

## Job Description

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<b>Job Title:</b>	Learning Design Manager
<b>Department:</b>	Centre for Extended Learning
<b>Reports To:</b>	Associate Director, Online Learning (ADOL; USG 15)
<b>Jobs Reporting:</b>	Online Learning Consultants (USG 10-11)
<b>Salary Grade:</b>	USG 13
<b>Effective Date:</b>	July 2017

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### **Primary Purpose**

The Manager is responsible for the hiring, work, and performance for the team of Online Learning Consultants (OLCs), who in turn manage course development projects, provide instructional design and project leadership in online course development. The Manager is responsible for assigning and coordinating their work, coaching and professional development, and performance management, as well as providing overall leadership of instructional design strategies and strategic planning for the team. The manager helps ensure that the multitude of online course projects are completed successfully, on-time, and employing sound design and development practices. The Manager is also part of the overall CEL Management team, contributing to the continuous improvement of online course production strategies, and overall leadership of the unit.

### **Key Accountabilities**

*List the major responsibilities of the job, divided into 3 to 5 broad categories. These should reflect 80 - 90% of "what" the job does not the "how". Insert a category heading and in bullet form below, state specific responsibilities.*

#### **Supervision & Coaching**

- Lead recruitment of new OLCs and manage on-boarding, orientation, and training
- Promote growth in performance through ongoing performance management and reviews  
Assign projects to OLCs with input from Associate Director, Online Learning (ADOL)
- Provide guidance and direction to OLCs as they manage course development and research projects, optimizing individual OLC productivity and ensuring project time is within established parameters
- Ensure that projects are completed successfully each term, using sound design and development practices
- Ensure high levels of course author satisfaction with the process; engage with course authors (faculty) as necessary to help resolve issues that arise
- Keep ADOL informed of projects and raise any issues that require escalation/ADOL intervention
- Discuss other internal issues with appropriate managers in CEL

#### **Team & Instructional Design Leadership**

- Plan and facilitate OLC team meetings
- Create and continuously refine documentation that defines OLC role and responsibilities
- Monitor and actively work to maintain/build team morale and job satisfaction
- Conduct strategic planning with team to help identify OLC priorities
- Help set overall research agenda for OLCs based on CEL and University priorities, and conduct own research to help shape the practices of the team and inform course development strategies
- Ensure OLC stay current on literature, research, and innovation in the field
- Plan and initiate learning opportunities for OLCs, course instructors, and TAs, that promote knowledge and skill development, alone or together with OLCs, other staff, and other units
- Conduct research into instructional design, learning technology, and online learning best practices
- Help deliver and facilitate workshops and information sessions for authors and instructors

#### **CEL Management**

- Represent the OLC team on Management Team, and other committees (e.g., Operations) as required

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- As part of the CEL Management Team, participate in and contribute to meetings and overall decision-making, including unit strategic planning, allocation of resources, and hiring prioritization
- Advise ADOL and management team on overall CEL course design, development and support strategies
- Manages relationships with university units with related functions (e.g., CTE Senior Instructional Designers and Liaisons)
- Support special CEL projects as assigned, including those involving other university units or external organizations
- Maintain connections with, contribute to, and possibly take leadership roles in related external organizations and professional associations, maintaining Waterloo's status as a leader in online learning

### **Required Qualifications**

*If hiring today, what would be the required education, experience, knowledge, skills and abilities?*

#### **Education**

- A minimum Masters in Education, Educational Technology, Instructional Design, Distance/Online Education, or related field

#### **Experience**

- A minimum of 5 years' experience providing leadership in instructional design for online learning in a university setting or related field
- Extensive demonstrated success in cultivating and maintaining positive working relationships with faculty and staff
- Extensive project management experience, leading course or educationally-related development projects in an higher education setting
- At least one year of management experience in higher education

#### **Knowledge/Skills/Abilities**

- Superior understanding of instructional design theories and approaches, and online learning strategies
- Excellent communication and coaching abilities
- Strong research skills
- Very strong overall project management and planning skills, along with knowledge of related software tools
- Ability to assess project needs and deploy staff most effectively to meet objectives
- Skilled mediator able to resolve internal and external issues
- Ability to balance/advocate for OLC needs and overall operational needs and goals of the unit and university

### **Nature and Scope**

- **Contacts:** Professors (course authors), other support department managers or directors; internal staff and managers; external university representatives (e.g., leaders from similar units)
- **Level of Responsibility:** Performs specialized work with minimal supervision, and is responsible for direct supervision of others; management and coaching of OLC staff; directing and monitoring OLC activities
- **Decision-Making Authority:** Performance management; hiring, daily operations; work assignments; deploying staff effectively on projects; dealing with project problems involving faculty; escalated to ADOL if discussions with project stakeholders' superiors is required
- **Physical and Sensory Demands:** Extended screen time; concentration for planning; extended listening for understanding and resolving issues
- **Working Environment:** Mostly office-based; cubicle environment; frequent distractions; some travel required for conferences, presentations, etc.