

June 7, 2022

To whom it may concern,

This letter serves as acknowledgment that Andrew Shaughnessy has met the completion requirements of the Johns Hopkins University [Teaching Academy](#).

The Teaching Academy provides Hopkins doctoral students and post-doctoral fellows the opportunity to acquire an overview of pedagogy, explore different educational models, acquire concrete teaching and assessment skills, and work with faculty teaching mentors in a classroom, online course, or laboratory environment.

The Teaching Academy is designed as a professional development program that offers three phases of increasingly complex teaching-related experience:

Phase I builds a foundation in teaching and requires participants to be exposed to a range of 6-10 hours of introductory teaching subject matter. Participation in a course or workshop series establishes pedagogical vocabulary and lays the foundation for the hands on resource development and teaching required later in the program. Activities and courses in this phase present an introduction to pedagogy, research-informed teaching, backward design, developing a lecture, leading discussions and labs, engaging students and designing active learning.

Phase II immerses participants in hands on teaching and learning activities and requires a minimum of 12 hours or 1-credit of teaching-related conceptual development and content production. Participants select from a variety of options to develop teaching resources, assessment tools, and rubrics; and they explore a variety of assessment techniques. Activities and courses in this phase involve students accessing discipline-specific literature, developing instructional goals and active learning exercises, building a syllabus, participating in micro-teaching and learning to use instructional technology for concrete pedagogical objectives.

Phase III is the capstone experience that requires either an apprenticeship through which a minimum of 6 hours are devoted to teaching under the guidance of an instructor of record *or* participation as the instructor of record for an entire course. In either case, participants work with faculty teaching mentors who help them better understand what is required to be a successful instructor, oversee their classroom teaching, facilitate an online instructional module, or help to supervise a lab or clinical course. Activities in this phase involve developing course and/or unit learning objectives, selecting and implementing formative and summative assessment plans, and implementing instruction. For some participants, evidence gathered and analyzed about their students' learning outcomes is of sufficient quality that it can be presented as a Teaching-as-Research project at a final recognition event and/or professional meeting.

Through the Teaching Academy, Johns Hopkins University aims to better prepare our doctoral students and post-doctoral fellows to be successful instructors as they begin their initial professional positions.

Sincerely,



Dr. Michael J. Reese, Jr.
Associate Dean of University Libraries
Director, Center for Educational Resources, Sheridan Libraries