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Building & Supporting Contingent Faculty & Student-Athlete Relationships

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**Problem:** Increases in number of part-time faculty members may contribute to potentially poor learning outcomes for students & disenfranchised part-time faculty (Cox et al, 2009; McGrew & Untener, 2010)

**Solution:** Integrating part-time faculty into the university community may lead to positive outcomes for students, faculty, and staff (McGrew & Untener, 2010; Strom-Gottfried & Dunlap, 2004).

**DETAILS**
- Adjunct faculty have described feeling “invisible,” “second-tier,” and part of an “academic underclass” (Roueche, Roueche, & Milliron, 1996; Smith, 2007).
- Approximately 500 full-time & 350 part-time faculty teach 10K students at UD.
- Part-time faculty average 8.5 years teaching at Dayton and are active members of professional associations, active on campus & participate in service (McGrew & Untener, 2010).
- Intercollegiate athletics referred to as AHE’s “peculiar institution” and student-athletes commonly assumed to be academically underprepared (Gayles & Hu, 2009; Umbach et al, 2006).
- By challenging stereotypes and setting high expectations, faculty and student-athletes can “cultivate meaningful relationships” (Comeaux, 2011, p. 529).

**REFERENCES**
- McGrew & Untener may be useful resource for improved social skills (McGrew & Untener, 2010, p. 712).

**RATIONALE**
- Positive socialization, communication, and participation with multiple contacts throughout the institution strengthen part-time faculty members’ identity as part of the community (Roueche, Roueche, & Milliron, 1996).
- Learning the culture of an organization comes from ongoing in-person interaction (Roueche et al, 1996).
- Communication between faculty and students-athletes outside of class is positively correlated with learning (Gayles & Hu, 2009).
- Student outcomes correlated to faculty-student interaction: GPA, persistence, pursuit of post-baccalaureate study, and improved social skills (Cox et al, 2009).

**LIMITATIONS**
- Need to identify existing campus resources for UD’s part-time faculty; McGrew & Untener may be useful resource for follow-up.