Engineering Leadership Instructor and Analyst

Position Overview:

This position is for a full-time Engineering Leadership (EL) Instructor and Analyst in the Gordon-MIT Engineering Leadership (GEL) program. The EL Instructor and Analyst will deliver undergraduate-level classroom instruction and will analyze educational outcomes achieved by GEL program participants.

Co-instruction and lesson design are primary components of the EL Instructor and Analyst position. The EL Instructor and Analyst will work with lead instructors and with over 100 undergraduate engineering leadership students in delivering experiential leadership education, primarily in two classes: Engineering Leadership (6.912) and Engineering Design & Rapid Prototyping (16.810). The EL Instructor and Analyst will be expected to leverage (and to become an expert in) existing educational content, as well as to contribute new educational content in Engineering Leadership. In developing or refining content, the EL Instructor and Analyst will utilize the latest EL scholarship, insights gleaned from GEL’s educational assessment system, and their own past experience as a practicing engineer.

In addition to teaching, the EL Instructor and Analyst will work with the Associate Academic Director to process, interpret, and present educational outcomes and program evaluation data. GEL has established a longitudinal assessment system and regularly measures student learning and program evaluation metrics. The EL Instructor and Analyst will be a key partner in establishing how to best leverage this dataset for insights generation, continuous improvement, and program growth strategy. Opportunities may also exist for research and publication utilizing the dataset. The EL Instructor and Analyst will also provide general support to the GEL program in various capacities, such as interviewing incoming students, mentoring students, and program outreach. Will perform additional duties as assigned.

Principal Duties and Responsibilities (Essential Functions):

1. Co-Instructor of record for two courses (50%):

   6.912 – “Engineering Leadership” in Fall and Spring semesters


2. Develop and introduce new educational content in Engineering Leadership based upon program curriculum, insights derived from the GEL longitudinal assessment system, contemporary scholarship and research, and their own engineering work experience (15%)

3. Work closely with the GEL Program’s Associate Academic Director to process, interpret, and present the program’s student outcomes and program evaluation data. Share findings with colleagues and faculty. Lead discussions on data interpretation and program improvement strategy (25%)

4. As required, assist in the day-to-day operation and sustainment of program-wide efforts as a member of the GEL educational team (10%)
5. As part of duties listed above, may engage in research and potential publication utilizing GEL’s longitudinal assessment dataset

6. Additional duties as assigned

**Supervision Received:**

Direct supervision by the Associate Academic Director of the Gordon-MIT Engineering Leadership (GEL) program

**Supervision Exercised:**

No supervision of MIT employees; supervision of students and temporary staff in classes

**Employee Development Integral to the Position:**

This position presents an opportunity for an engineer with industry practice experience to transition to the new and growing field of engineering leadership education. Candidates must be interested in teaching and committed to developing their instructional skills. This role will involve mentoring and professional development opportunities in support of the candidate’s development as an engineering leadership educator.

**Qualifications & Skills:**

Required: bachelor’s degree in an engineering (or related) discipline; at least 4 years of professional work experience as an engineer or in closely related role(s). Candidates’ work history should demonstrate experience in leadership-related skill areas, such as teamwork and team building, communication, negotiation, project management, or other related areas. Candidates should be skilled in fundamentals of data analysis and presentation, including working with large datasets and spreadsheets, interpreting data, and generating graphics. Must be interested and show capacity to both develop and present educational content, as well as to analyze and evaluate student outcomes.

Preferred: prior teaching experience, particularly in experiential learning formats (at a minimum, candidates must have a strong interest in developing teaching skills, particularly in hands-on and experiential learning modes); demonstrated skills in one or more statistical programming language, such as Stata, R, SPSS, Python, or similar; prior professional development or university coursework in leadership or leadership-related areas.

The ideal start date for this appointment is no later than August 1, 2022. The appointment is for one year and renewable for a second if mutually agreeable. Further renewal of the position after the initial appointment period will depend on the teaching evaluations and feedback from peers in the Gordon-MIT Engineering Leadership (GEL) program, and on funding.