focused on instructional design theory and models do not always match what instructional designers actually end up doing on the job (Leigh & Tracey, 2010; Thompson-Sellers & Calandra, 2012; Tracey & Boling, 2014) so practical application of these is desirable.

In comparing figure 14 and figure 15 we can infer some facts regarding the nature of instructional design teams and their involvement in regulatory compliance, such as online course accessibility. In figure 14, 62% of team members felt online accessibility was a valuable or interesting professional development topic for their role. Fifty percent of team leaders felt similarly about accessibility as a professional development topic for their roles.

In terms of the leaders' opinions of the topics most valuable for their team members we see that 69% of the team leaders felt online accessibility was a valuable topic for professional development. We can infer that while both team leaders and team members feel online accessibility is a valuable topic for professional development, that the benefits are largely seen in the performance of the tasks associated with creating accessible content (team members) rather than from a holistic or institutional approach (team leaders). While both team members and team leaders valued this topic for team members, team leaders indicated it was less relevant for their positions. As they are often charged with strategy and overall operations of various aspects of online learning, this suggests that online accessibility continues to be an area requiring more work for instructional design teams.

Figure 15: What professional development topics are most valuable to your team? (Team leaders only)

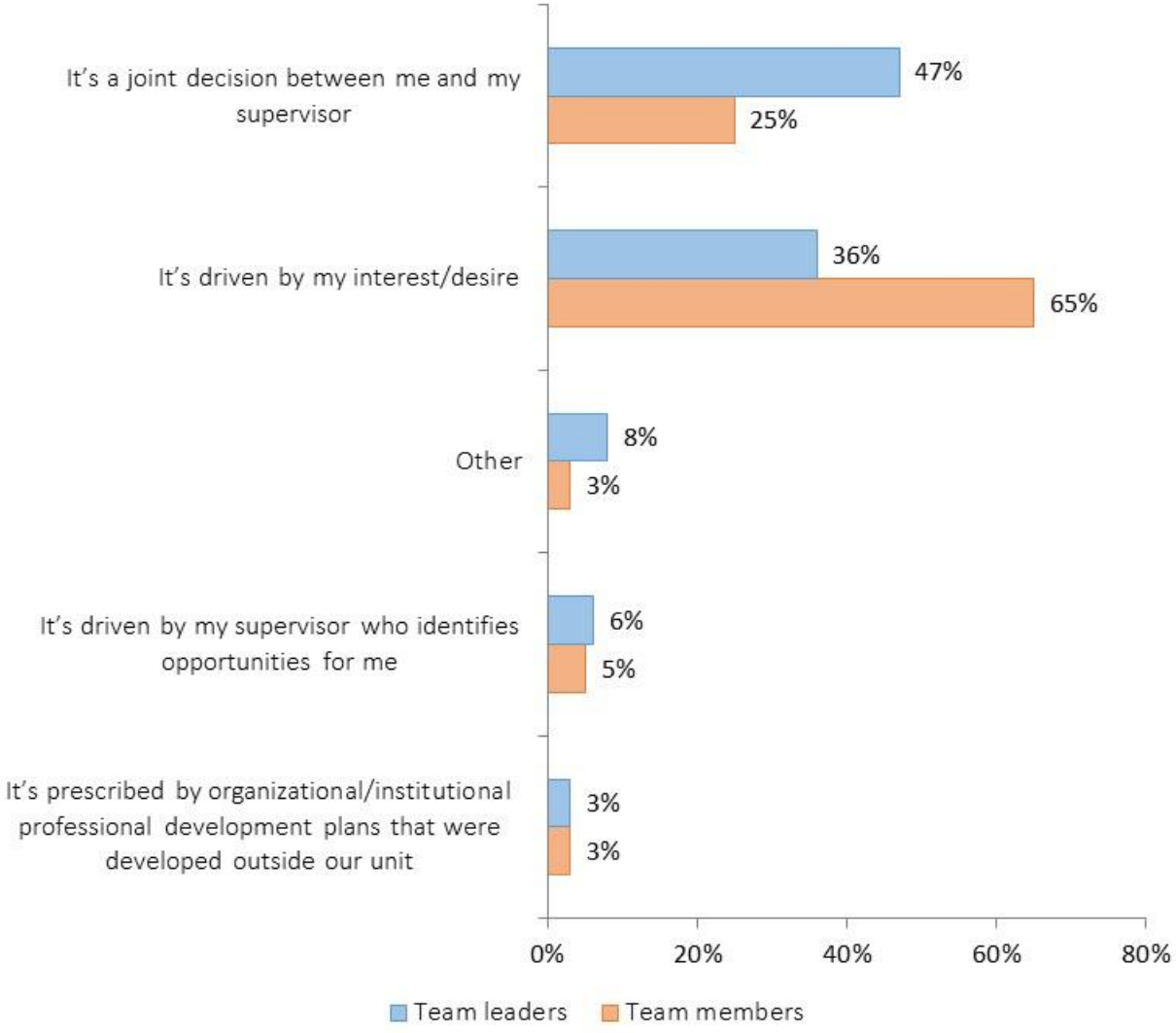


Figures 14 and 15 clearly emphasize that collaboration with faculty/content experts is important to both team members and team leaders. This is not surprising, as most instructional designers are not subject matter experts (SMEs) in all the fields for which they must create courses. The instructional designer and faculty/content expert relationship can be a delicate dance due to the need to support and respect academic freedom and creativity within the course design and development process. Brigance (2011) states, "An environment of collaboration with a shared vision is needed to bring faculty expertise together with online learning design and technological expertise" (p.45). It is also significant to note that faculty are more likely to adopt technology that has been shared with them through a mentoring model (Baran, 2016). In short, colleges and universities serve students, but the faculty-instructional design relationship make further course development possible. The respondents of this survey show a strong interest in professional development focused on the

faculty/content expert-instructional designer relationship as it is an integral part of the course design and development process.

Team leaders were more likely to indicate that professional development activities decisions are made as a joint decision between them and their supervisor, while team members were more likely to indicate that, it's driven by interest or desire. This suggests that instructional designers identify opportunities that will both serve their learning and contribute to the overall goals of the team. Further, one can argue that they are also competent at presenting a compelling argument to support their desired professional development activities and securing permission from their supervisors.

Figure 16: How are decisions made on professional development activities for your team?



Figures 17 and 18 show similar responses for both team leaders and team members for frequency of professional development. Both cited cost as the frequent determinant while team members were much more likely to indicate the number of opportunities as a factor. This, when viewed alongside the determining factors around salary suggest that instructional design teams are sensitive to the same budget pressures that impact other areas of higher education. The fact that both team members and team leaders indicate that cost is the primary consideration suggests there is a shared understanding throughout instructional design teams and a sensitivity to the costs associated with and value derived from professional development opportunities.

Participants in the March 2017 eDC Exchange indicated that professional development fees have an impact on the number of opportunities they have (UPCEA eDesign Collaborative, March 2017). Those who have a set number of conferences allotted mention that they often seek conferences with low conference fees to justify attending an additional conference. Others with a specific budget for professional development, seek conferences with low fees as well as local conferences in order to attend more than one.

Figure 17: Is the frequency of professional development determined by cost or the number of opportunities? (Team members)

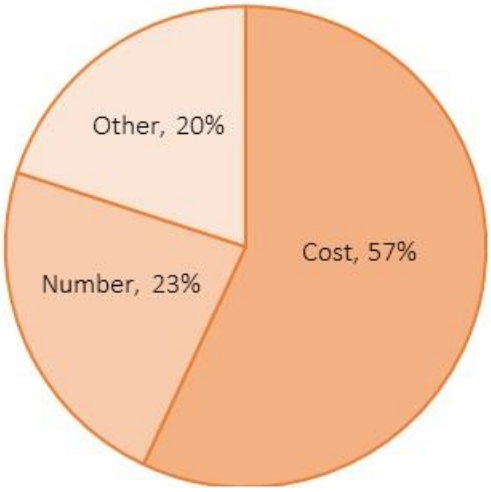
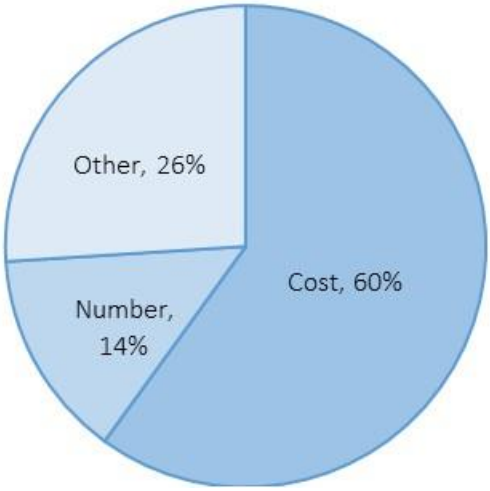


Figure 18: Is the frequency of professional development determined by cost or the number of opportunities? (Team leaders)



Figures 19-24 list questions and responses that were only asked to the team members group. Figures 19 and 20 indicate that a little over 75% of respondents were interested in earning a credential associated with future development activities, and of those who were, 73% expressed interest in a certificate program or certificate of completion. In addition, when asked about the number of hours of engagement with content/instructor appropriate for such a credential, the average was 21.5 hours, with a range from 2-120 and a standard deviation of 22.1.

While many instructional designers feel that their education paired with past experience prepared them for their current roles, there is interest in continued learning and development. We see this in the informal ways instructional design team members seek out new learning to stay abreast of their field.

Figure 19: Would you be interested in earning a credential associated with future professional development activities?

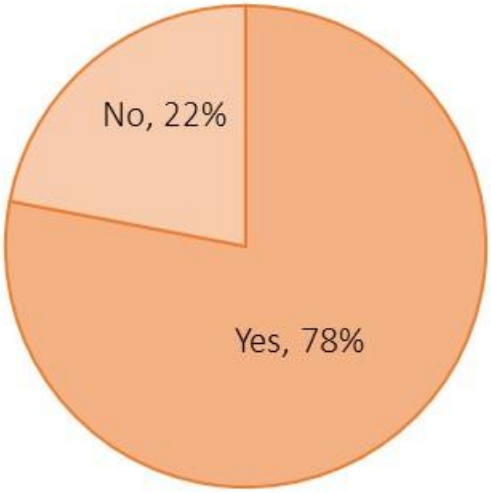
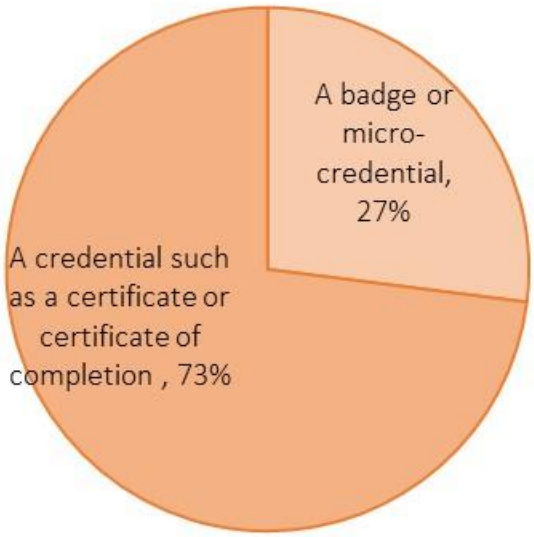


Figure 19 shows that 78% of respondents are interested in earning a credential for their professional development efforts, while Figure 20 identifies that respondents are more interested in a certificate over a micro-credential. However, digital badges or micro-credentials allow professional organizations like UPCEA to identify areas for competence and mastery for a particular job or professional field that may or may not be included in formal education training programs (Diaz, Smith, & Petrillo, 2014). Given the nature of micro-credentials as a way to recognize both informal and formal learning opportunities, and as a way to assess both new and prior learning (Finkelstein et al., 2013), UPCEA will further explore the potential opportunities for members in implementing a micro-credentialing initiative for professional learning programs in the future.

Figure 20: Which type of credential would you prefer?



The majority of respondents (71%) feel that asynchronous courses with one or more faculty would be most appropriate, followed by self-guided at 23%. In addition, Figure 22 shows that almost all respondents (97%) would be willing to complete an assessment following the professional development experience.

Figure 21: What type of engagement with content/instructor would be appropriate?

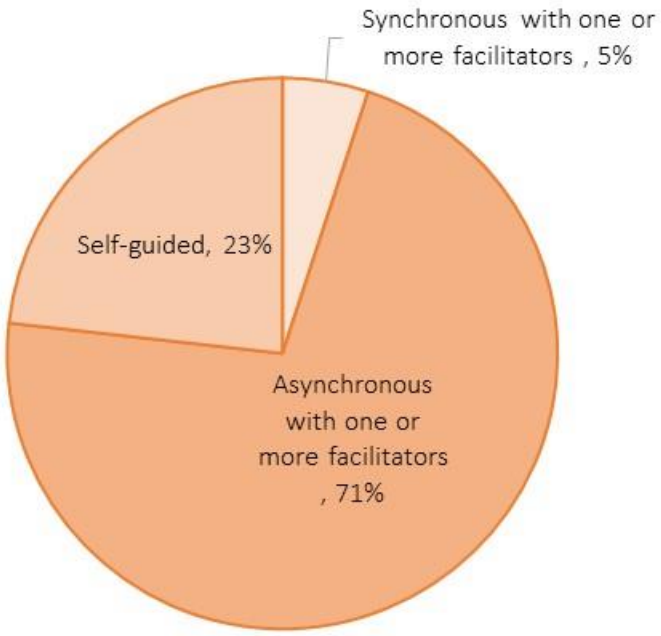
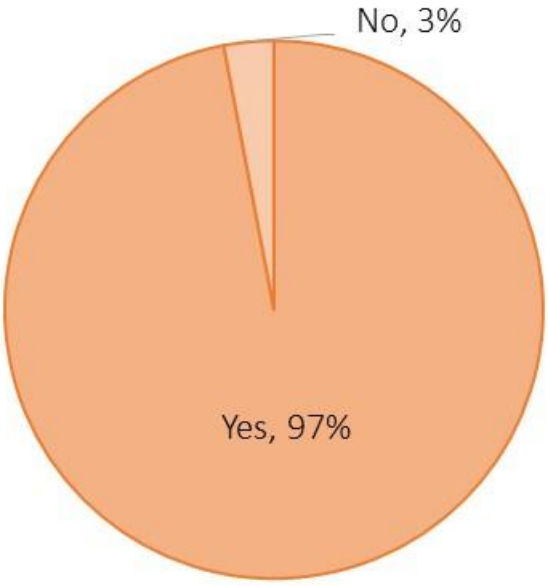


Figure 22: To earn that credential, would you be willing to be assessed (completing a quiz, exam, project, etc.)?



Most respondents are interested in earning a credential primarily because it documents learning and the knowledge achieved. Career advancement is also a motivating factor. When asked how employers recognize respondents for the credentials they've earned, most (65%) indicated they don't receive money or advancement, but are recognized for their efforts. In addition, almost half (46%) said that their employers pay for some or all of the credentials they earn.

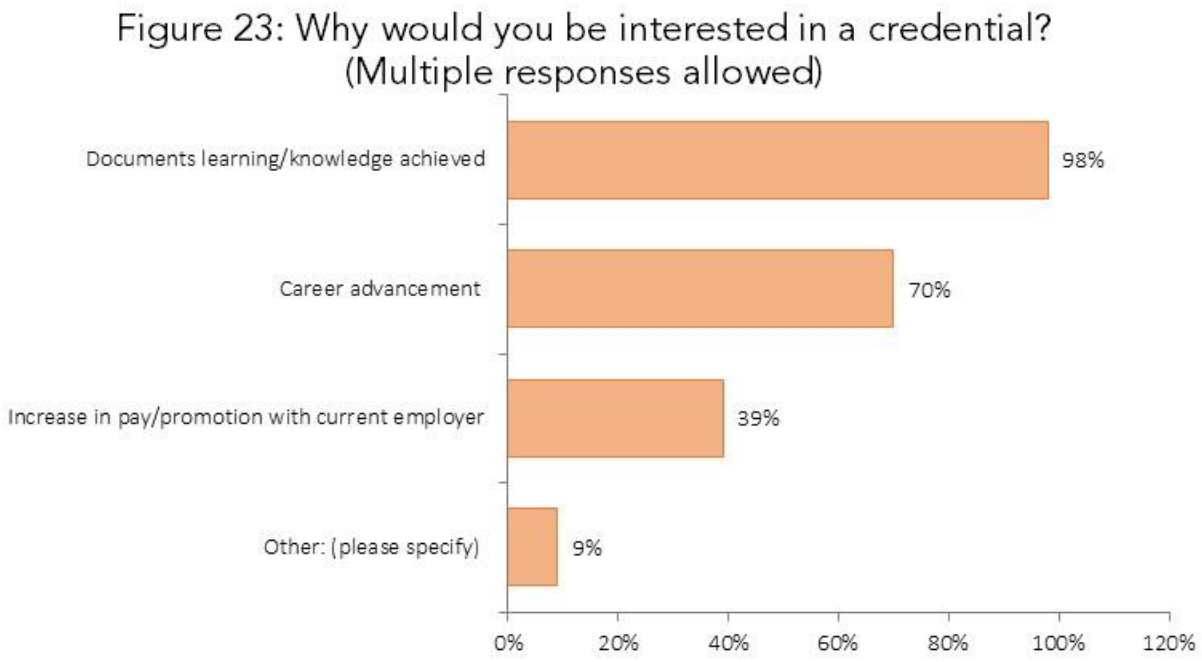
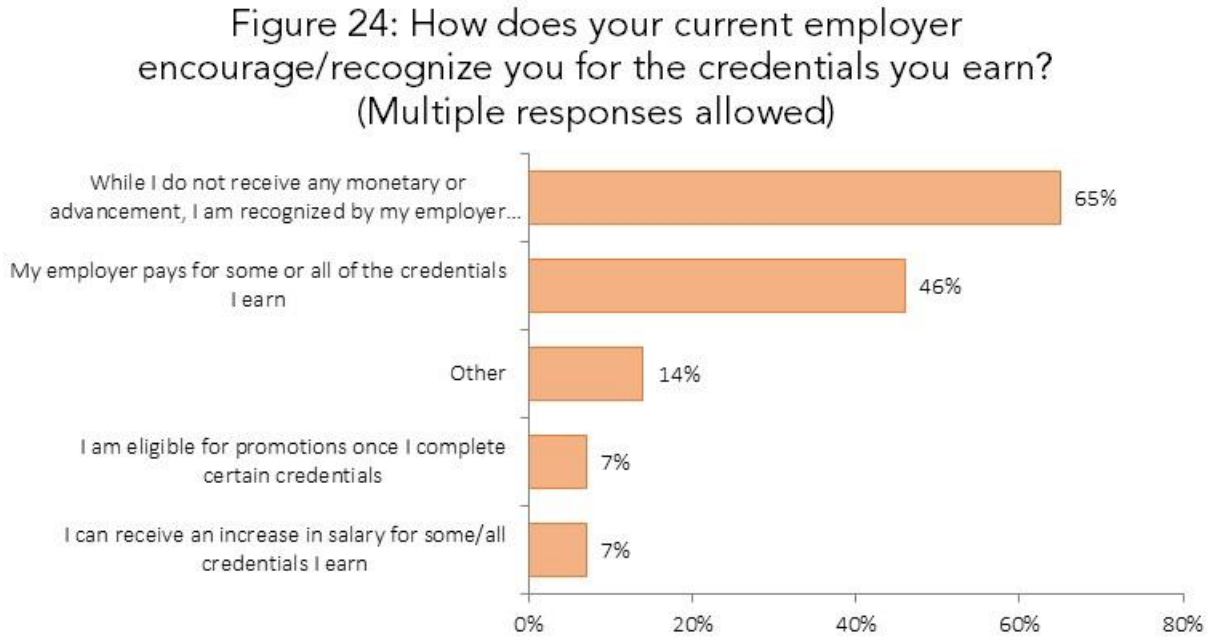


Figure 23 indicates that instructional designers in higher education are in line with Fong, Janzow, and Peck's (2016) findings that stated, "Sixty-four percent strongly or somewhat agree that their unit sees alternative credentialing as an important strategy for their future, while only 6% disagree" (p. 12).



The results in Figure 24 support findings that instructional designers are interested in learning for the sake of improving their own practice, and staying current in the field (Yanchar & Hawkley, 2014) without the need to receive any monetary incentive, or job advancement.

Indeed, these findings also support work by Merriam et al. (2007) identifying that nearly 70% of adults engage in informal learning to improve practice and expertise in the workplace.

IV. Conclusion

The goal of this research study was to learn more about 1) the professional development needs and work experiences of instructional design team members and leaders; 2) to determine how similar the members of these two populations felt about professional development; and 3) how to best equip team members to further their careers.

The importance of professional development for both instructional design team members and team leaders cannot be understated. While continued research is needed, the results of this study provide evidence of a clear path forward shared by all members of instructional design teams to achieve higher quality work performance. Instructional design team leaders and other senior leaders in the online enterprise should use this data as they build and maintain instructional design teams, especially with regard to the appropriate resources – such as professional development – that will set these teams up for success. The UPCEA eDesign Collaborative and the UPCEA Center for Research and Strategy anticipate additional research regarding professional development and other issues of concern to instructional design teams.

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VI. Appendix: Survey Instrument

Introduction

Thank you for helping us learn more about the professional development needs and work experiences of instructional designers, instructional technologists, and multimedia designers, as well as the leaders of those teams. The survey should take around 10-15 minutes.

Upon completion of the survey, you will have the option to submit your contact information to receive the survey results when available. Your response will remain anonymous, and your email address or other information will not be tied to your response in any way. If you do not complete this form, we will not be able to contact you to provide you with survey results.

By clicking "Next" below, you are consenting to the use of your anonymized response by UPCEA for marketing and future networking and professional development activities.

* 1. Do you lead an instructional design/technology (ID/T) team?

- ◯ Yes - I lead a team of instructional designers/technologists
- ◯ No - I am a team member and perhaps have some leadership responsibilities but I am not responsible for leading the entire team.

2. What services do you provide in your role in an instructional design, instructional technology, multimedia (ID/T/MM) team? Select all that apply.

- [ ] Installing content in online courses
- [ ] Supporting content experts in their installation of content
- [ ] Training on technology/LMS
- [ ] Training on online teaching pedagogy
- [ ] Designing courses
- [ ] Supporting content experts in their design of courses
- [ ] Producing multimedia/learning objects
- [ ] Supporting content experts in their development of multimedia/learning objects
- [ ] Maintaining/managing LMS system(s)
- [ ] Supporting/collaborating with non-team members charged with maintaining/managing LMS system(s)
- [ ] Other (please specify):

* 3. What would you say best prepared you to provide the services you checked in the previous question?

- ○ Formal education (college degree, certificate program)
- ○ On the job training provided by current employer
- ○ Previous experience providing these services
- ○ Nothing
- ○ Other (please specify):

4. Please provide the degree/certificate you earned and the institution/entity that offered it.

5. Approximately how much training did you receive?

6. What is your job title?

7. How long have you been in your current role?

- ◯ 0-3 years
- ◯ 4-7 years
- ◯ 8+ years

8. What is your annual salary?

9. Are you a member of a larger team charged with supporting faculty and students engaged online?

- ◯ Yes
- ◯ No

If yes, how large is the ID/T/MM team and what are their titles?

10. Are instructional design/technology services centralized, where services are made available to your entire organization/institution, or decentralized where similar roles exist in other departments/colleges?

- ○ Centralized
- ○ Decentralized
- ○ Other (please specify)

11. What sources of professional development do you seek out for yourself? Select all that apply.

- ☐ In-person conferences
- ☐ Virtual conferences
- ☐ Free webinars
- ☐ Paid webinars
- ☐ MOOCs
- ☐ Courses associated with a non-credit certificate
- ☐ Courses associated with a degree program
- ☐ Other (please specify)

12. Why do you value these professional development experiences?

13. How many of these opportunities are made available to you annually?

14. Is the frequency of your professional development determined by cost or by the number of opportunities?

- ◯ Cost of the opportunity(ies)
- ◯ Number of opportunity(ies)
- ◯ Other: (please specify)

15. What professional development topics are the most valuable/interesting for you in your role? Select all that interest you.

- ☐ Online Accessibility: Universal Design, Section 508, etc.
- ☐ Compliance issues: Required regular and substantive interaction for Federal Financial aid-eligible postsecondary programs, State and International Authorization to offer online programs, etc.
- ☐ Adult learning theory and practice
- ☐ Understanding Higher Education (structures, finance, history, etc.)
- ☐ Technical competencies: Interactive Media, Evaluating new technologies, conducting pilots and focus groups
- ☐ Collaborating with team members: Leading/managing teams, succession planning, managing instructional design projects
- ☐ Collaborating with faculty/content experts: Adopting OERs, fostering collaborative learning environments, designing faculty development programs, delivering technical training to Faculty/Content Experts,
- ☐ Collaborating with non-team members: instructional design and how it impacts student retention, program planning and roll-out, the appropriate use of technology in programming
- ☐ Other: (please specify)

16. What input do you have in determining the professional development activities you engage in during the year?

- ◯ It's driven by my interest/desire
- ◯ It's driven by my supervisor who identifies opportunities for me
- ◯ It's a joint decision between me and my supervisor
- ◯ It's prescribed by organizational/institutional professional development plans that were developed outside our unit
- ◯ Other: (please specify)

* 17. Would you be interested in earning a credential associated with future professional development activities?

- ◯ Yes
- ◯ No

18. Which type of credential would you prefer?

- ◯ A badge or micro-credential
- ◯ A credential such as a certificate or certificate of completion

19. How many hours of engagement with content/instructor do you feel would be appropriate for such a credential?

20. What type of engagement would be appropriate?

- ◯ Self-guided
- ◯ Asynchronous with one or more facilitators
- ◯ Synchronous with one or more facilitators

21. How many hours of engagement with content/instructor do you feel would be appropriate for such a credential?

22. What type of engagement would be appropriate?

- ◯ Self-guided
- ◯ Asynchronous with one or more facilitators
- ◯ Synchronous with one or more facilitators

23. To earn that credential, would you be willing to be assessed (completing a quiz, exam, project, etc.)?

- ◯ Yes
- ◯ No

24. Why would you be interested in a credential? Select all that apply.

- ☐ Documents learning/knowledge achieved
- ☐ Increase in pay/promotion with current employer
- ☐ Career advancement
- ☐ Other: (please specify)

25. How does your current employer encourage/recognize you for the credentials you earn? Select all that apply.

- ☐ My employer pays for some or all of the credentials I earn
- ☐ I can receive an increase in salary for some/all credentials I earn
- ☐ I am eligible for promotions once I complete certain credentials
- ☐ While I do not receive any monetary or advancement, I am recognized by my employer for my efforts
- ☐ Other: (please specify)

26. Any other comments you would like to make regarding your role or your professional needs?

Director Questions

27. What services do your ID/T/MM team members provide? Select all that apply.

- [ ] Installing content in online courses
- [ ] Supporting content experts in their installation of content
- [ ] Training on technology/LMS
- [ ] Training on online teaching pedagogy
- [ ] Designing courses
- [ ] Supporting content experts in their design of courses
- [ ] Producing multimedia/learning objects
- [ ] Supporting content experts in their development of multimedia/learning objects
- [ ] Maintaining/managing LMS system(s)
- [ ] Supporting/collaborating with non-team members charged with maintaining/managing LMS system(s)
- [ ] Other: (please specify)

28. As the leader of this group, what is your job title?

29. How long have you been in your current role?

- ○ 0-3 years
- ○ 4-7 years
- ○ 8+ years

30. What is your annual salary?

31. How large is your instructional design, instructional technology, multimedia (ID/T/MM) team and what are their titles? (E.g. 4 instructional designers, 6 instructional technologists, 1 multimedia specialist)

32. What is the average annual salary for each of the team roles you identified?

33. Are instructional design, instructional technology, & multimedia services centralized, where your team's services are made available to your entire organization/institution, or decentralized where similar roles exist in other departments/colleges?

- ○ Centralized
- ○ Decentralized
- ○ Other: (please specify)

34. What factors have the greatest impact on your team members' salaries at the time of hire?

- ☐ National market rate for specific skills needed/listed in job description
- ☐ Regional market rate for specific skills needed/listed in job description
- ☐ Regional salaries for similar jobs requiring similar skills/education
- ☐ Institutional salary grades/levels
- ☐ Experience of individuals
- ☐ Budget constraints/Amount budgeted for position
- ☐ Other: (please specify)

35. What sources of professional development do your team members seek out? Select all that apply.

- [ ] In-person conferences
- [ ] Virtual conferences
- [ ] Free webinars
- [ ] Paid webinars
- [ ] MOOCs
- [ ] Courses associated with a non-credit certificate
- [ ] Courses associated with a degree program
- [ ] Other: (please specify)

36. What sources of professional development do your team members value the most?

- [ ] In-person conferences
- [ ] Virtual conferences
- [ ] Free webinars
- [ ] Paid webinars
- [ ] MOOCs
- [ ] Courses associated with a non-credit certificate
- [ ] Courses associated with a degree program
- [ ] Other: (please specify)

40. What professional development topics are most valuable to your team? Select all that apply.

- [ ] Online Accessibility: Universal Design, Section 508, etc.
- [ ] Compliance issues: Required regular and substantive interaction for Federal Financial aid-eligible postsecondary programs, State and International Authorization to offer online programs, etc.
- [ ] Adult learning theory and practice
- [ ] Understanding Higher Education (structures, finance, history, etc.)
- [ ] Technical competencies: Interactive Media, Evaluating new technologies, conducting pilots and focus groups
- [ ] Collaborating with team members: Leading/managing teams, succession planning, managing instructional design projects
- [ ] Collaborating with faculty/content experts: Adopting OERs, fostering collaborative learning environments, designing faculty development programs, delivering technical training to Faculty/Content Experts,
- [ ] Collaborating with non-team members: instructional design and how it impacts student retention, program planning and roll-out, the appropriate use of technology in programming
- [ ] Other: (please specify)

41. What professional development topics are most valuable to you as a team leader? Select all that apply.

- [ ] Online Accessibility: Universal Design, Section 508, etc.
- [ ] Compliance issues: Required regular and substantive interaction for Federal Financial aid-eligible postsecondary programs, State and International Authorization to offer online programs, etc.
- [ ] Adult learning theory and practice
- [ ] Understanding Higher Education (structures, finance, history, etc.)
- [ ] Technical competencies: Interactive Media, Evaluating new technologies, conducting pilots and focus groups
- [ ] Collaborating with team members: Leading/managing teams, succession planning, managing instructional design projects
- [ ] Collaborating with faculty/content experts: Adopting OERs, fostering collaborative learning environments, designing faculty development programs, delivering technical training to Faculty/Content Experts,
- [ ] Collaborating with non-team members: instructional design and how it impacts student retention, program planning and roll-out, the appropriate use of technology in programming
- [ ] Other: (please specify)

42. How do you decide on the professional development opportunities made available to your team members?

- ◯ It's driven by the interest/desire of the team member
- ◯ It's driven by supervisors that identify opportunities for team members
- ◯ It's a joint decision between team members and their supervisors
- ◯ It's prescribed by organizational/institutional professional development plans that were developed outside your unit
- ◯ Other: (please specify)

43. Is the frequency of team members' professional development determined by cost or by the number of opportunities?

- ◯ Cost of the opportunity(ies)
- ◯ Number of opportunity(ies)
- ◯ Other: (please specify)

44. Any other comments you would like to make regarding your role, your professional needs, or the needs of your team members?

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About UPCEA

UPCEA is the leading association for professional, continuing, and online education. Founded in 1915, UPCEA now serves most of the leading public and private colleges and universities in North America. For more than 100 years, the association has served its members through its Center for Research and Strategy, Center for Online Leadership, innovative conferences, and specialty seminars. The Center for Research and Strategy is the benchmarking, research and consulting arm of the association, formed to meet the research needs of its members.

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