

**PROPOSAL FORM  
FACULTY SHOWCASE  
FALL 2014 FACULTY INSTITUTE**

PERE MARQUETTE LODGE  
SEPTEMBER 26-27, 2014

NAME: Eric Goedereis<sup>a</sup>, Mary Preuss<sup>b</sup>, Aaron AuBuchon<sup>c</sup>, Gad Guterman<sup>d</sup>, Victoria McMullen<sup>e</sup>,  
Carla Colletti<sup>f</sup>, Kim Kleinman<sup>g</sup>, and Paula Aguilar<sup>h</sup>

DEPARTMENT/PROGRAM: Psychology<sup>a</sup>, Biology<sup>b</sup>, Video Production<sup>c</sup>, Conservatory of  
Theatre Arts<sup>d</sup>, Teacher Education<sup>e</sup>, Music<sup>f</sup> and Academic Advising<sup>g, h</sup>

SCHOOL OR COLLEGE: Arts and Sciences<sup>a, b</sup>, School of Communications<sup>c</sup>, Leigh Gerding  
College of Fine Arts<sup>d, f</sup>, School of Education<sup>e</sup>

EMAIL ADDRESS: [ericgoedereis18@webster.edu](mailto:ericgoedereis18@webster.edu) (Primary contact)

OFFICE PHONE: (314) 920-9783

TITLE OF PRESENTATION/POSTER/EXHIBIT:  
Purposeful Advising: Tools and Strategies for Student and Faculty Success.

PRESENTATION LENGTH (times include Q&A from attendees):  
40 minutes

PREFERRED DAY:  
Friday

ABSTRACT / DESCRIPTION OF PRESENTATION OR POSTER (Maximum Length – 300  
words. Please include an additional page with this information. These descriptions will be used in  
the program handout for the Institute.)  
Please see attached.

TECHNOLOGY  
REQUIREMENTS:

\_\_\_\_\_ projector  
\_\_\_\_\_ screen

## ABSTRACT:

Previous research highlights that engaged advising is associated with a number of favorable student outcomes. For example, Rendon (1995) found that student retention may be improved by “initial and extended orientation and advisement programs and making positive connections with college personnel.” Indeed, as Couture (2014) has argued, the “first advising session lays the point of reference that will create expectations for future advisors, for better or worse,” while Fox (2008) suggests that the best advisors are “fully present” in the appointment. Still others (e.g., Cannon, 2013) have encouraged faculty and advising professionals to utilize “intrusive advising” techniques in order to best engage students. The question then becomes: How can we best promote such positive advising experiences for students and faculty alike?

At Webster University, student advising has long been a core expectation for faculty. In addition to regular advising throughout the academic year, many faculty have actively sought out additional opportunities to advise students from both within and outside of their major departments. One clear outcome from such efforts is that veterans of the programs become well-versed in the broader University curriculum and general policies and procedures while getting a concrete sense of the student body as a whole.

This year, a multidisciplinary team of Summer Advisors has begun identifying strategies and building enduring advising tools to facilitate purposeful student advising and promote greater engagement with the advising process for faculty and students alike. When coupled with specific outreach efforts, these guides, templates, and tutorials endeavor to help faculty and students be better prepared for and engaged with the advising process. This session will (1) showcase our initial steps, (2) identify specific tools and strategies for advising success (3) invite suggestions for the next year, and (4) serve as a venue to discuss faculty advising.