

AABRI CONFERENCE
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TITLE: THE SUCCESSFUL SCHOLAR-ATHLETE – THE PROFESSOR’S ROLE

ABSTRACT:

The presentation will highlight initial data collected on the “The Successful Scholar-Athlete Class”. Presentation participants will leave the session with excellent ideas/activities supported by the research and documented by the class data on how they, as professors of freshmen college students, may contribute to the on-going success of their students. These ideas/activities are applicable to all freshmen college students, athlete or not.

“The Successful Scholar-Athlete Class” is an introductory course designed specifically for freshmen (required) who will be participating on any IUSB athletic team which was implemented in the fall semester of 2014. The class assisted those scholar-athletes in successfully balancing the challenges of a rigorous scholastic schedule with the demands of a competitive athletic program. This course provided opportunities for discovery learning, instruction in learning skills, and assimilation into the social and academic cultures of the IU South Bend campus. Specific areas of focus were: identifying strengths/weaknesses of each scholar-athlete that will impact their college success, developing short-term and long term academic goals, creating time management systems that work, exploring majors and careers, developing study habits which will lead to academic success, improving communication skills, and honing critical thinking skills. The course work was coordinated with each head coach to facilitate study table activities and mentoring of each scholar-athlete.

The activities within the class were all geared toward ensuring that the students become successful college students. This course was based upon the successful School of Education EDUC-U 100 course except focusing on the specific needs of scholar-athletes. Components of the class that are supported by the literature on freshmen retention, persistence, timely graduation, GPA and full-time enrollment were incorporated into the curriculum. These included: Faculty Mentoring of Scholar-Athletes (Kuh, et. al. 2005), Peer-Mentoring of Scholar-Athletes (Kuh, et. al. 2005), Engagement in University of Scholar-Athletes (Bader, 2011), Full-Time attendance by Scholar-Athletes (Habley, et. al. 2012) and Participation in Collaborative Learning Communities by Scholar-Athletes (Bowen, et. al. 2009). The professor of the Successful Scholar-Athlete course worked collaboratively with the coaches, faculty mentors and peer mentors of each Scholar-Athlete in the class to ensure that the five goals are met.