

History of the ChAMPION Program

Lee Shulman, Professor of Education at Stanford University and President of the Carnegie Foundation for the Advancement of Teaching, and a national authority on the assessment of teaching, defines scholarly teaching as “Teaching that focuses on student learning and is well grounded in the sources and resources appropriate to the field.” Because the scholarship of teaching and learning is central to the NMSU land-grant mission, it is vital not only to engage faculty in this process, but also to document it with the same care and rigor used in traditional discipline-specific research. The ChAMPION program was created to support NMSU’s expectation that faculty members engage in and document scholarly teaching and to develop skill and knowledge in applying effective assessment for improved student learning.

The program was first launched in Summer 2010, with a three-day workshop, *Documenting Effective Teaching in a Scholarly Manner* facilitated by Dr. Janice Denton from the University of Cincinnati. The conceptual framework for this type of learning community was designed in 1994 by the American Association of Higher Education (AAHE) in cooperation with Schulman. The original project was modified by Dr. Denton to address the particular needs of NMSU faculty. The goals of the learning community were: 1) to identify new ways faculty members can serve as professional colleagues to one another in the arena of teaching, and 2) to allow faculty members to examine their teaching in a reflective manner and present this examination as scholarly work.

Each summer a new cohort of the program begins with this workshop. During the three-day workshop faculty examine teaching in a reflective manner, present this examination as scholarly work to document effective teaching, and discover new ways faculty can serve as professional colleagues to each other in the arena of teaching.

Every year since 2010, NMSU graduates a cohort of ChAMPIONS. In summer 2012, the first staff/administrator track was launched, and in spring 2013, the first cohort of staff and administrators graduated from the program. The staff/administrator track was adapted from the faculty model, and during their three-day workshop, staff and administrators examine service, policies and practices in a reflective manner, present this examination as professional work to document effectiveness, and discover new ways staff and administrators can serve as professional colleagues to each other in the arena of effectiveness and quality assurance.