



**USC** University of  
Southern California

## Manager, Instructional Design Job Description

### JOB INFORMATION

|                          |  |
|--------------------------|--|
| <i>Job Code:</i>         | 140009   |
| <i>Job Title:</i>        | Manager, Instructional Design  |
| <i>FLSA Status:</i>      | Exempt   |
| <i>Supervisory:</i>      | Manages employees (varied levels) across departments on a project basis. |
| <i>Job Family:</i>       | Instructional Systems Design   |
| <i>Job Family Group:</i> | Instructional Design 1   |
| <i>Management Level:</i> | 5 Manager  |

### JOB SUMMARY

Manages and prioritizes complex, high-impact instructional design projects for a school or department's faculty and staff. Oversees an instructional design team, coordinating resources to ensure design needs are met for assigned projects. Works closely with faculty, staff, and students, leading efforts to create, implement, and maintain strategies and programs that utilize continuous improvement methodologies and empower data-driven decision-making regarding learning technology. Assists faculty in the effective use of technology in teaching and learning, working one-on-one to formulate learning objectives, align course content, and identify appropriate instructional strategies that take advantage of the online technology and learning space. Manages and mentors junior staff, ensures learning outcomes are aligned to overall class and/or program goals and strategies, and stays up-to-date with current learning and development trends and practices.

### JOB QUALIFICATIONS:

#### Education

| <i>Req</i> | <i>Pref</i> | <i>Degree</i>     | <i>Field of Study</i> |  |
|------------|-------------|-------------------|-----------------------|--|
| X          |             | Bachelor's degree |                       |  |
|            | X           | Master's degree   |                       |  |

#### Additional Education

**Check here if experience may substitute for some of the above education.**

|                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Combined experience/education as substitute for minimum education |
|--------------------------|---|

#### Work Experience

| <i>Req</i> | <i>Pref</i> | <i>Work Experience</i> | <i>Experience Level</i> |  |
|------------|-------------|------------------------|-------------------------|--|
| X          |             | 5 years                |                         |  |
|            | X           | 8 years                |                         |  |

#### Additional Work Experience

**Check here if education may substitute for some of the above work experience.**

|                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Combined experience/education as substitute for minimum work experience |
|--------------------------|---|

## Knowledge, Skills and Abilities

| Req | Pref | Functional Skills   |
|-----|------|---|
| X   |      | Five years' experience in higher education. Demonstrated knowledge of educational and instructional design theories, and direct experience developing substantive courses and engaging educational experiences. Proven experience with a variety of instructional technologies, as well as a working understanding of HTML/CSS. Demonstrated experience with a learning management system, and proficiency with relevant computer and mobile applications, multimedia, course management applications, and/or related software and hardware. Experience with video recording and editing, and the use of digital media and web technologies for educational purposes. Skilled in data analytics, and project management, and in-depth knowledge of international education, and international student and scholar needs. Proven ability to interpret, analyze, and apply pertinent policies, procedures, regulations, and requirements. Exemplary knowledge of relevant local, state, and federal regulations governing education, academic programs, and higher education institutions, including Section 508, the Americans with Disabilities Act-related amendment of the U.S. Workforce Rehabilitation Act of 1973. Skilled in counseling, conflict resolution, problem-solving and decision-making. Experience fostering an environment of trust, collaboration, transparency, and accountability. Experience with software development and overseeing software development and support teams. Extensive experience delivering information technology customer service based on service levels and service quality measures, delivering technology services in the field through coordination with central teams, and driving continuous service improvement. Excellent written and verbal communication skills, with the ability to provide both detailed information as well as summaries to relevant stakeholders, and experience presenting technical topics to non-technical audiences. |
|     | X    | Master's degree in instructional design, or related field. Eight years' experience, with some in a leadership role in a corporate or higher education environment. Functional or proficient knowledge of backup systems, Saas/PaaS, Canvas, MediaSite, polling software, Portfolium, Zoom, LTIs, and multiple desktop and mobile operating systems. Experience in a start-up or organization buildout. Written and oral fluency in a second language or more. Demonstrated experience with office management communication software/tools (e.g., Google suite, Slack, Skype). Experience in social media management.  |

## Other Job Factors

## JOB ACCOUNTABILITIES

|   | % Time | Essential | Marginal | N/A |
|---|--------|-----------|----------|-----|
| Manages and prioritizes complex, high-impact instructional design projects for a school or department's faculty and staff. Oversees a team of instructional designers, developers, independent contractors, and support staff, and serves as point-of-contact for faculty and staff. Coordinates resources to ensure that design needs, scope, goals, schedules, and deliverables are met for each project.   |        |           |          |     |
| Leads efforts to create, implement, and maintain strategies, programs, systems, and processes that utilize continuous improvement methodologies, quality pedagogical approaches, and empower data-driven decision-making regarding learning technology. Assists departments in establishing goals and future direction, and aids in the development of training materials for faculty.  |        |           |          |     |
| Works in close collaboration with faculty, staff, and students to understand and address learning design and technology issues and challenges. Guides the planning, scheduling, monitoring, execution, and evaluation of recommended and selected instructional materials, modules, blended and online courses, and instructional technology software and hardware.   |        |           |          |     |
| Fosters a team approach to designing effective, student-centered learning experiences. Participates in the development, review, implementation and necessary updates of instructional technologies, strategies, and procedures. Collaborates with other departments to integrate instructional design practices, and conducts training workshops, as needed.  |        |           |          |     |
| Partners with faculty and subject matter experts (SMEs) to create and revise course designs. Assists faculty in the effective use of technology in teaching and learning, working one-on-one to formulate learning objectives, align course content, and identify appropriate instructional strategies that take advantage of the online technology and learning space. Develops production timelines, and provides support in-person, or via phone or email. Ensures learning outcomes are aligned to overall class and/or program goals and strategies. |        |           |          |     |
| Oversees designers and developers, and plans department staffing levels and work schedules. Recruits, interviews, trains, and coaches assigned employees and contractors, as needed. Manages and mentors staff, facilitates communication within department and with relevant stakeholders, and provides ongoing support  |        |           |          |     |

## JOB ACCOUNTABILITIES

|   | % Time | Essential | Marginal | N/A |
|---|--------|-----------|----------|-----|
| and evaluation of projects. Works with team members during the whole of a project's lifecycle, including planning, implementation, and follow-up.   |        |           |          |     |
| Leads the design and implementation of new, pedagogically sound, technology-enhanced instructional designs, learning activities and strategies, and engaging user experiences. Ensures proper access and accessibility to people with disabilities, and follows good practice regarding educational assessment methods, teaching strategies, and more.  |        |           |          |     |
| Maintains awareness and knowledge of current and future changes within legal, regulatory, and technology environments. Stays up-to-date with current learning and development trends and practices through articles, online trainings, webinars, research, networking, seminars, conferences, and more. Conducts learning design research, and presents findings via seminar/conference presentations and papers. |        |           |          |     |

## Other Requirements

| Essential:   | Emergency Response/Recovery  | Essential: | Mandated Reporter   |
|--|--|------------|---|
|  | In the event of an emergency, the employee holding this position is required to "report to duty" in accordance with the university's Emergency Operations Plan and/or the employee's department's emergency response and/or recovery plans. Familiarity with those plans and regular training to implement those plans is required. During or immediately following an emergency, the employee will be notified to assist in the emergency response efforts, and mobilize other staff members if needed. |            | A mandated reporter who in his or her professional capacity has knowledge of, or reasonably suspects a person who is under the age of 18 years, elderly, or a dependent adult has been the victim of abuse or neglect must report the suspected incident. The reporter must contact a designated agency immediately or as soon as practically possible by telephone or in writing within 36 hours. By virtue of the associated job duties, this position qualifies as a mandated reporter as required by state law and USC's policy at: <a href="https://policy.usc.edu/mandated-reporters/">https://policy.usc.edu/mandated-reporters/</a> |
| Campus Security Authority (CSA)  |  |            | Essential:  |
| By virtue of the associated job duties, this position qualifies as a Campus Security Authority as required by law and USC's policy at: <a href="https://dps.usc.edu/alerts/clery/">https://dps.usc.edu/alerts/clery/</a> |  |            | No  |

## ACKNOWLEDGMENTS

The above statements reflect the essential and non-essential functions as necessary to describe the principle contents of the job. They are not intended to be a complete statement of all work requirements or duties that may be required of the position. I understand that I may be asked to perform other duties as assigned. USC reserves the right to add or change duties at any time.

The University of Southern California is an Equal Opportunity Employer. USC prohibits discrimination on any basis protected under federal, state, or local law, regulation, or ordinance or university policies. All employment decisions are based on individual qualifications and business need.

I acknowledge receipt of this job description and its associated physical requirements. I have read and understand the job description and job requirements and agree to abide by their contents. I realize that duties may be requested of me that are not specifically stated herein. I understand that I will be expected to adjust to potential fluctuations in work volume. I understand that, if I have any questions about the essential functions or expectations of my position, my supervisor and/or HR partner are available to discuss them with me.

\_\_\_\_\_  
Print Employee Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Manager Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

This job description describes the general nature and level of work required by the position. It is not intended to be an all-inclusive list of qualifications, skills, duties, responsibilities or working conditions of the job. The job description is subject to change with or without notice, and Management reserves the right to add, modify or remove any qualification or duty. Nothing in this job description changes the

existing at-will employment relationship between the university and the employee occupying the position.