Program: MIT Online Science, Technology, and Engineering Community (MOSTEC)
Position: MOSTEC Online Physics Instructor, Part-Time: 15hr/wk from 6/29-8/9; 5-10 hr/wk for remainder of employment), $21/hour
Employment Timeline: June 8 – August 30, 2020 (Remote; 5 week course)

POSITION OVERVIEW:

The MIT Office of Engineering Outreach Programs (OEOP) in the School of Engineering boasts a 40+ year history of providing engaging and rigorous science and engineering education enrichment for 350 middle and high school students from our local community and across the country. Our mission focuses on making science and engineering careers more accessible to students from underserved and underrepresented communities.

The MOSTEC Physics Instructor plays a critical role in working towards the program’s goal of developing a cohort of “thinking minds” equipped to be successful in technical fields and at the country’s top colleges and universities. The Instructor is responsible for creating and implementing an online course curriculum related to a particular college level course. Instructors will maintain an open and positive learning environment that promotes active learning that challenges all students. Throughout the program, Instructors are expected to assess student performance/academic needs and provide resources to help promote students’ success. At the end of the program, Instructors will document course materials and write narrative evaluations of each student. Instructors provide guidance and mentorship, playing a critical role in each student’s experience.

PRINCIPAL DUTIES AND RESPONSIBILITIES:

Instructional

• Develop and implement engaging online curriculum, compatible with MOSTEC’s online platform (including syllabus, course goals/outcomes, weekly lectures/videos/readings, assignments, and discussions).
• Grade and provide individual feedback on all assignments on a weekly basis.
• Prepare and assign weekly problem sets, solution sets, a "diagnostic" assessment, a final assessment, and other class materials
• Utilize hands-on learning strategies and collaboration when possible, with a focus on practical application of course material
• Plan and hold weekly synchronous class time via video conference for a minimum of 2 hours/week from June 22 – July 31, 2020.
• Hold online office hours via video chat for a minimum of 2 hours/week from June 29 – July 31st.
• Submit a syllabus and supply request to the OEOP no later than June 19th, 2020 unless otherwise specific by MOSTEC Leadership team.
• Write and submit narrative evaluations for each student no later than August 30th, 2020 unless otherwise specified by MOSTEC Leadership team.
• Document and submit all course materials to the OEOP by end of employment.
• Create an open, positive learning environment that encourages students to ask questions and to be active participants.
• Set and hold students accountable to class values and expectations.
• Provide students with the resources and guidance necessary for learning the fundamental concepts in the course.
• Assess student ability and growth in order to challenge and support each student academically.
• Track student performance and concerns and update Program Administrator weekly.
• Collect feedback from students throughout the program to assess effectiveness.
• Be available and responsive via email to answer student questions regarding course material.

**Administrative and Programmatic**

• Help foster a supportive, safe, and positive environment that builds a sense of community among program participants.
• Participate in mandatory staff meetings, trainings and key special events.
• Provide a mature influence and ensure that participants are meeting program expectations/processes and Institute guidelines for programs with minors.
• Mentor students and provide advice about successfully navigating MOSTEC experience.
• Help implement student support and improvement plans and check-in with students around their progress.
• Keep the MOSTEC Leadership team informed of key incidents within 24 hours of occurrence. Report urgent or sensitive student concerns immediately to MOSTEC Leadership. Assist with urgent matters concerning program participants as needed.
• Reply in a timely fashion to correspondence from MOSTEC Leadership team.
• Promptly identify and respond to students’ needs for information, especially in regards to student concerns.
• Complete pre, mid-, and post-program evaluation surveys on program experience.
• Report to the MOSTEC Program Administrator and work collaboratively with other MOSTEC and OEOP staff including the Executive Director and Manager of Programs.

**QUALIFICATIONS AND SKILLS:**

• Bachelor’s degree required; graduate degree preferred.
• Detailed knowledge and strong background in field related to course.
• Ability to work a part-time, remote schedule of up to 20 hours per week. Other MIT employment may impact eligibility for the job due to potential conflicts.
• Strong desire to teach and mentor high school students. Teaching experience preferred, but not required.
• Experience with high-achieving students from diverse backgrounds preferred.
• Excellent written and verbal communication skills.
• Position requires satisfactory completion of background check.
• Familiarity with Google Drive and Google Classroom or similar cloud-based applications for data storage/sharing and online instruction preferred.
• Experience utilizing web conferencing and related applications; experience with online learning/instruction preferred.
• Demonstrated understanding and commitment to diversity, equity, and inclusion, including supporting students with intersecting marginalized identities.

The MIT Office of Engineering Outreach Programs adheres to MIT’s nondiscrimination policy: The Massachusetts Institute of Technology is committed to the principle of equal opportunity in education and employment. The Institute prohibits discrimination against individuals on the basis of race, color, sex, sexual orientation, gender identity, pregnancy, religion, disability, age, genetic information, veteran status, or national or ethnic origin in the administration of its educational policies, admissions policies, employment policies, scholarship and loan programs, and other Institute administered programs and activities; the Institute may, however, favor US citizens or residents in admissions and financial aid.

* To comply with regulations by the American with Disabilities Act (ADA), the principal duties in job descriptions must be essential to the job. To identify essential functions, focus on the purpose and the result of the duties rather than the manner in which they are performed. The following definition applies: a job function is essential if removal of that function would fundamentally change the job.

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