Design EPICS Program
Adjunct Instructor

Colorado School of Mines invites applications for multiple part-time positions as adjunct instructors in the Design EPICS Department to teach EPICS 151 and/or EPICS 251. The EPICS curriculum features open-ended design problem solving, decision analysis, technical communications and teamwork skills at the freshman and sophomore level, applied to a wide variety of real-world problems presented by clients and their companies or organizations, including the industrial, government and non-profit sectors.

EPICS is a two-semester course sequence: EPIC151, generally taken in the first year, and EPIC251, generally taken in the second or third year. The EPIC151 course is required for all students at CSM and serves approximately 1,100 students per academic year; the EPIC251 course is required for half of the students in ABET-accredited engineering programs and serves an additional 500 students per year. Additional information about this program, its courses and its learning objectives can be found at http://epics.mines.edu.

Colorado School of Mines (CSM), founded in 1874, is a public institution dedicated to education and research in engineering and the applied science. CSM is home to approximately 4,000 undergraduate and 1,300 graduate students.

Responsibilities: An EPICS Adjunct Instructor provides instruction and practice, and administers EPICS classes either of 50 students taught in partnership with another teaching or adjunct professor, or of 25 students taught alone. Instructors serve as course “mentors” in that they provide guidance to project teams in a highly interactive classroom environment. The course learning objectives are achieved through instruction and extensive practice in a wide variety of fundamental problem solving skills, as reflected in the Essential Skill Set shown below. Each Adjunct shall be able to teach all skills identified in the Essential Skill Set, and hold office hours.

Essential Skill Set:
- Provide instruction, practice and guidance in the creative problem solving process.
- Provide guidance to student teams in developing effective teamwork for the completion of open-ended design projects.
- Evaluate student and team proficiency in the practice of problem solving skills, using effective and appropriate evaluation methods leading to a realistic final course grade for each student.

Qualifications: Applicants must possess an earned bachelors, masters or doctoral degree in a scientific, engineering, or engineering-related discipline. Because of a primary emphasis on teaching, as indicated in the Essential Skill Set, the successful candidate must have documented teaching proficiency in open-ended problem solving, technical design, and guiding effective teamwork for successful project completion. Additional preferred teaching proficiencies include:
- Technical communication, through related teaching experience (desired) and professional publications and presentations.
- User-centered design: identifying and engaging with stakeholders and users throughout the problem solving process.
- Incorporating technology in delivering content.
- Appreciation of visualization and conceptualization skills such as hand sketching and computer aided design (specific graphics skills are taught separately)

Compensation: Determined based upon qualifications.

How to Apply: Interested applicants should send a letter of interest and CV to Lexie Spiranac: spiranac@mines.edu

Mine is an EEO/AA employer and is committed to enhancing the diversity of its campus community. Women, minorities, veterans, and individuals with disabilities are encouraged to apply.

Employment with Mines is contingent upon the satisfactory completion of a background investigation.