

# The Office of Graduate Education

## Academic Advising Resource Page

### Why an Academic Advising Resource Page?

This site contains resources needed to help advisors expand their knowledge of effective advising theories, methods, and techniques. These articles and reference pages help to answer advisor questions on student development, learning and personality types, and best methods of conceptualizing and practicing within an advisor/student relationship. Some articles are useful as quick reference guides, while others will be more helpful if read in their entirety.

The Office of Graduate Education believes that every advising meeting has the potential to determine the student's success or failure in graduate school. A single meeting can change entirely the value the advisee places on the relationship, the learning experience, and even the long-term view of the Institute. This page was therefore developed to help make the student/advisor relationship in every case a productive and satisfying one for all students and advisors.

Your active involvement can make this venture successful. This might mean contacting the website coordinator to post an article you have read, writing and submitting your own article on advising, or suggesting a format change to the site. Your direct involvement in and use of this page can help us build a solid base of advising 'best practices' that are specific to Rensselaer, and concurrently expand campuswide awareness that advising is an essential academic companion to teaching.

### Definition of academic advising

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/The-definition-of-academic-advising.aspx> Accessed 3-16-15.

*The National Academic Advising Association (NACADA) is comprised of professional and faculty advisors, administrators, students, and others with a primary interest in the practice of academic advising. With diverse backgrounds, perspectives, and experiences, NACADA members advise in a variety of settings and work to promote quality academic advising within their institutions.*

Concept of Academic Advising

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Concept-of-Academic-Advising.aspx> Accessed 3-16-15.

Core Values of Academic Advising

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Core-values-of-academic-advising.aspx> Accessed 3-16-15.

**FERPA Overview-** Van Dusen, William R., Jr. (2004). FERPA: Basic guidelines for faculty and staff a simple step-by-step approach for compliance

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/FERPA-overview.aspx>  
Accessed Accessed 3-16-15.

## Compendium of Resources to Aid Academic Advising Practices

Preparing Doctoral Students for Their Future Roles as Academic Advisers: How Doctoral Programs Can Assist Students' Preparation, Kupfer, M.M., (2007) *NACADA Clearinghouse*  
<http://dus.psu.edu/mentor/080130mk.htm>, Accessed 3-16-15.

*Excerpt from Preparing Doctoral Students for Their Future Roles as Academic Advisers:  
Whether it is deciding how much time they can afford to devote to committee work, preparing for courses they have not yet taught, or scrambling to understand how to advise students, new faculty are rarely prepared for these time-consuming activities. To help better prepare doctoral students for their future roles as academic advisers, doctoral programs need to incorporate academic advising elements into their curricula.*

Incorporating Appreciative Inquiry into Academic Advising Bloom, J L, (2002), *The Mentor*,  
<http://dus.psu.edu/mentor/020829jb.htm> Accessed 3-16-15.

Developmental Advising: A Practical View, HendeY, W. G.(1999), *The Mentor*  
<http://dus.psu.edu/mentor/990115wh.htm> Accessed 3-16-15.

Multiple Intelligences and Education, Gardner, H. <http://www.infed.org/thinkers/gardner.htm>,

Applying Theory to Advising Practice  
<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Applying-Theory-to-Advising-Practice.aspx> Accessed 3-16-15.

Sternberg's Three Intelligences <https://www.boundless.com/psychology/intelligence/types-of-intelligence/sternberg-s-three-intelligences/> Accessed 3-16-15.

*Excerpt from Sternberg's Three Intelligences:  
Theories on intelligence have helped classroom teachers know how to teach to the full range of intellectual abilities they will encounter in their classrooms. Traditionally, schools have emphasized the development of logical intelligence and linguistic intelligence (mainly reading and writing). Newer theories that incorporate more multiple aptitudes argue that students will be better served by a broader vision of education, wherein teachers use different methodologies, exercises, and activities to reach all students, not just those who excel at linguistic and logical intelligence.*

McClellan, J.L. (2007). Content Components for Advisor Training: Revisited. From NACADA Clearinghouse of Academic Advising Resources Web site:  
<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advisor-Training-Components.aspx> Accessed 3-16-15.

*Excerpt from Content Components:*

*The most frequently referenced approach for doing so is that developed by Habley, wherein three specific components were outlined: the conceptual, informational, and relational (Habley, 1986). While these three components represent an excellent foundation for developing advisor training content, they lack sufficient breadth and clarity to address all of the training needs of academic advisors. Consequently, this article seeks to expand the model of content components for advising by introducing two additional components: the personal and technological.*

Perry, W. G., Jr. (1970). Forms of intellectual and ethical development in the college years: A scheme. New York: Holt, Rinehart and Winston. <http://goo.gl/SSgh5> Accessed 3-16-15.

Robert Kegan's Orders of Consciousness, Love, L.G., Guthrie, V. L. (2002) <http://goo.gl/773We> Accessed 3-16-15.

Identity and the Life Cycle, Erikson, E. H. <http://goo.gl/WCUoZ>, Accessed 3-16-15.

The Seven Vectors, An Overview, Chickering, A. (2007), <http://faculty.winthrop.edu/fullerb/QEP/7%20vectors%20of%20development.pdf>, Accessed 3-16-15.

Josselson's Theory of Identity Development in Women, <http://goo.gl/6j69RK>, Accessed 3-16-15.

Jung Typology Test, <http://www.humanmetrics.com/cgi-win/jtypes2.asp> Accessed 3-16-15.

VARK, A Guide to Learning Styles, <http://vark-learn.com/the-vark-questionnaire/>, © Copyright Version 7.1 (2011) held by Neil D. Fleming, Christchurch, New Zealand Accessed 3-16-15.

Guide to Holland Code (available from the University of Missouri Career Center)—  
<http://career.missouri.edu/pdfs/handouts/2011Guide%20to%20Holland%20Code.pdf> Accessed 3-16-15.

## **Mental Health Issues**

Suicide Prevention, The role of the academic advisor in preventing student suicide  
<https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Suicide-Prevention.aspx>

The Advising and Counseling Continuum: Triggers for Referral  
<http://www.nacada.ksu.edu/Portals/0/Clearinghouse/links/26-1-Kuhn-Gordon-Webber%2824-31%29.pdf> Accessed 3-16-15.

*Excerpt from Triggers for Referral*

*When considering whether to refer a student to a counselor, advisors should be alert to changes in their advisees' behaviors, emotions, or thinking. At the extreme, threats to get even, commit suicide, harm others, or to cease taking prescribed medications would call for referral. Likewise, students' speculation that they have attention deficit/hyperactivity disorder (AD/HD) because their mathematics class is difficult for them would call for a referral to the Students with Disabilities Office for subsequent evaluation and diagnosis by a licensed professional. Stressful times, around the beginning and end of the semester, can be full of triggering situations for freshmen. Ability to cope can be significantly influenced by the interaction of personal problems...*

Mental health issues in advising <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Mental-health-issues-in-advising.aspx> Accessed 3-16-15.

[The role of the academic advisor in preventing student suicide](#) via the *Clearinghouse*

Working with sexual assault survivors: Practical suggestions for advisers, Prince, K. L., *The Mentor*, 2011 <http://dus.psu.edu/mentor/110427kp.html>, Accessed 3-16-15.

[Counseling centers see more students with severe psychological problems](#) via *The Chronicle*

[Nearly a third of college students have had mental-health counseling, study finds](#) via *The Chronicle*

[Students with depression twice as likely to drop out of college](#) via *Science Daily*

[Students take anti-depressants more often than any other med](#) via *On Campus*

Counseling resource links <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Counseling-resource-links.aspx> - Accessed 3-16-15.

## Diversity & Multicultural Issues in Advising

[http://www.rpi.edu/dept/grad/docs/AcademicAdvising\\_Diversity.pdf](http://www.rpi.edu/dept/grad/docs/AcademicAdvising_Diversity.pdf) Does Diversity Make a Difference?

*Excerpt from Does Diversity Make a Difference?*

*In order to increase access and expand institutional diversity, many colleges and universities have long engaged in such activities as the recruitment of underrepresented students, high school mentoring and tutorial programs, articulation agreements with community colleges, need-based financial aid awards, and race-sensitive admissions policies. Tools such as these are indispensable to achieving a diverse campus environment.*

Minorities in Higher Education 2008 Twenty-Third Status Report *Highlights*

[http://www.rpi.edu/dept/grad/docs/AcademicAdvising\\_MinoritiesReport.pdf](http://www.rpi.edu/dept/grad/docs/AcademicAdvising_MinoritiesReport.pdf)

Multicultural awareness. Cunningham, L. A. (2003). Retrieved from the *NACADA Clearinghouse of Academic Advising Resources* Web site:

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Multicultural-a84.aspx>, Accessed 3-16-15.

## Career Development Resources

Integrating Career and Academic Advising

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Integrating-career-and-academic-advising.aspx>, Accessed 3-16-15.

John Holland's Theory of Career Choice

[http://www.careerkey.org/asp/your\\_personality/hollands\\_theory\\_of\\_career\\_choice.html](http://www.careerkey.org/asp/your_personality/hollands_theory_of_career_choice.html) Accessed 3-16-15.

Jung Typology Test, <http://www.humanmetrics.com/cgi-win/jtypes2.asp> Accessed 3-16-15.

VARK, A Guide to Learning Styles, <http://vark-learn.com/the-vark-questionnaire/>, © Copyright Version 7.1 (2011) held by Neil D. Fleming, Christchurch, New Zealand - Accessed 3-16-15.

## **Resume Writing**

Virginia Tech <http://www.career.vt.edu/ResumeGuide/Index.html> Accessed 3-16-15.

Riley Guide <http://www.rileyguide.com/letters.html> Accessed 5-23-11. JobStar Central <http://jobstar.org/tools/resume/yana.php> Accessed 3-16-15.