

Trajectory of Journal Article Publications for Counselor Educators at Comprehensive Universities



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This study involved a longitudinal analysis of the journal article publications accrued by counselor educators at comprehensive universities over the first 20 years since receiving their doctoral degrees. A review of electronic databases revealed these counselor educators accrued a median of three journal article publications over the first 20 years since degree completion. Faculty rank, inferred binary gender, and the date of terminal degree all predicted cumulative journal article publication counts. An analysis of sequence charts revealed that journal article publication counts are not invariant over the first 20 years since degree completion, but vary based on time, faculty rank, and inferred binary gender. The implications of this research for counselor education training are discussed.

Keywords: counselor educators, journal article publications, faculty rank, comprehensive universities, gender

The primary purpose of doctoral-level training in counselor education is to prepare program graduates for careers as counselor educators and clinical supervisors (Snow & Field, 2020). Consistent with this objective, graduates of counselor education and supervision programs accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) are required to attain numerous research competencies that will equip them for making scholarly contributions to the counseling literature (CACREP, 2015). Likewise, the PhD degree, which is the terminal degree offered to graduates of nearly all these programs, has been traditionally designed to prepare graduates for research and teaching in higher education (e.g., Dill & Morrison, 1985).

Be that as it may, most graduates of counselor education and supervision programs do not become faculty members, let alone faculty at research-intensive universities (e.g., Lawrence & Hatchett, 2022; Schweiger et al., 2012; Zimpfer, 1996). For example, Lawrence and Hatchett (2022) recently investigated the occupational outcomes of 314 graduates of CACREP-accredited doctoral programs. Overall, they found that 41.4% of these graduates had some type of faculty position in higher education. However, faculty positions as assistant professors in CACREP-accredited programs were much less common (23.9% of the total sample), and assistant professor positions in CACREP-accredited counseling programs at universities classified by the Carnegie Classification System (<https://carnegieclassifications.acenet.edu>) as either R1 (Very high research activity) or R2 (High research activity) were relatively rare (8.3% of the total sample). Thus, fewer than 1 in 10 of these recent program graduates attained professor positions at universities that expect high levels of scholarly productivity.

At the time of this writing, 401 colleges and universities in the United States and Puerto Rico have at least one CACREP-accredited counseling program. However, only 134 (33.5%) of these institutions have a Carnegie Classification of either an R1 or R2. More common are CACREP-accredited programs at master's degree-granting institutions designated by the Carnegie system as M1 (Larger programs), M2 (Medium programs), or M3 (Smaller programs). Many of these universities would fall under the general

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umbrella of what are commonly denoted as *comprehensive universities*. At comprehensive universities, the focus is typically on undergraduate education, and graduate education tends to be limited to master's degrees in professional disciplines, such as education and business (Youn & Price, 2009). Compared to their colleagues at research-intensive universities, faculty at comprehensive universities tend to have high teaching loads and greater expectations for service along with substantially lower expectations for faculty scholarly productivity (Hatchett, 2021; Henderson, 2011).

Though the scholarship expectations are lower, counselor educators at comprehensive universities are still commonly expected to exhibit some level of scholarly productivity for performance evaluations as well as tenure and promotion decisions (Fairweather, 2005; Hatchett, 2020; Youn & Price, 2009). Specific to counselor education, Hatchett (2020) recently surveyed 168 counselor educators about their perceptions of the tenure process, workloads, and their annual scholarly productivity. Regarding journal article publications, these counselor educators reported accruing a median of 0.45 national or international journal article publications a year. However, there is reason to believe that this sample statistic may be an overestimate. For one, only about 20% of the counselor educators at comprehensive universities completed the survey. Secondly, the rate of journal article publications reported by this sample of counselor educators greatly exceeds estimates attained from archival research.

For example, Hatchett et al. (2020) assessed the journal article publications of a large sample ($N = 821$) of counselor educators employed in CACREP-accredited master's-level counseling programs housed in comprehensive universities. To identify peer-reviewed journal articles, they searched these counselor educators' names through three electronic databases (i.e., PsycINFO, ERIC, Academic Search Complete) for the time interval of January 1, 2008, through December 31, 2017. They found that these counselor educators had attained a median of only 1 ($M = 1.99$, $SD = 3.46$) peer-reviewed publication over this 10-year time interval; notably, nearly half of this sample ($n = 381$, 46.4%) did not have any journal article publications indexed in any of the three databases. Granted, these three electronic databases do not capture all the journal article publications attained by counselor educators. Nonetheless, the gap between self-report (Hatchett, 2020) and archival publication estimates (Hatchett et al., 2020) is so large that it probably cannot be explained away by publications that were not referenced in any of these databases.

A second shortcoming of the archival research by Hatchett et al. (2020) was its cross-sectional nature. A cross-section cannot directly answer the question as to whether publication rates might vary or decline over the course of counselor educators' careers. Hatchett et al. (2020) and Lambie et al. (2014) found some evidence that journal article publications may decline over counselor educators' careers. To better evaluate this phenomenon, Lambie et al. recommended that future researchers use a longitudinal research design that tracks publication counts across time. Not only would a longitudinal design better detect changes and trends in publication rates across time, but such a design could also better illuminate the extent to which counselor educators at comprehensive universities publish in peer-reviewed journals across their careers.

Purpose of the Present Study

Accordingly, the purpose of the current study was to use a longitudinal research design to summarize and track the rate of journal article publications by counselor educators at comprehensive universities over an extended period of time. Specifically, this study assessed the cumulative journal article publications attained by counselor educators at master's-only counseling programs at comprehensive universities for the first 20 years since receiving their terminal degrees. A secondary objective of this study was to evaluate whether factors identified in previous research would also be useful for predicting journal article publication counts in this sample. Previous researchers have found

that binary gender (Lambie et al., 2014; Newhart et al., 2020; Ramsey et al., 2002), faculty rank (Hatchett et al., 2020; Newhart et al., 2020; Ramsey et al., 2002), and year of degree completion (Hatchett et al., 2020; Lambie et al., 2014) predict journal article publication counts. Thus, these same three variables were used to predict cumulative journal article publication counts accrued by these counselor educators over the 20 years since their degree completion.

Method

Procedures and Participants

Because this study involved only the collection and analysis of publicly available data, the internal IRB determined this study was exempt from IRB oversight. As in the methodology used by Hatchett et al. (2020), a comprehensive university was operationally defined as an institution classified by the Carnegie Classification of Institutions of Higher Education as a master's-level institution with a designation of M1 (Larger programs), M2 (Medium programs), or M3 (Smaller programs). In addition, any M1, M2, or M3 institution was excluded from this study if it did not denote at least part of its faculty with traditional academic ranks (i.e., assistant professor, associate professor, professor) or if the program also offered a doctoral degree program in counseling or counselor education. The process for collecting data involved three steps. The first step was to identify CACREP-accredited master's programs at comprehensive universities that met the abovementioned criteria.

As a result of this search process, 157 colleges and universities were identified for potential study inclusion. At the second step, the websites of these colleges and universities were searched to identify counselor educators with the rank of either associate or full professor. In addition to the rank of at least associate professor, a minimum of 20 years must have passed since the counselor educator received their doctoral degree to be included in this study. At the end of this process, 162 counselor educators were eventually identified. For each identified counselor educator, the following information was recorded: (a) name of the counselor educator, (b) Carnegie Classification of their current university, (c) inferred binary gender based on name and any contextual information, (d) type of terminal degree (e.g., PhD, EdD), (e) academic discipline of terminal degree, and (h) date of doctoral degree. If any of this data was not available on a counseling program's website, additional public resources were searched, such as university catalogs, *Dissertations Abstracts International*, Google, and LinkedIn. There were six counselor educators for whom a terminal degree date could not be identified; these counselor educators were removed from the sample, leaving a final sample size of 156.

Count of Journal Article Publications

To identify journal article publications, each counselor educator's name was searched through three major electronic databases: PsycINFO, ERIC, and Academic Search Complete. The beginning date for each search was the year following a counselor educator's terminal degree date and the end date of the search was 20 years later. A journal article publication was operationally defined as any authored publication in a peer-reviewed journal indexed in any of the three databases that involved theory, counseling practice, quantitative research, qualitative research, mixed method research, or published responses to other published works; for the purpose of this study, editor notes and book reviews were excluded. The number of journal article publications for each counselor educator over the first 20 years after degree completion was summed to represent journal article publication counts.

Results

Data Analysis Strategy

Prior to conducting any analyses, the dataset was screened for data entry errors, unusual values, and extreme outliers; none were identified. Prior to running the negative binomial regression analysis, the categorical predictor variables (inferred binary gender, faculty rank) were dummy coded. All screening procedures and subsequent analyses were conducted using IBM SPSS (Version 28).

To predict journal article publication counts, a negative binomial regression analysis was conducted because the criterion variable, journal article publications, represented a count variable that contained a large number of zero values and the variance of the distribution exhibited overdispersion (Fox, 2008). Power estimates for negative binomial regression models are less developed than those available for linear models. Nonetheless, traditional power estimates for general linear models (Cohen, 1988) and experimental estimates for generalized linear models (Doyle, 2009; Lyles et al., 2007) suggested that the negative binomial regression analysis likely had sufficient statistical power ($> .80$) to detect at least medium effect sizes. The following assumptions for negative binomial regression were examined: multicollinearity, residual plots, independence of residual errors, and the presence of any highly influential cases. No difficulties were identified.

Ideally, a time series analysis is recommended for identifying trends or changes in longitudinal data across time (Yaffee & McGee, 2000). However, it is commonly recommended that a time series analysis should be based on a minimum of 50 observation periods (e.g., Tabachnick & Fidell, 2019). Power estimates for time series analyses can become very complex, and in some cases, 100 to 250 observational periods may be needed to reliably detect trends or seasonal patterns in time series data (Yaffee & McGee, 2000). It would not be feasible to track even a minimum of 50 years of journal article publications for a sizeable sample of counselor educators. Furthermore, inferential statistics—and accompanying power analyses—are needed for making inferences from a sample to the larger population from which the sample was drawn. Aside from inaccuracies on department websites, the counselor educators in this study represent the entire *population* of counselor educators at master's-only programs in comprehensive universities who received their doctoral degrees at least 20 years ago. As Garson (2019) pointed out, “having data on all the cases in the population of interest eliminates the need for a random sample and, indeed, for significance testing at all” (p. 25). Consequently, the longitudinal analysis of this data will be limited to the creation and visual analysis of sequence charts.

Characteristics of the Sample

Regarding inferred binary gender, 51.9% ($n = 81$) of these counselor educators appeared to identify as female, and 48.1% ($n = 75$) appeared to identify as male. Two-thirds ($n = 104$, 66.7%) held the rank of full professor, and 33.3% ($n = 52$) held the rank of associate professor. The years in which they earned their terminal degrees ranged from 1970 to 2000 ($Mdn = 1995.00$, $M = 1992.70$, $SD = 6.48$). The number of years after earning their terminal degrees ranged from 20 to 50 ($Mdn = 25.00$, $M = 27.30$, $SD = 6.48$). Their terminal degrees included PhDs ($n = 118$, 75.6%), EdDs ($n = 31$, 19.9%), PsyDs ($n = 4$, 2.6%), and other ($n = 3$, 1.9%). Slightly over half of these faculty members had terminal degrees in counseling/counselor education ($n = 80$, 51.3%), followed in frequency by counseling psychology, clinical psychology, or educational psychology ($n = 47$, 30.1%); education ($n = 13$, 8.3%); rehabilitation or rehabilitation psychology ($n = 10$, 6.4%); and other ($n = 6$, 3.8%). Almost two-thirds ($n = 102$, 65.4%) were faculty at public universities with the remainder ($n = 54$, 34.6%) being faculty at private universities. Regarding current Carnegie Classifications, over four-fifths were faculty at M1 institutions ($n = 128$, 82.1%), which was followed in frequency by M2 institutions ($n = 20$, 12.8%) and M3 institutions ($n = 8$, 5.1%).

Journal Article Publication Counts

At the end of the first 20 years after receiving their terminal degrees, these counselor educators had accrued a median of three ($M = 5.26$, $SD = 6.92$) journal article publications referenced in at least one of the three electronic databases. Notably, a fourth of the sample ($n = 39$, 25%) did not have any journal article publications indexed in any of the electronic databases. Expressed on an annual basis, the entire sample of counselor educators had accrued a median of 0.15 ($M = 0.26$, $SD = 0.35$) journal articles each year for the first 20 years after completing their terminal degrees.

Prediction of Publication Counts

Based on prior research in counselor education (e.g., Hatchett et al., 2020; Lambie et al., 2014; Newhart et al., 2020; Ramsey et al., 2002), the next set of analyses evaluated whether cumulative journal article publication counts could be predicted from faculty rank, inferred binary gender, and year of terminal degree. In fitting a negative binomial regression model to the data, the likelihood ratio chi-square statistic was statistically significant, indicating that the three combined variables were useful for predicting publication counts: $\chi^2(3, N = 156) = 21.22$, $p < .001$, McFadden $R^2 = .024$. All three predictor variables made unique contributions to the prediction of journal article publication counts (see Table 1). The estimated number of publications for full professors was 1.73 times higher (95% CI [1.18, 2.53]; $p = .005$) than for associate professors. For reference, over the first 20 years since degree completion, associate professors had accrued an average of 3.31 ($SD = 5.52$) journal article publications compared to an average of 6.24 ($SD = 7.36$) journal article publications for full professors. The estimated number of publications for male counselor educators was 1.45 times higher (95% CI [1.02, 2.06]; $p = .037$) than for female counselor educators. For reference, male counselor educators had accrued a mean of 6.17 ($SD = 7.89$) journal article publications compared to a mean of 4.42 ($SD = 5.81$) for female counselor educators. Finally, with each 1-year increase in terminal degree date, the estimated number of cumulative publications increased by 4.1% (95% CI [1.01, 1.07]; $p = .005$).

Table 1

Prediction of Journal Article Publication Counts From Faculty Rank, Inferred Binary Gender, and Terminal Degree Date

Predictors	<i>B</i>	<i>SE</i>	Wald χ^2	<i>p</i>
Faculty Rank	.55	.19	8.01	.005
Inferred Binary Gender	.37	.18	4.36	.04
Year of Terminal Degree	.04	.01	7.75	.005

Longitudinal Analyses

As reported previously, cumulative journal article publications varied as a function of both faculty rank and inferred binary gender. Because of this, two sequence charts were created to illuminate how journal article publication trajectories varied based on faculty rank and inferred binary gender. SPSS (Version 28) was used to create two sequence charts of the average number of journal article publications accrued each year for the first 20 years since degree completion. Figure 1 represents a sequence chart for journal article publications disaggregated by faculty rank. Figure 2 represents a sequence chart for journal article publications disaggregated by inferred binary gender.

Figure 1

Average Number of Journal Article Publications for Associate and Full Professors Over 20 Years After Degree Completion

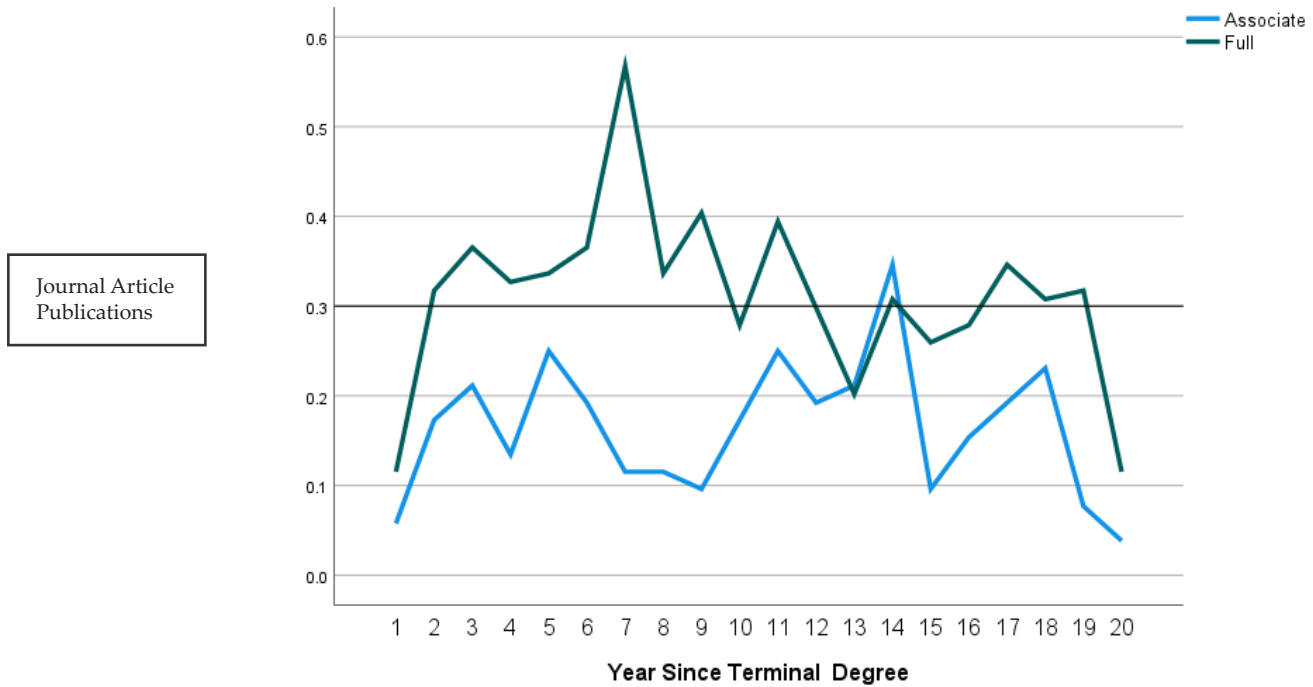
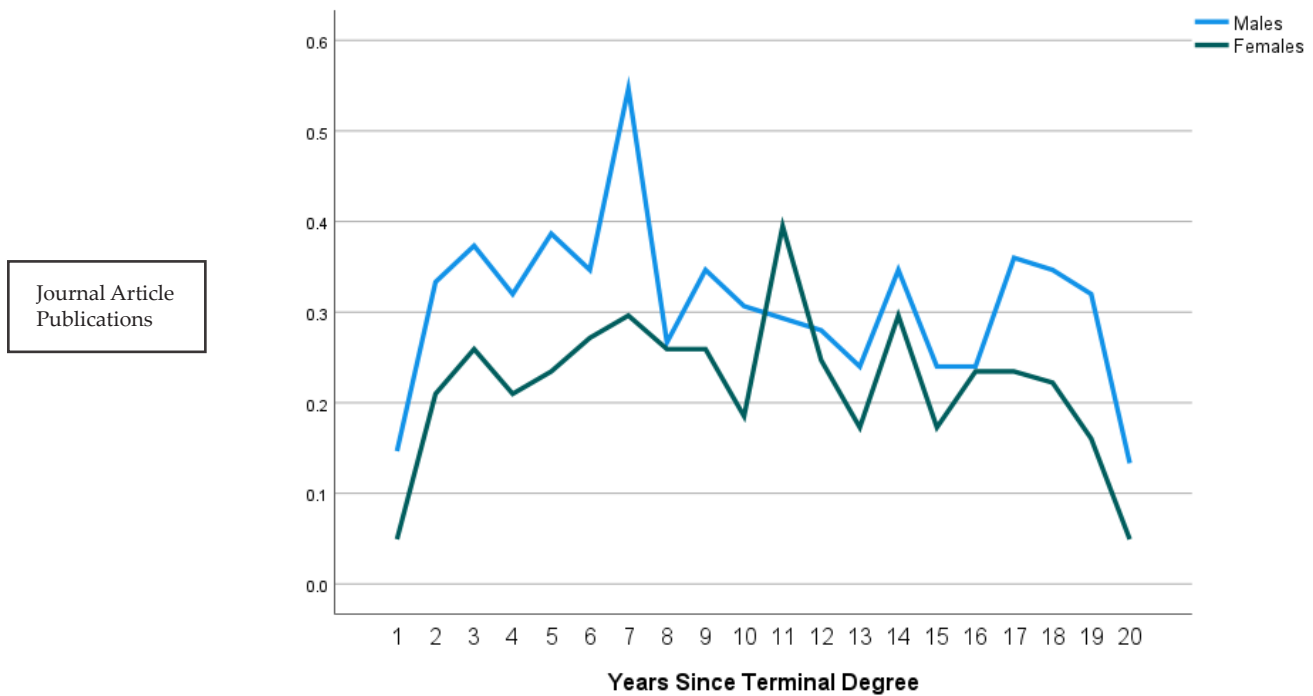


Figure 2

Average Number of Journal Article Publications for Male and Female Counselor Educators Over 20 Years After Degree Completion



Discussion

The main objective of this study was to conduct a longitudinal analysis of the journal article publications of counselor educators at comprehensive universities for the first 20 years after receiving their doctoral degrees. A secondary objective was to evaluate how well these publication counts could be predicted from faculty rank, inferred binary gender, and year of terminal degree. Parallel to the results section, summary statistics will be discussed first, followed by the results of the regression analysis, and ending with the results of the longitudinal analyses.

Over the first 20 years since receiving their terminal degrees, the counselor educators in this sample had accrued a median of three ($M = 5.26$, $SD = 6.62$) journal article publications, which translates to a median of 0.15 ($M = 0.26$, $SD = 0.35$) journal articles published per year. Notably, a fourth ($n = 39$, 25%) of the sample did not have any journal article publications referenced in any of three major electronic databases. These findings are consistent with those of Hatchett et al. (2020), who investigated the journal article publications of this same population over a discrete 10-year period (2008–2017) using a similar methodology. They found that counselor educators at comprehensive universities had a median of 0.10 journal article publications each year, but a much higher proportion (46.4%) of their sample did not have any journal article publications referenced in any of the electronic databases. These differences may be the result of both the specific compositions of their samples and the timeframes for data collection. The current study examined the publication records of *only* associate and full professors, whereas Hatchett et al. (2020) examined the publication records of assistant, associate, and full professors of counselor education. Consistent with that expanded population, some of the counselor educators in the study by Hatchett et al. were just starting their careers and may not yet have attained many publications. There is also the possibility that some of the assistant professors in that study will be, or have been, turned down for promotion to associate professor because of inadequate scholarly productivity. Of course, it is not surprising that the current study, which examined a 20-year timeframe, uncovered a lower percentage of counselor educators without any journal article publications; after all, the counselor educators in the current study had double the time in which to accrue journal article publications.

Based on previous research in counselor education (Hatchett et al., 2020; Lambie et al., 2014; Newhart et al., 2020; Ramsey et al., 2002), this study also examined how well faculty rank, inferred binary gender, and year of terminal degree predicted journal article publication counts. Full professors had more journal article publications for the first 20 years after receiving their terminal degrees than those at the rank of associate professor. Not only would more publications be expected for a counselor educator at the rank of full professor, but other studies in counselor education have also found higher levels of scholarly productivity for full professors compared to associate professors (Hatchett et al., 2020; Ramsey et al., 2002). Although Lambie et al. (2014) found that associate professors had more journal article publications than full professors, their study included only counselor educators at doctoral-level programs and covered a discrete 6-year period of journal article publication counts. Thus, these two studies are not directly comparable. Several researchers have also found that male counselor educators attain more journal article publications than female counselor educators (Lambie et al., 2014; Newhart et al., 2020; Ramsey et al., 2002). Thus, the results from the current study are consistent with the majority of other research on this topic. Finally, in the current study, the date of terminal degree attainment had a minor impact on journal article publication counts. This is consistent with two other studies in the literature (Hatchett et al., 2020; Lambie et al., 2014). There are at least two plausible explanations for this finding. On the one hand, expectations for scholarly productivity have increased in recent years (Fairweather, 2005; Youn & Price, 2009); thus, it is not surprising that counselor educators who have attained their terminal degrees more recently have more journal article publications. From another

perspective, Lambie et al. (2014) hypothesized that more recent graduates of counselor education programs may have stronger research skills than those who graduated earlier. Both explanations are speculative, so future research might better elucidate the role of time and training experiences on journal article publications.

The final objective of the study was to evaluate the extent to which journal article publication rates change over the course of counselor educators' careers. The sequence charts presented in Figures 1 and 2 provide evidence that scholarly productivity is not invariant over the first 20 years since doctoral degree completion but tends to vary based on time, current academic rank, and inferred binary gender. There seems to be a relative peak around Year 7 for full professors and Year 14 for associate professors. The peak at Year 7 for full professors may be attributable to the typical timeframe for applying for tenure and promotion to associate professor; however, it is unclear why the associate professors exhibited a relative peak at Year 14. There also seems to be a peak around Year 7 for male counselor educators and Year 11 for female counselor educators. Again, the peak around Year 7 for male counselor educators is consistent with the typical timeframe for applying for tenure and promotion to associate professor. Though speculative, the delayed peak for female counselor educators may be the result of childbirth and early childcare responsibilities. Some research indicates that female faculty members plan childbirth around the academic calendar and tenure clock (e.g., Armenti, 2004), so perhaps a similar phenomenon occurred among the female counselor educators in this sample. More research is needed on how childbirth and childcare experiences impact the career decisions and scholarly productivity of female counselor educators (e.g., Trepal & Stinchfield, 2012). Finally, for the entire sample, there seems to be a relative decline in journal article publications near the end of the 20-year observational period. This lower level of scholarly productivity may reflect fewer institutional incentives to continue publishing, less interest in conducting original research, or a shift to other professional responsibilities, such as leadership positions on campus or in professional counseling associations.

Limitations

One clear limitation to the current study was the inability to apply a time series analysis to the data. As already mentioned, there were not enough observation periods to run a time series analysis with sufficient statistical power. In addition, the sequence charts were based on the *average* number of publications attained by these counselor educators on a yearly basis. The distribution of journal article publications for every observational unit was positively skewed, and the median number of publications for every observational unit was zero. Consequently, if the median number of publications each year had been plotted on the sequence charts, both graphs would have included two flat lines directly on the x-axis. Expressed differently, the typical counselor educator at a comprehensive university did not attain any journal article publications in a typical year. Thus, to some extent, the trends plotted in Figures 1 and 2 reflect only the most active researchers in this population.

It is also important to note that this study operationalized a very narrow definition of scholarly productivity: journal articles referenced in the PsycINFO, ERIC, or Academic Search Complete electronic databases. Though a highly reliable operational definition, and one used by other researchers (Barrio Minton et al., 2008; Hatchett et al., 2020; Lambie et al., 2014), this index certainly does not capture the full breadth of scholarly productivity. Counselor educators across all types of universities write book chapters and books, present at conferences, prepare reports, and secure external grant funding, among many other additional activities (e.g., Ramsey et al., 2002).

A final limitation of this study was the professional backgrounds of the counselor educators in this sample. Though all the counselor educators were faculty at CACREP-accredited programs, only

about 50% had terminal degrees in counseling or counselor education. At the time of these counselor educators' terminal degrees, CACREP did not stipulate that core faculty must have doctoral degrees in counselor education and supervision from CACREP-accredited programs. Even accounting for the grandfathering clause of 2013, a clear majority of the faculty in CACREP-accredited counseling programs now have doctoral degrees from CACREP-accredited counselor education and supervision programs (Hatchett, 2021). It is unknown whether this shift in the professional backgrounds of counselor education faculty will eventually impact the long-term trajectory of counselor educators at comprehensive universities.

Implications for Counselor Education

The results from the current study indicate that the typical counselor educator at a master's-only counseling program at a comprehensive university will generate less than six journal article publications over the course of their career. Also, if these reported trends are stable across time, a significant minority will not attain any referenced journal article publications across their careers. These trends do not mean that counselor educators at comprehensive universities do not make meaningful contributions to the field of counseling in other ways, such as conference presentations, book chapters, grants, or evaluation reports (e.g., Ramsey et al., 2002). Also, as already mentioned, the electronic databases selected for this study and the study by Hatchett et al. (2020) do not capture all of the journals in which counselor educators publish. Nonetheless, it does reflect a relatively low level of original research published in peer-reviewed journals that is easily accessible through searching three popular electronic databases.

The results from this study—combined with the typical occupational outcomes of program graduates—should have implications for doctoral-level training in counselor education. As previously mentioned, all graduates of CACREP-accredited doctoral programs are required to acquire numerous research competencies that will equip them for making original and meaningful contributions to the counseling literature (CACREP, 2015). Yet, most graduates of these programs do not attain faculty positions in higher education, and among those who do, relatively few will be employed at research-intensive universities (e.g., Lawrence & Hatchett, 2022; Schweiger et al., 2012; Zimpfer, 1996). Furthermore, based on the distribution of CACREP programs across the Carnegie Classification System, program graduates who do secure faculty positions will be more likely to be employed at master's-level universities than at institutions classified as R1 or R2.

It might be argued that the low rate of journal article publications produced by counselor educators at comprehensive universities is not problematic. Counselor educators at comprehensive universities spend proportionately more of their worktime on teaching and administrative tasks (Hatchett, 2021), and they often lack the institutional resources experienced by their colleagues at more research-intensive universities, such as access to research assistants (Henderson, 2011). Expecting counselor educators at comprehensive universities to do more research might be as fair as asking counselor educators at research-intensive universities to do more teaching and service (Hatchett et al., 2020). Yet, on the other hand, one should also consider what is being lost by the low levels of research found among many of the counselor educators at comprehensive universities. Many of these counselor educators are presumably not using the multitude of research competencies they developed during their doctoral-level training. The research training prescribed by CACREP is not just the means to a single end, a completed dissertation. One of the explicit training objectives of CACREP-accredited doctoral programs is to prepare program graduates to generate and disseminate new knowledge in the field of counseling (CACREP, 2015), an objective commonly discharged through publishing original research in peer-reviewed journal articles. The current study cannot resolve this conflict, but hopefully it will facilitate additional discussions on the value and role of research training in CACREP-accredited doctoral-level programs.

Recommendations for Future Research

One recommendation for future research, and one directly derived from the previous discussion, would be to investigate the extent to which graduates of CACREP-accredited doctoral programs use the skills and competencies acquired as part of their training. For example, researchers might investigate the extent to which program graduates use specific skills in teaching, research, grant work, clinical supervision, program evaluation, consultation, and clinical practice as part of their postgraduate occupations. The distributions of these actual work responsibilities could then be compared to the relative emphases of these competencies in doctoral-level training programs. Another recommendation for future research would be to replicate this study with counselor educators at universities with higher expectations of scholarly productivity, such as counselor educators at R1 or R2 universities, and those universities that offer CACREP-accredited doctoral degrees in counselor education, irrespective of Carnegie Classifications. Such research might identify trends and patterns in publication patterns for those counselor educators who are expected to produce and maintain higher levels of scholarly productivity over the entire course of their careers.

Conclusion

Consistent with the results of earlier research (Hatchett et al., 2020), the current study suggests that counselor educators at comprehensive universities—in general—publish minimal research in peer-reviewed journals. Furthermore, the journal article publications of these counselor educators exhibited a relative decline over the course of the first 20 years of the educators' careers. These findings are somewhat in conflict with the accreditation standards delineated by CACREP and the objectives of doctoral-level training in counselor education. CACREP (2015) requires that all new core faculty have a doctoral degree in counselor education and supervision from accredited doctoral programs. These accredited doctoral programs stipulate that all program graduates attain numerous competencies in research and scholarship, irrespective of the graduates' career plans. Yet, most graduates of CACREP-accredited doctoral programs do not attain faculty positions as counselor educators (Lawrence & Hatchett, 2022; Schweiger et al., 2012; Zimpfer, 1996), and for those who do, they are more likely to be employed at comprehensive universities at which scholarly productivity tends to be minimal than at more research-intensive universities at which high levels of scholarly productivity will be needed for promotion and tenure. Given these outcomes, counselor educators should revisit the nature of doctoral-level training and reevaluate the extent to which the curricula of CACREP-accredited programs prepare program graduates for the most common career pathways after graduation.

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