

**PANOLA COLLEGE
JOB DESCRIPTION**

JOB TITLE:	Instructional Designer	FLSA status:	Non-Exempt
GRANT PERIOD:	9/1/2026 – 8/31/2028		

DEPARTMENT:	Digital Learning	REPORTS TO:	Director of Digital Learning
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Position summary: Panola College is seeking an experienced and detail-oriented Instructional Designer to support the Resource Center Academic Persistence Initiative by collaborating with faculty to enhance course design, accessibility, assessment alignment, student engagement, and academic support within identified courses. The position will use institutional assessment and Student Learning Outcome (SLO) data to prioritize gateway, core curriculum, and other courses demonstrating opportunities for improvement in student achievement.

The Instructional Designer will work closely with Faculty, Digital Learning, Academic Leadership, and Institutional Research to implement evidence-based instructional design practices that support academically disadvantaged students and improve overall student success. Initial efforts will focus on identified lower-performing courses, with successful practices expanded to additional courses throughout the project period. The position is grant-funded and scheduled to run through August 2028.

Position responsibilities:

- Collaborate with faculty to review and enhance gateway, core curriculum, and other identified courses using Student Learning Outcome (SLO), assessment, and student success data.
- Assist faculty in identifying areas for instructional improvement and implementing evidence-based course design strategies to improve student learning outcomes.
- Review and improve course organization, navigation, instructional consistency, accessibility, and student engagement within Canvas.
- Support alignment of course learning outcomes, instructional activities, assessments, rubrics, and institutional Student Learning Outcomes.
- Assist faculty in developing and enhancing instructional materials, learning activities, assessments, rubrics, and academic support resources.
- Apply instructional design best practices, including backward design, Universal Design for Learning (UDL), active learning, and other student-centered instructional strategies.
- Support faculty in creating accessible instructional materials and course content that meet Title II Standards.
- Develop and promote consistent course design practices that improve course navigation and reduce unnecessary barriers to student learning.
- Collaborate with faculty and Resource Center personnel to embed tutoring information, study skills resources, academic support services, and other student success resources within targeted courses.
- Provide individualized instructional design consultations, training, workshops, and professional development to faculty.
- Identify, adapt, or create Open Educational Resources (OER), when appropriate, to increase accessibility and reduce barriers to course materials.
- Develop reusable course templates, instructional resources, guides, and best practices that can be sustained and utilized across academic programs.
- Expand successful instructional design strategies to additional gateway, core curriculum, and other identified courses based on assessment and student success data.
- Maintain documentation of courses supported, instructional improvements implemented, faculty collaborations, and project activities for evaluation and grant reporting.
- Collaborate with Institutional Research, Digital Learning, and project leadership to support data collection and evaluation of instructional design interventions.
- Track project activities and course enhancement progress and adhere to established project timelines and benchmarks.
- Perform all other duties as assigned.

Minimum Position Requirements:

- Associate's degree in instructional design, education, curriculum and instruction, educational technology, or a related field; bachelor's degree preferred.
- Experience supporting instructional or course design in online, hybrid, or face-to-face learning environments.
- Experience using learning management systems, preferably Canvas.
- Familiarity with instructional design principles, accessibility standards, and evidence-based teaching and learning practices.
- Ability to interpret assessment and student learning outcome data and use findings to inform instructional improvements.
- Strong organizational, communication, collaboration, and project management skills.

- Ability to work effectively with faculty from multiple academic disciplines.
- Ability to work independently and collaboratively while meeting established project timelines.

Knowledge, Skills, and Abilities Required:

- Knowledge of instructional design models and practices, including backward design, Universal Design for Learning (UDL), and active learning strategies.
- Knowledge of effective online, hybrid, and face-to-face course design.
- Knowledge of accessibility principles and practices for digital instructional materials.
- Experience using learning management systems, preferably Canvas.
- Understanding of Student Learning Outcomes (SLOs), assessment alignment, rubrics, and continuous improvement processes.
- Ability to analyze course and assessment data and translate findings into practical instructional design recommendations.
- Understanding of strategies that support academically disadvantaged students and other students who may experience barriers to academic success.
- Ability to collaborate effectively with faculty while recognizing faculty members as the subject-matter experts for course content.
- Ability to develop and deliver faculty training, instructional resources, and individualized instructional design support.

Physical Demands and Work Environment:

- Work is normally performed in a typical interior/office work environment.
- No or very limited physical effort required; however, the employee must occasionally lift and/or move up to 15 pounds.
- No or very limited exposure to physical risk.
- Some travel may be required.

Additional Information:

- This is a grant-funded position supported through **August 2028**. Continued employment is contingent upon the availability of grant funding. The position will support activities associated with the Resource Center Academic Persistence Initiative, with particular emphasis on improving instructional design and student learning outcomes in targeted gateway and core curriculum courses and expanding successful practices to additional courses.