



USC University of
Southern California

Senior Instructional Designer Job Description

JOB INFORMATION

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|--------------------------|---|
| <i>Job Code:</i> | 140005 |
| <i>Job Title:</i> | Senior Instructional Designer |
| <i>FLSA Status:</i> | Exempt |
| <i>Supervisory:</i> | May oversee student, temporary and/or resource workers. |
| <i>Job Family:</i> | Instructional Systems Design |
| <i>Job Family Group:</i> | Instructional Design 1 |
| <i>Management Level:</i> | 7 Individual Contributor |

JOB SUMMARY

Develops and implements procedures and structures used to create complex online, in-person and/or blended courses. Partners with faculty/staff to design and/or revise course structures (both basic and advanced) and complete design implementations across individual modules. Synthesizes intricate learning needs into concise materials. Oversees the writing of course content and content transfers. Serves as a trusted advisor in course development and implementation for varied stakeholders across the university.

JOB QUALIFICATIONS:

Education

| <i>Req</i> | <i>Pref</i> | <i>Degree</i> | <i>Field of Study</i> | |
|------------|-------------|-------------------|----------------------------|----|
| X | | Bachelor's degree | Organizational Development | Or |
| X | | Bachelor's degree | Human Resources | Or |
| X | | Bachelor's degree | in related field(s) | |
| | X | Master's degree | Organizational Development | Or |
| | X | Master's degree | Human Resources | Or |
| | X | Master's degree | in related field(s) | |

Additional Education

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

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 | of experience in curriculum development, learning experience design or user experience. | |
| | X | 7 years | of experience in curriculum development, learning experience design or user experience. | |

Additional Work Experience

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

Combined experience/education as substitute for minimum work experience

Knowledge, Skills and Abilities

| Req | Pref | Functional Skills |
|-----|------|---|
| X | | Ability to interpret, analyze, and apply pertinent policies, procedures, regulations, and requirements. |
| X | | Research experience. |
| X | | Demonstrated interpersonal, critical thinking and project management skills. |
| X | | Demonstrated knowledge of adult learning theory and application of theory to learning deliverables. |
| X | | Experience creating learning content in a virtual setting. |
| X | | Ability to apply user experience principles (e.g., usefulness, usability, and desirability) to create engaging learning activities. |
| X | | Knowledge of human-centered design, design thinking and Agile design methodologies. |
| X | | Ability to translate content into visual, multimedia experiences, leveraging graphics, motion graphics, audio and visual design skills. |
| X | | Experience creating virtual or augmented reality courses. |
| X | | Demonstrated knowledge of gamification principles and application to learning experiences. |
| X | | Excellent written and oral communication skills. |
| X | | Demonstrated understanding of the nuanced messaging required for various audiences and distribution channels. |
| X | | Experience distilling complex topics and content into personable, easy-to-understand information. |
| X | | Ability to oversee concurrent projects, prioritize competing assignments, and work under pressure with frequent interruptions. |
| X | | Demonstrated proficiency with Microsoft Office. |
| X | | Ability to exercise discretion with confidential information. |
| | X | Experience in higher education and/or organizational change. |
| | X | Basic graphics and video creation/editing experience (e.g., Photoshop, PowerPoint, Illustrator). |
| | X | Demonstrated success shaping the development of new learning experiences and the enhancement of existing programs. |
| | X | Experience utilizing learning management systems. |
| | X | Demonstrated sound judgment in making decisions with minimal supervision. |
| | X | Strong project management skills to lead a concept from inception to execution, including leading course developers. |

Certifications

| Req | Pref | Select Certifications | Enter Additional Certifications |
|-----|------|---|--|
| | X | | Chartered Institute of Personnel and Development (CIPD) |
| | X | | Certified Professional in Learning and Performance (CPLP) |
| | X | | Organization Development Certified Professional Program (ODCP) |
| | X | SHRM (Human Resource Certification) | |
| | X | Professional in Human Resources - PHR | |
| | X | Senior Professional in Human Resources - SPHR | |

Other Job Factors

JOB ACCOUNTABILITIES

| | % Time | Essential | Marginal | N/A |
|--|--------|-----------|----------|-----|
| Strategizes with faculty/staff in the creation and implementation of learning outcomes and tools to analyze teaching needs for courses. Develops high-level instructional design strategies and guidelines for utilizing learning outcomes and analytical tools to incorporate needs. Collaborates with relevant stakeholders to implement complex projects and provides subject matter expertise. | | | | |
| Creates and revises course design documents, rich media content, learning management systems and related materials to meet requirements for complex and/or large-scale instructional programs. Coordinates the collaboration process with faculty, staff, teaching assistants and external stakeholders to facilitate the writing of course content and content transfers. Adapts content to audience segments and reviews content transfers to ensure adherence to course design. | | | | |

JOB ACCOUNTABILITIES

| | <i>% Time</i> | <i>Essential</i> | <i>Marginal</i> | <i>N/A</i> |
|---|---------------|------------------|-----------------|------------|
| Selects and implements different course models and learning management systems suitable for various identified student populations and external markets. Applies instructional strategies for course delivery, providing context and sharing expertise for the development of generic online learning tools. Partners with faculty/staff to develop structures and procedures that streamline course design and/or implementation. Ensures that courses meet ADA and universal design for learning principles. | | | | |
| Leverages expertise in user experience (UX) design principles (e.g., usefulness, usability, desirability) to create complex online, in-person and/or blended instructional courses in partnership with faculty staff. Develops production timelines and applies basic course structures for the creation of individual course modules. Translates learning outcomes into appropriate activities and assessments. | | | | |
| Serves as lead for learning projects, providing strategic guidance on learning product design, required resourcing, oversight of junior designers and course developers. Conducts quality assurance on content, design, associated learning science, and alignment of course content with learning objectives. Stays current with trends in higher education and corporate learning, as well as innovations in pedagogical research, learning experiences, and UX design principles. Makes presentations at conferences and may publish in professional journals. | | | | |
| Advises on the continuing development of coherent instructional design strategies based on current research. Represents instructional design philosophies with internal/external stakeholders. Promotes an environment that fosters inclusive relationships and creates unbiased opportunities for contributions through ideas, words, and actions that uphold principles of the USC Code of Ethics. | | | | |

Other Requirements

| <i>Essential:</i> | <i>Emergency Response/Recovery</i> | <i>Essential:</i> | <i>Mandated Reporter</i> |
|--|--|-------------------|---|
| | 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: https://policy.usc.edu/mandated-reporters/ |
| <i>Campus Security Authority (CSA)</i> | | | <i>Essential:</i> |
| By virtue of the associated job duties, this position qualifies as a Campus Security Authority as required by law and USC’s policy at: https://dps.usc.edu/alerts/clery/ | | | |

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.