“Advisor Training and Development” (3rd edition)
A book prospectus by Karen Archambault, Ed.D. and Rebecca Hapes, M.S.

1. Need.: This book is intended as a third edition of the text produced previously as Comprehensive Advisor Training and Development: Practices that Deliver (2nd Ed.) in 2010. This text has served as a seminal work for those seeking support for development of advisor training programs, a responsibility often held by those who have little professional development in the area of training and who often need to build training programs with limited time and resources. Without a text of this nature, those seeking to support the training and development of advisors are left to compile their own resources, without a clear guide for doing so. While the prior edition has been invaluable, its publication a decade ago was followed by the development of NACADA’s Core Values and Core Competencies, both of which have dramatically altered the landscape for advising professionals. As a result, an update of the text which incorporates these new developments and considers advising within this framework is essential to effective advisor training.

2. Purpose. This edited collection will provide a practical framework for training and professional development for academic advising, underpinned by the theoretical rationale for those frameworks. This text is not intended to be the “what” of advisor training, but to instead focus on the “how.” As a result, the emphasis is on the means and methods rather than specific advisor training content, which is often campus or even department specific. There are three objectives:

   1. To embed NACADA’s Core Values and Core Competencies into advisor training and development in a meaningful way;
   2. To provide a practical suite of tools for building institutional support for academic advisors, advising, and advisor training;
   3. To identify exemplary approaches for training and development of academic advisors in a higher educational context;

3. Contribution. Ensuring academic advisors are trained and properly equipped to appropriately navigate the ever changing landscape of higher education is an essential step to facilitating student success. This book will integrate the NACADA Core Values and Core Competencies into a comprehensive training and development framework. As many institutions of higher education focus on student success, retention, and time-to-degree metrics, it is essential to highlight the role that effectively trained and continually developed academic advisors can have on the students with whom they serve.

4. Related and Competing Books. While there are a number of books related solely to training and development, there are a limited number of publications specific to the training and development of academic advisors within a higher education setting.

   The relational component for academic advisors.
The informational component for academic advisors.

This is a comprehensive guide about academic advising; however, this book has one chapter on critical concepts in advisor training and development.

The conceptual component for academic advisors.

This is a comprehensive guide to professional development in student affairs; while not specific to training, this does support the advisor as “self-trainer” in the related field of student affairs.

Knowles is known for his seminal work on the adult learner; so this information is transferable to academic advisors themselves as adult learners. However, this text is not designed for the purposes of training and development.


This document includes the academic advisor core competencies, broken into informational, conceptual, and relational areas. While this deals with content, this does not deal with how to train academic advisors on this content.


This text provides guidance on the framework for training and development in a global context. It does not; however, speak to academic advising or even higher education specifically, but is focused more on the business sector.

5. **Intended Audiences.** There are primary and secondary audiences who will find value in this book.

Primary audiences:
- Those who provide training for advisors on their campuses
Those who support the development of advising on their campuses

Secondary audiences:
- Advisors who are interested in developing personal training programs to support their own development/advancement
- Student affairs and academic affairs professionals who might translate these advisor training programs for other audiences.
- Graduate students who are developing an understanding of advisor professional development, including those in the growing number of masters and doctoral programs in advising and those with advising concentrations.

6. Uses. The book will provide both the theoretical framework ‘why’ and practical ‘how’ for development and delivery of training for academic advising in the context of higher education. This framework will be of benefit for advisors, training providers, and advising administrators in order to embed relevant content (the ‘what’) within the framework and structure provided within the text.

7. Alternative Title Possibilities. Because this is a third edition, and because the title is appropriately descriptive, there are few other titles that might better define the intentions of the text. However, while “advisor training and development” must be part of the title, the editors will consider other titles such as “Training and Development for Academic Advisors” or “Advisor Training and Development: From Ideation to Implementation” other appropriate iterations.

8. Knowledge Base. This book will build off of the previous edition, with the notable additions and incorporation of the NACADA Core Values and Core Competencies, as well as scholarly work within the training and development field, applied practically to the academic advising profession in the context of higher education. As such, the editors will rely on the scholarly and practical context expertise of the authors selected for each chapter.

9. Outline of Contents and Chapter-by-Chapter Descriptions. The text will be divided into three sections, following an introduction. See below for full outline of chapters. [Note: in some places, these will need to be developed with authors once they are chosen. Authors will be selected based on their expertise in these areas.]

Introduction
Written by the co-editors, the introduction will focus on establishing the vision and purpose of the text, as well as introducing the learning outcomes for readers. In addition, the introduction will establish the core values as the guideposts for advisor training and development and for the text itself and will describe each of the three sections of the text, described in detail below.

I. Starting and Administering Advisor Training Programs
This section of the text will focus on the pre-work necessary to establish an effective advisor training program. The editors recognize that a strong foundation is necessary for an effective training program and that many of those who are responsible for training and development of advisors on their campuses may lack the knowledge of steps to take to develop not only that foundation, but also a culture that supports it.
1. Developing a culture that supports training and development

This chapter focuses on institutional and departmental culture and emphasizes that this core foundation is essential to building a successful advisor training program. The chapter aims to identify the core components necessary to support advisor training as a departmental or institutional goal. This chapter also emphasizes how the support necessary to both build the culture and to sustain a training and development program can be garnered across all levels of an institution.

2. Funding advisor training and development

Funding for advisor training and development is often very limited, even at well resourced institutions. This chapter focuses on how to find and utilize low cost options for training, how to optimize funds, and how to use institutional support wisely to gain needed resources.

3. Launching an Effective Training and Development Program

This chapter will entail the steps necessary to planning for an effective training and development program. This will describe the completion of needs assessments, where knowledge or practice gaps are discovered and how the training programs are best designed to address those identified gaps. Program design will be detailed, including pretraining, the learning event, and post-training aspects. Underpinning this will be theoretical considerations for adult learners, which occurs during the program design stage as well as during implementation.

4. Assessing Training and Development Programs

This chapter will detail methods for assessing training and development programs. Assessment should be planned from the onset of training programs and information about inclusion of both formative and summative evaluations will be incorporated. Various assessment models, including the Kirkpatrick Model, will be included.

II. Delivering Advisor Training

This section of the text will focus on the means and methods for delivering training. Each of the chapters in this section will focus on a segment of delivery including recognition of different audiences, examining different delivery systems, creating a theoretical underpinning for a comprehensive training program, and utilizing various tools to support advisor training and professional development, including those that may be more non-traditional, such as mentoring or self-care.

1. Supporting the training and Development of advisors

This chapter focuses on how advisor training is developed for different audiences, including primary role advisors, faculty advisors, and peer advisors. The chapter
will consider the commonalities among these groups and also consider how each population might need distinct foci in the training they receive.

2. The value and purpose of differing delivery systems for training and development

Based on the intended learning outcomes to be achieved, there is value in different delivery systems. This chapter will detail these systems and describe their value, purpose, and uses within the training and development context.

3. Theoretical foundations of training and development

Academic advisors are considered adult learners, and as such, training and development programs designed for this audience should be developed with the andragogical theoretical framework rather than the pedagogical framework in mind. This chapter will compare and contrast these theoretical frameworks in the context of training and development. Furthermore, information will be provided to detail scholarly work on learning, learning theories, and transfer of training.

4. Using problem based learning for training and development

There are a variety of learning strategies that can be utilized within the training and development setting. This chapter will detail the problem based learning strategies considered most effective for use within academic advising.

5. Mentoring as a tool for advisor development

Most successful professionals will acknowledge that they have had mentors along their path. This chapter focuses on how structured mentoring relationships can be used as a formal part of an advising development program and to advance institutional goals for advisor training.

6. Self Care as a tool for advisor development

While the great majority of this text focuses on how to provide training, this chapter focuses on supporting advisors in their self development. Recognizing that ongoing support for training is essential, this chapter emphasizes the role that the advisor has in caring for themselves and their own development and how institutions can provide support for this venture.

7. Technology as a tool for advisor development

Because technology is constantly changing, this chapter aims not to demonstrate what kinds of technology to use for advisor development, but how to integrate technology into training. Recognizing that most if not all advisors have some level of familiarity with technology’s role in their lives, this chapter aims to demonstrate the value and benefit of technology as a tool for advisor growth.

III. Curating Content for Advisor Training Programs
As stated previously, this text recognizes that there are a wide range of resources available to comprise the “what” of training and instead focuses on the “how.” As a result, this section focuses on how those responsible for advisor training can effectively find, select, and use resources to support their work.

1. Training for cultural competence and advising across differences

   This chapter serves a dual role; one is to guide those providing training to needed resources regarding the diversity of students and encourage cultural competence amongst advisees but the other is to recognize the diversity of advisors and consider how to effectively train, develop, and support a diverse group of advising professionals. As it is developed, this chapter may be split into multiple chapters or may have multiple subheadings.

2. Supporting the development of advising relationships

   Academic advising is highly relational; however, many training and development programs are structured focusing primarily on informational and conceptual content. This chapter will focus on how to best incorporate relational concepts into the training and development setting.

3. Maintaining current content in a changing environment

   This chapter is intended to entail how to evaluate content relevancy, source reliability, and manage accessibility issues. This content curation will provide information on dealing with both identifying appropriate training content and organizing that training content for delivery.

10. Special Materials. This will depend a lot on the chapter authors. Some will include tables and/or figures, but many will not. At this point, the need for supplements or appendices is doubtful. Consideration should be given to a digital version of the text, which should be formatted for accessibility.

11. Length. Chapters will be between 4,000-5,000 words. With 14 planned chapters, this would put the book at 56,000-70,000 words.

12. Timetable. The goal is to complete and publish the book in time for the 2022 NACADA Annual conference with the following tentative timeline:

   ● After book approval, invite authors to write the chapters and develop an outline.
   ● Authors will have four months to submit an initial draft to the editors.
   ● Editors will return drafts with edits to work on within three to six weeks [Note: the editors will stagger the author invites so that chapter drafts also arrive on a staggered timeline]
   ● After a two month edit and review period, authors will have 1 month to provide edits, followed by a second review and final 1 month edit period.
   ● After a final edit period, draft will be sent for copy editing and proofreading.
Final draft submitted to publisher no later than 1 year prior to publication.

13. Other Publishers. The proposal/manuscript has not been sent to any other publishers.

14. Background Information.
Enclosed attachments: editor vita (including prior publications) and biography.