



Call for Authors: *The Handbook of Career Advising, 2nd Edition*

NACADA: The Global Community for Academic Advising (NACADA), in collaboration with the National Career Development Association (NCDA), is currently seeking co-authors for the upcoming book: *The Handbook of Career Advising, 2nd Edition* to be published by Routledge. The first edition of this book was published in 2009.

Coeditors: Lisa Cardello, Nicholas LaTorre, Galaxina G. Wright, and Sean Bridgen

Projected Release: Late 2028

Do you engage in critical career conversations with students? Here is an opportunity to share your expertise and help shape a comprehensive roadmap for career advising that addresses the technological and economic realities facing today's diverse student populations.

Why This Book and Why Now?

- **A transformed landscape.** The economic shifts, arrival of alternative credentials, and the rapid rise of AI and digital tools since the publication of the first edition of the book in 2009 necessitate a comprehensive update of the book.
- **Separating title from work.** This handbook is designed for ALL professionals engaging in career advising, regardless of their job title. Academic advisors, success coaches, faculty, career specialists, and others practicing the essential work of career advising will benefit from this book.
- **Theory to action.** Redefines career advising as an adaptable, student-centered practice, translating scholarly concepts into actionable tools through real-world case studies and the introduction of a new advising model proposed by the book editors.

Who is the Intended Audience?

- Academic/career advisors, success coaches, counselors and all frontline practitioners supporting undergraduate and graduate students.
- Advising leaders, directors, and administrators focused on program integration and data-driven evaluation.
- Faculty and graduate students in Higher Education and Student Affairs programs.



Who Are We Looking For?

- **Collaborative contributors.** Responsive, collaborative authors who are deeply committed to meeting all project milestones and adhering to the editorial production timeline and AI use policies.
- **Integration of contemporary themes.** Contributions that address current advising complexities, specifically the ethical integration of digital tools and modern workplace realities like remote and hybrid work.
- **Inclusive advising environments.** Insights and actionable strategies for fostering inclusive advising environments, addressing systemic inequities, and supporting diverse or marginalized undergraduate and graduate student populations.
- **Evidence-based practice.** Chapter proposals that blend foundational career development theories with practical, human-centered strategies and real-world applications.

The Impact of Your Contribution

- Enable career advisors supporting diverse student populations in a transforming world
- Contribute to the field by offering a contemporary and comprehensive resource in career advising
- Illustrate how advisors can translate theory into actionable practices through your experience and case studies

How to Apply

If interested, please include the following documents in your application. Please see Chapter Outlines and FAQs provided below for important additional information.

- Letter of Interest: Interested individuals should submit a letter of interest outlining their experience related to career advising, the topic of their preferred chapter(s), and their experience in writing, publication, or presentations on these topics.
- Chapter Outline: Authors should provide an extended outline of their preferred chapter(s).
- Curriculum Vitae or Résumé
- Writing Sample: If possible, this should be a refereed publication, related to the chapter topic(s) of interest.
- **Application Deadline: August 1, 2026**
- **Apply through this link:** https://kstate.qualtrics.com/jfe/form/SV_03siYt7z4fY1K6y
- Any additional questions: Contact Anjana Sankar, NACADA Managing Editor at anjanas@ksu.edu



Frequently Asked Questions (FAQs)

What approach to career advising will be used in the book?

The handbook explores both traditional and integrated models. Additionally, the authors have developed a specific framework that will be shared with all selected authors, and contributors will be expected to reference this model.

What if I have never published or contributed to a book before?

New authors with strong experience in the advising field are encouraged to apply. However, we strongly encourage first-time authors to partner with a co-author(s) who has prior publication experience. Proposals from small teams of authors are welcome.

If chosen to (co)author a chapter, what are the due dates?

The editorial process will begin with notification to selected authors. Coeditors will share feedback to the submitted extended chapter outlines. Following are the key milestones for authors:

- Extended chapter outline due with application by: 1 August 2026
- Extended chapter outline revised based on co-editors' feedback, due by: 1 October 2026
- Initial chapter draft due: 1 February 2027
- Revisions to chapter draft: March to July 2027
- Final chapter draft due: 1 August 2027
- Note: Authors should expect brief turnaround periods for minor revisions between these key stages.

Can I use AI in the preparation of my outline or draft?

The use of AI tools for generating content, outlines, or text drafts is strictly prohibited. To maintain the scholarly and professional integrity of the handbook, all contributions must be authored entirely by the human contributors. Utilizing AI-generated text violates the submission and publication ethics of Routledge, the book's publisher.



Chapter Outline: *The Handbook of Career Advising, 2nd Edition*

The second edition of *The Handbook of Career Advising* is divided into two complementary parts: the first focuses on foundational theories and evidence-based models of career development, while the second provides practical strategies. The following chapter plan is proposed:

Part 1: Foundations, Theories and the Current Landscape of Career Advising

This section of *The Handbook of Career Advising, 2nd Edition* delves into foundational concepts and theories that inform effective career advising practices. It explores models of career development and advising as well as provides a comprehensive perspective and scholarly lens for understanding how students navigate their career journeys. This section emphasizes career advising approaches that are grounded in evidence-based practice.

Chapter 1: Career Advising in an Evolving World (to be written by the co-editors)

This chapter addresses the current state of careers and the shifting nature of work in today's complex global economy. It contrasts the career landscape faced by current students, characterized by rapid technological change, the growing influence of artificial intelligence (AI) and automation, globalization, and non-linear career trajectories, with that of past generations, when career paths were often more stable and predictable. The chapter emphasizes the vital role of career advising in helping students adapt to these changes, align their academic pursuits with emerging opportunities, and develop the adaptability and resilience required for lifelong career development. Discussion topics include navigating virtual careers, social media entrepreneurship, gig and freelance work, and other nontraditional paths. The chapter also explores how globalization continues to reshape labor markets and influence advising practices. Finally, it introduces the GUIDE model, an aspirational framework for supporting students as they chart meaningful and flexible career journeys in this dynamic environment.

Chapter 2: Foundations of Career Advising: Professional Identity

In this introductory chapter, career advising is situated as a broad and evolving function that many higher education professionals engage in, regardless of their formal titles or departments. Career advisors may hold varied roles and job titles, including faculty members, student support professionals, PhD and graduate program supervisors, and other campus "career champions" who guide students at all levels - both undergraduate and graduate - in their educational and career development. This chapter defines career advising and lays the foundation for understanding its scope across institutional contexts. It incorporates current data and insights to highlight essential skills for advising professionals, examines the



multifaceted roles career advisors play within institutions, and explores how these roles intersect with institutional priorities. The chapter also introduces overarching considerations for addressing diverse student needs, including those of historically marginalized populations, and discusses the contributions of organizations such as NACADA, NCDA, and NACE in shaping the field.

Chapter 3: Core Career Competencies for Student Success: Guiding Development and Preparedness for the Workforce

This chapter provides a comprehensive overview of the core career competencies students need to navigate today's dynamic workforce, emphasizing their importance for lifelong success and adaptability. The widely used National Association of Colleges and Employers (NACE) competencies are highlighted and discussed, as well as other career competencies important to student career development. The chapter examines current research on the effectiveness of these competencies in fostering students' career readiness and long-term professional growth. Additionally, the chapter will include employer insights (e.g., NACE surveys, industry reports) to reinforce how advisors can align student learning outcomes with workforce readiness. Recognizing that access to opportunities for skill development is not equally distributed, the chapter emphasizes the importance of addressing equity gaps in career competency building, thus aiming to ensure that all students are supported in developing career readiness.

Chapter 4: Foundations and Theories of Career Development

This chapter provides a comprehensive overview of foundational and contemporary career development theories. The chapter outlines how these theories - such as Holland's Theory of Career Choice, Super's Life-Span Life-Space approach, Krumboltz's Social Learning Theory, and Savickas' Career Construction Theory - can be used to guide students in exploring their interests, values, and skills, aligning academic and career goals. In examining these foundational frameworks, the chapter also addresses the cultural assumptions underlying many traditional theories, recognizing their potential limitations in serving diverse populations. Additionally, it examines existing research on the efficacy, strengths, limitations, and cultural considerations of these theories in supporting student development and decision-making across various developmental stages.

Chapter 5: Exploring Theoretical Frameworks within Higher Education and Their Intersection with Career Advising

This chapter examines a range of theoretical frameworks that shape students' educational experience, including theories of learning, motivation, and organizational structure, with a focus on their intersection with career advising. It highlights the role of student development theories in guiding career advising



practices and addressing the diverse needs of students within the broader context of higher education. Additionally, the chapter incorporates contemporary trends such as the growing emphasis on equity, inclusion, and digital transformation in higher education, situating these theories within the rapidly evolving landscape of career advising. The chapter considers how theoretical models must evolve to account for emerging technology such as artificial intelligence and virtual learning ecosystems that are redefining how students make meaning of their educational and career experiences.

Chapter 6: Centering Intersectional Diversity and Global Perspectives in Career Advising

This chapter explores the importance of culturally responsive and globally informed career advising that addresses both intersectional student identities and international career aspirations. It examines how the complexities of students' diverse and overlapping identities, including race, gender, socioeconomic background, and immigration status, shape their career and academic development. The chapter emphasizes the value of advisors remaining informed about workplace trends, equity-related challenges, and shifting political climates that may affect students' academic and occupational wellness. In addition, it highlights the growing importance of global awareness in career advising, including support for students seeking international opportunities and developing the skills needed to navigate culturally diverse professional environments. This chapter positions career advisors as advocates for equity and systemic change, empowering them to promote justice within advising practice and contribute to more inclusive institutional cultures, both locally and globally.

Part 2: Practical Applications for Career Advising

The second part of *The Handbook of Career Advising* focuses on actionable strategies and tools for career advisors to implement in their work with diverse student populations. It covers topics such as advising techniques, use of technology, and addressing unique career challenges faced by specific groups. These chapters have an emphasis on real-world applicability and aim to equip advisors with the skills and resources needed to support students effectively in their career development processes. Throughout this section, a strong emphasis is placed on equity-minded and culturally responsive advising practices that ensure all students have access to inclusive, affirming, and effective career support.

Chapter 7: Models of Career Advising and Collaborative Practice

This chapter explores a range of career advising models that have increasingly emphasized the integration of academic and career advising practices. Once limited to job application support and often housed in isolated campus offices, career advising has evolved into a campus-wide function supported by flexible models that can be utilized by nearly any advisor or student support professional working in higher



education. This chapter examines several influential models, such as Gordon’s 3-I Process (Gordon, 2006), that have progressively incorporated academic planning alongside career development, reinforcing the value of holistic and collaborative advising. These models span from foundational approaches rooted in prescriptive, transactional interactions to more dynamic frameworks centered on student strengths, decision-making, and adaptability. As more contemporary practices continue to respond to the needs of diverse student populations, this chapter encourages professionals to engage in collaboration with faculty members, shared data strategies, and cross-functional programming and professional development to achieve more efficient and effective outcomes.

Chapter 8: The GUIDE Model of Career Advising (to be written by the co-editors)

The authors propose the GUIDE framework as a conceptual model outlining five core stages integral to the process of career advising: (a) Gathering background and information, (b) Understanding and uncovering purpose, (c) Identifying goals, (d) Developing pathways, and (e) Evaluating progress. Recognizing that a wide range of higher education professionals may engage in career advising, this framework highlights common advising tasks that support student development across diverse contexts. Importantly, the GUIDE framework is not intended to be linear or cyclical; rather, its stages are fluid and responsive to students’ presenting needs. The model also intentionally acknowledges the influence of both direct and indirect factors that may shape students’ advising experiences, such as systemic inequities, identity-related supports and barriers, and broader internal and external forces. The GUIDE framework supports practitioners in adopting a student-centered approach that prioritizes understanding individual challenges, fostering inclusive and affirming environments, and promoting meaningful and responsive advising relationships. To illustrate its practical application, a case study demonstrates how the GUIDE model can be effectively used in real-world advising contexts.

Chapter 9: Tools and Techniques for Individual and Group Career Assessment

This chapter examines the critical role of individual and group student assessment in career advising. Given the wide range of assessment tools available, including interest inventories, skill evaluations, personality tests, and values clarification exercises, knowing how and when to use them can be daunting for career advisors. Equally important is the ability to effectively interpret and discuss assessment results with students and translate findings into meaningful guidance that informs career planning. This chapter provides guidance for selecting and applying appropriate assessments in both individual and group advising contexts. It also explores the use of group assessments in workshops and classroom settings, thus highlighting their potential for fostering collaboration and peer learning. Special attention is given to



ethical considerations, cultural competence, and integrating assessment results into actionable career plans.

Chapter 10: Leveraging Technology in Contemporary Career Advising

This chapter explores the integration of technology in contemporary career advising to enhance advising practices and student outcomes. The chapter focuses on emerging technologies, particularly artificial intelligence, as well as virtual job-matching tools, online career assessments, and virtual career-related platforms. Practical guidance for advisors is provided on leveraging these platforms to improve accessibility, support data-informed decision-making, and promote ethical, human-centered use, with the goal of empowering students to build digital literacy and professional networks. The chapter also addresses ethical considerations, such as data privacy and equity, to equip career advisors to navigate the complexities of digital in an increasingly tech-driven world.

Chapter 11: Advising Undecided Students: Strategies and Challenges

This chapter explores the challenges and strategies involved in advising students who are undecided about their academic and career paths, including those who have not yet selected a major, are uncertain about their career goals, or are unsure whether pursuing higher education aligns with their long-term aspirations. While the chapter provides valuable insights into the emotional landscape of undecided students, it advocates for broader advising methods beyond developmental and appreciative frameworks. The chapter ultimately aims to equip advisors with actionable insights to better support a growing population of undecided college students as they navigate their academic and career pathways.

Chapter 12: Career Advising for Diverse Populations: Supporting Unique Needs and Promoting Inclusive Practices

This chapter delves into the intricacies of career advising across diverse student populations, highlighting the unique needs encountered in their career exploration. The chapter emphasizes the importance of career advising efforts that acknowledge the intersectionality of student identities and promote culturally responsive, inclusive practices. In addition to addressing the needs of specific student demographics such as immigrants, DACA students, international students, justice-involved individuals, non-traditional students, and military-affiliated students, the chapter also explores generational differences in students' career expectations, communication styles, and definitions of success. This chapter emphasizes strategies relevant to advisors supporting students across the continuum of higher education, including both undergraduate and graduate populations. Ultimately, the chapter aims to empower career advisors in effectively guiding all students through their career development journeys.



Chapter 13: Navigating Alternative Credentials and Career Pathways

As the world of work continues to evolve, alternative credentials—such as certificates, digital badges, and micro-credentials—have become increasingly relevant for demonstrating skills and supporting lifelong learning. This chapter examines how these credentials fit within broader educational and career pathways, offering practical strategies for advisors to help students evaluate and integrate them alongside traditional degrees. In response to growing student concerns about the return on investment of higher education, the chapter highlights ways to align credential choices with career goals, industry needs, and employability outcomes. Drawing on recent research and employer perspectives, it concludes by discussing how advisors can prepare students for a future of flexible, stackable, and adaptive career development.

Chapter 14: The Role of Experiential Learning in Career Advising

Experiential learning, such as internships, apprenticeships, and service learning, plays an increasingly vital role in bridging academic knowledge with practical career skills. This chapter examines the integration of experiential learning into career advising and discusses its importance in preparing students for a competitive job market. Drawing on current research, it highlights how experiential learning not only enhances students' professional competencies but also strengthens career self-efficacy, adaptability, and clarity. The chapter will include research on employer perspectives regarding what makes experiential learning most beneficial from the hiring side, establishing practices for advising students on selecting, securing, and maximizing experiential opportunities are offered, as well as insights into assessing the impact of these experiences on students' career development. It also discusses how advisors can advocate for inclusive access to experiential learning, ensuring all students can benefit regardless of background or resources.

Chapter 15: Program Evaluation in Career Advising

This chapter explores key concepts of program evaluation in career advising and provides a framework for assessing the quality, efficiency, and equity of advising services. The chapter differentiates between assessment, which is focused on measuring individual student learning or developmental outcomes, and evaluation, which examines the overall effectiveness, impact, and value of programs and services. Additionally, it focuses on methods for evaluating the effectiveness and impact of career advising programs, including tools to measure both quantitative and qualitative outcomes. It further considers how AI and analytics tools can be ethically leveraged to enhance data collection, trend analysis, and decision-making processes in program evaluation. Strategies for addressing challenges and biases, particularly those related to equitable practices and policies, are highlighted to ensure evaluations reflect the needs of



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all students and related partners. The chapter emphasizes the importance of data-driven decision-making to support continual improvement, align initiatives with institutional goals, and demonstrate accountability.