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## New Counselor Educators' First 10 Years of Journal Article Publications

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### Keywords

counselor education faculty, scholarly productivity, Carnegie Classifications, longitudinal analysis, academic rank

# New Counselor Educators' First 10 Years of Journal Article Publications

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The purpose of this study was to assess the journal article publications accrued by a recent cohort of counselor educators ( $N = 376$ ) over the first ten years since attaining their doctoral degrees. After ten years, these counselor educators had accrued a median of three journal article publications. There were not any clear trends in publications over the first ten years since degree completion except for an upper trend in publication counts for counselor educators at R1 universities. Journal article publication counts could be predicted from academic rank, the funding source of their current universities, and Carnegie Classifications. Implications for counselor education are presented

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New counselor educators encounter several occupational challenges in adapting to their new roles as faculty members (Hill, 2004; Magnuson et al., 2009; Waalkes et al., 2018). One of the most stressful of these challenges is generating a research portfolio that will meet their respective universities' expectations for tenure and promotion to associate professor (e.g., Davis et al., 2006; Hill, 2004; Magnuson, 2002). Though expectations for scholarly productivity can be highly variable across universities, surveys of counselor educators suggest a minimum of 4-10 peer-reviewed journal article publications will be needed to attain tenure and promotion to associate professor (Davis et al., 2006; Hatchett, 2020, 2021). In addition to the more proximal value for attaining tenure and promotion, a strong start in generating peer-reviewed journal article publications will also build a strong foundation for long-term success as a faculty member in higher education (Boice, 1992).

Counselor educators on the tenure-track are not the only ones concerned about the scholarly productivity of new counselor educators. Several leaders in the field have expressed concerns about

the research training and subsequent scholarly productivity of new counselor educators (e.g., Borders et al., 2014; Borders et al., 2019; Wester et al., 2013). These concerns are noteworthy because the quality of scholarship generated by counselor educators not only impacts the professional status and credibility of the counseling profession (Lambie et al., 2008; Wester & Borders, 2014), but it also influences the interventions used by professional counselors in their work with clients (Borders et al., 2020). Thus, the research contributions made by new counselor educators will have lasting effects on the future status of the profession and the practice of professional counseling.

## Scholarly Productivity Among Counselor Educators

Despite the importance of this issue, there has been remarkably minimal research on the early scholarly productivity of new counselor educators. In one of the few studies of this nature, Magnuson and her colleagues (Magnuson, 2002; Magnuson et al., 2004; Magnuson et al., 2006; Magnuson et al.,

2009) conducted a longitudinal, qualitative study on a small cohort of new counselor educators who began their faculty careers in the fall of 2000. While much of their work focused on the analysis of qualitative interview data, Magnuson et al. (2009) also provided some quantitative data. Most pertinent to the current study, they found the counselor educators ( $n = 22$ ) who remained in their study to the 6<sup>th</sup> year of data collection had accrued an average of eight journal article publications. Besides the limitations associated with such a small sample, Magnuson et al. did not provide any data on either the nature or the timing of these publications across this six-year timeframe.

Though not specifically targeted at new counselor educators, several researchers have used cross-sectional research designs to examine the frequency with which counselor educators publish in peer-reviewed journals (Barrio Minton et al., 2008; Hatchett et al., 2020; Lambie et al., 2014; Ramsey et al., 2002). For example, Barrio Minton et al. (2008) investigated the journal article publications accrued by counselor educators ( $N = 317$ ) in academic units that offered both master's and doctoral degrees in counselor education. Between 1997 to 2006, these counselor educators had published a median of three journal articles ( $M = 4.88$ ,  $SD = 5.99$ ). In addition to summary statistics, Barrio Minton et al. also reported data on authorship order and the frequency of journal article publications involving quantitative/mixed methods designs, qualitative designs, theory/practice, and other (e.g., book reviews) for the top ten journals in which their sample published research. In a follow-up study using a similar population, Lambie et al. (2014) reported counselor educators ( $N = 378$ ) had published a median of three journal articles ( $M = 4.43$ ,  $SD = 4.77$ ) between 2004 and 2009. They also reported journal article publication counts could be predicted from academic rank, binary gender, the Carnegie Classification of the current university, and the decade in which a counselor educator completed their doctoral degree.

As a complement to the studies by Barrio Minton et al. (2008) and Lambie et al. (2014), Hatchett et al. (2020) investigated the publication norms of

counselor educators at master's-only counseling programs housed in comprehensive universities for the years 2008 to 2017. During this ten-year period, these counselor educators had accrued a median of one ( $M = 1.99$ ,  $SD = 3.46$ ) journal article publication. They also reported journal article publication counts could be predicted from doctoral degree date, academic rank, the Carnegie Classification of the current university, and the Carnegie Classification of the doctoral degree-granting university. However, the funding source of these counselor educators' current universities (public/private) and inferred binary gender (male/female) did not emerge as unique predictor variables in their multivariate analysis.

Though assistant professors of counselor education were included in all three of the abovementioned studies, the nature of these designs precluded any clear inferences about the trajectory or timing of journal article publications accrued by new counselor educators over the start of their careers. In fact, there seems to be only a single longitudinal study published on the pattern of journal article publications accrued by counselor educators over the course of their careers. Hatchett (2022) conducted a retroactive, longitudinal study of the journal article publications accrued by counselor educators ( $N = 156$ ) for the first 20 years after completing their doctoral degrees. Though only 20 observational periods precluded the use of trend analyses, a visual inspection of the data suggested two potential trends. Counselor educators at the rank of full professor exhibited a relative peak in journal article publications around year seven, while those at the rank of associate professor exhibited a relative peak around year 14. In addition, male counselor educators exhibited a relative peak in around year seven, whereas female counselor educators exhibited a relative peak around year 11. By the end of this 20-year timeframe, these counselor educators had accrued a median of three ( $M = 5.26$ ,  $SD = 6.92$ ) journal article publications. Cumulative journal article publication counts were predicted from academic rank (i.e., full professors had more publications than associate professors), binary gender (i.e., male counselor educators had more publications than

female counselor educators), and doctoral degree date (i.e., counselor educators with more recent doctoral degree dates had more publications than those with more distal doctoral degree dates). Though this study provided some longitudinal data on the publishing patterns of counselor educators, this study was limited to counselor educators at master's-only programs housed in comprehensive universities, and Hatchett did not provide any data on the types of articles (e.g., conceptual, quantitative) these counselor educators published across this 20-year timeframe.

## Current Study

In the counselor education literature, there is now a moderate amount of normative data on the journal article publications accrued by counselor educators over distinct intervals, and to a lesser extent, on how well journal article publication counts can be predicted from several personal and institutional variables (Barrio Minton et al., 2008; Hatchett et al., 2020; Lambie et al., 2014; Ramsey et al., 2002). Yet, there has been only a single study on the longitudinal trajectory of journal article publications accrued by counselor educators, a study limited to counselor educators at master's-only programs housed in comprehensive universities (Hatchett, 2022). Given the importance of scholarly productivity for both new counselor educators (Boice, 1992; Davies et al., 2006) and the profession itself (Borders et al., 2020), more research is needed to better understand the nature and early trajectory of journal article publications accrued by new counselor educators and to identify factors that may be associated with early scholarly productivity. Such research might provide several benefits. First, this research might provide new counselor educators—and those who train them—with normative data on the typical scholarly productivity of new counselor educators across various types of universities. Second, knowledge of the factors associated with higher levels of scholarly productivity might assist aspiring counselor educators in selecting both doctoral programs and faculty positions in counselor education programs.

Finally, research of this nature might also provide useful data on doctoral degree training outcomes. The production of new scholarship is one of the expected training outcomes for doctoral programs in counselor education and supervision accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2024), so research of this nature may provide pertinent data on the extent to which new counselor educators are contributing original research to the counseling literature.

Accordingly, the primary objective of this study was to investigate the pattern and trajectory of journal article publications accrued by relatively new counselor educators across the first 10 years since receiving their doctoral degrees. In addition to examining patterns and publication counts, a second objective was to evaluate the frequency with which counselor educators publish different types of articles (conceptual, quantitative, qualitative, mixed methods) in peer-reviewed journals across this same timeframe. The final objective was to evaluate how well cumulative journal article publication counts could be estimated from predictor variables identified in previous studies of counselor educators' scholarly productivity (Barrio Minton et al., 2008; Hatchett et al., 2020; Lambie et al., 2014; Ramsey et al., 2002). Based on this prior research, I also evaluated how well cumulative journal article publication counts could be predicted from academic rank, the presence of a doctoral program in the academic unit, the Carnegie Classification of the current university, and the Carnegie Classification of the doctoral degree-granting university. To this list of predictors, I also added the funding source (public/private) of the current university. Though this variable did not emerge as a significant predictor in the study by Hatchett et al. (2020), that study was limited to counselor educators at master's-only programs housed at comprehensive universities. I hypothesized the funding source of counselor educators' current universities would emerge as a significant predictor variable in a more heterogeneous sample of counselor educators.

## Method

### Procedures

Because this study involved only the collection and analysis of publicly available data, my university's Institutional Review Board (IRB) concluded this study was exempt from IRB oversight. All study procedures complied with the *Code of Ethics* of the American Counseling Association (ACA, 2014).

During the spring of 2023, I searched the online CACREP directory to identify all universities with at least one accredited counseling program; I found accredited counseling programs at 427 distinct universities. I then searched the websites of each accredited counseling program to identify counselor educators who held traditional academic ranks (assistant professor, associate professor, professor) and who had attained their doctoral degrees between 2008 and 2012. If a faculty member's terminal degree date was not posted on the counseling program's website, I searched the faculty member's name through *Dissertations Abstracts International*, Google, and LinkedIn. Through this process, I eventually identified 379 counselor educators for study inclusion.

For each identified counselor educator, the following information was recorded in an electronic datafile: (a) name of the counselor educator, (b) doctoral degree date, (c) academic discipline of doctoral degree, (d) the name of the university from which the faculty member attained their doctoral degree, (e) the Carnegie Classification of the doctoral degree-granting university, (f) current university, (g) current academic rank, (h) funding source of the current university (public/private), (i) Carnegie Classification of the current university, and (j) whether the academic unit offered a CACREP-accredited doctoral degree in counselor education and supervision (yes/no). Again, if any of this data was not available on a counseling program's website, I search additional public resources, such as university catalogs, *Dissertations Abstracts International*, Google, and LinkedIn.

### Journal Article Publication Counts

To identify the first ten years of journal article publications since completion of the doctoral degree, I searched each counselor educator's name through three electronic databases (PsycInfo, Academic Search Complete, & ERIC), a procedure that replicated the methodology used by Hatchett et al. (2020) and Lambie et al. (2014) in their studies on counselor educators' journal article publications. The beginning date for each search was the first year following a counselor educator's doctoral degree date and the end date for the search was 10 years later. A journal article publication was operationally defined as any authored publication in a peer-reviewed journal indexed in any of the three electronic databases that involved counseling theory or practice, quantitative research, qualitative research, or mixed methods research; editor notes, interviews, and book reviews were excluded for the purpose of this study. Journal article publications were disaggregated into four distinct categories: *conceptual articles* (articles that focused on theory, clinical practice, or integration of the literature), *quantitative articles* (articles that involved the analysis of quantitative data), *qualitative articles* (articles that involved the analysis of qualitative data), and *mixed methods articles* (articles that involved the analysis of both quantitative and qualitative data). The annual number of journal articles for each counselor educator in each of these four categories were reported in separate datafile columns for each year of the 10-year review period. Summary statistics were calculated for the cumulative number of journal articles in each of the four categories and the total number of published journal articles.

## Results

The years in which these counselor educators attained their doctoral degrees were distributed as follows: 2008 ( $n = 57$ , 15.0%), 2009 ( $n = 73$ , 19.3%), 2010 ( $n = 59$ , 15.6%), 2011 ( $n = 87$ , 23.0%), and 2012 ( $n = 103$ , 27.2%). The disciplines in which these counselor educators received their doctoral degrees included counseling/counselor education and supervision ( $n = 289$ , 76.3%),



rehabilitation studies, rehabilitation counselor education, or rehabilitation psychology ( $n = 33$ , 8.7%), counseling psychology ( $n = 21$ , 5.5%), clinical psychology ( $n = 10$ , 2.6%), and *other* ( $n = 26$ , 6.9%). Some of the *other* disciplines included education, educational psychology, and marriage/family therapy. Regarding the Carnegie Classifications of the institutions from which they received their doctoral degrees, 210 (55.4%) of these counselor educators received their doctoral degrees from R1 institutions (Very High Research Activity), 111 (29.3%) from R2 institutions (High Research Activity), 42 (11.1%) from D/P institutions (Doctoral/Professional Universities), 11 (2.9%) from M1 institutions (Larger Master's Programs), and 5 (1.3%) from Special Focus institutions. Approximately four-fifths ( $n = 302$ , 79.7%) received their doctoral degrees from publicly funded universities, whereas one-fifth ( $n = 77$ , 20.3%) received their doctoral degrees from private universities.

### *Current Academic Positions*

Most of these counselor educators held the rank of associate professor ( $n = 245$ , 64.6%); this was followed in frequency by professor ( $n = 71$ , 18.7%) and assistant professor ( $n = 63$ , 16.6%). Approximately two-thirds ( $n = 257$ , 67.8%) were in counseling programs that offered only master's degrees in one or more counseling specializations, whereas the remaining one-third ( $n = 122$ , 32.2%) were in programs that also offered a CACREP-accredited doctoral degree in counselor education and supervision. Regarding the Carnegie Classifications of their current universities, 78 (20.6%) of these counselor educators were at institutions classified as R1 (Very High Research Activity), 92 (24.3%) as R2 (High Research Activity), 69 (18.2%) as D/P (Doctoral/Professional Universities), 94 (24.8%) as M1 (Larger Master's Programs), 23 (6.1%) as M2 (Medium Master's Programs), 9 (2.4%) as M3 (Small Master's Programs), and 14 (3.7%) as Special Focus institutions. Most of the counselor educators ( $n = 232$ , 61.2%) were employed at publicly funded

universities, whereas the remainder ( $n = 147$ , 38.8%) were employed at private universities.

### *Data Analysis Strategy*

Prior to conducting any analyses, I screened the dataset for data entry errors, unusual values, and potential outliers. Four counselor educators had unusually large numbers of journal article publications, confirmed by both a visual analysis of the dataset and the calculation of z-scores (their publication counts were all four standard deviations above the group mean). Nonetheless, all four counselor educators belonged to the target population of interest, and their journal article counts did not represent data entry errors. For these reasons, all four cases were retained in the dataset.

Statisticians commonly recommend the use of time series analyses for identifying trends and patterns in longitudinal data (Yaffee & McGee, 2000). However, to have sufficient statistical power to detect trends, it is also commonly recommended to have a minimum of 50 observational periods (e.g., Tabachnick et al., 2019), and in some cases, 100-250 observational periods may be necessary to identify statistically significant trends in longitudinal data (Yaffee & McGee, 2000). Because this study included only 10 observational units, longitudinal data is presented only through graphical displays.

Because of overdispersion ( $S^2 = 77.79$ ) in journal article publication counts, I used a negative binomial regression model to evaluate how well the predictor variables estimated journal article publication counts. I ran separate negative binomial regression analyses with the four previously mentioned outliers both included and excluded. The results of these analyses, including an examination of model diagnostics (e.g., Standardized Pearson Residuals, Standardized Deviance Residuals), confirmed that including these four cases did not reduce model fit. Therefore, the results of the negative binomial regression analysis are based on the entire sample of counselor educators ( $N = 379$ ).

## Descriptive Statistics

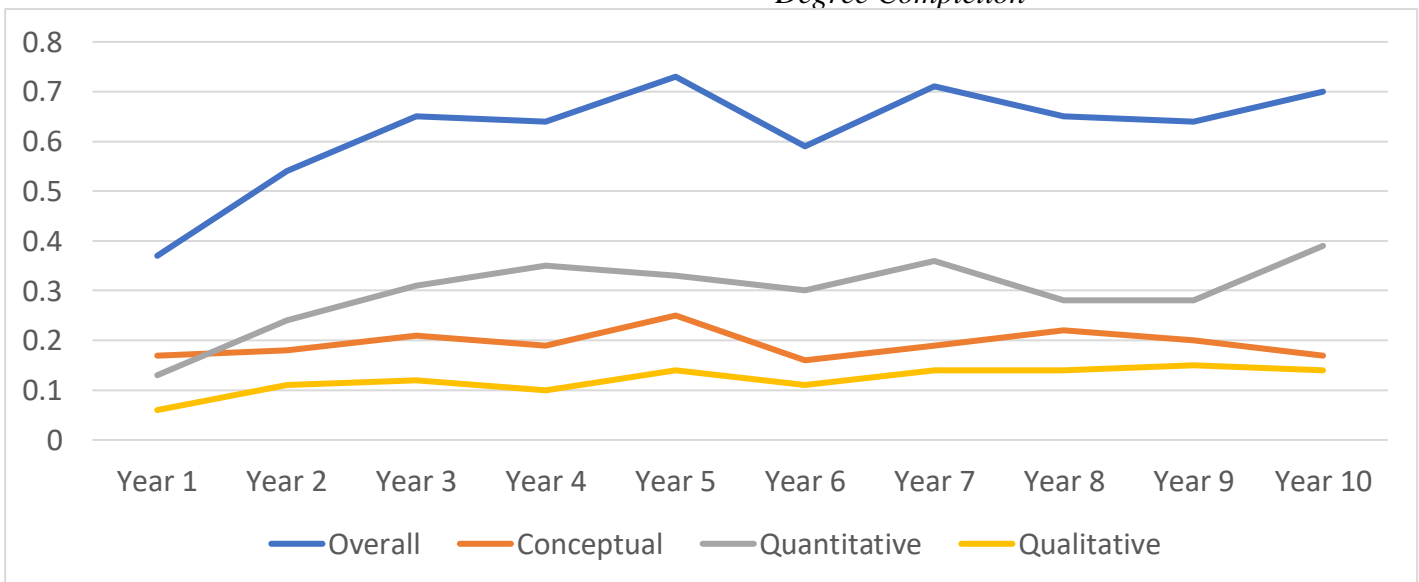
By the end of the first 10 years since receiving their terminal degrees, the overall number of journal article publications accrued per counselor educator ranged from 0 to 73 ( $Mdn = 3.00$ ,  $M = 6.22$ ,  $SD = 8.82$ ,  $Skewness = 2.94$ ); 23.5% did not have any journal article publications indexed in any of the three electronic databases. The total number of conceptual journal articles ranged from 0 to 18 ( $Mdn = 1.00$ ,  $M = 1.93$ ,  $SD = 2.79$ ,  $Skewness = 2.06$ ); 43.3% did not have any conceptual journal articles. The total number of quantitative articles ranged from 0 to 56 ( $Mdn = 1.00$ ,  $M = 2.97$ ,  $SD = 5.81$ ,  $Skewness = 4.28$ ); 41.2% did not have any quantitative journal articles. The total number of qualitative articles ranged from 0 to 12 ( $Mdn = 0.00$ ,  $M = 1.20$ ,  $SD = 2.19$ ,  $Skewness = 2.70$ ); 56.2% did not have any qualitative journal articles. Journal articles that involved the analysis of both quantitative and qualitative data were rare ( $Mdn = 0.00$ ,  $M = 0.13$ ,  $SD = 0.40$ ,  $Skewness = 3.31$ ); 89.7% had not published any mixed methods journal articles.

## Longitudinal Analyses

Figure 1 displays the average number of total journal articles, conceptual articles, quantitative articles, and qualitative articles attained each year for the first 10 years since these counselor educators received their doctoral degrees. (Mixed methods articles were excluded because of their rarity.) Figure 2 displays the average number of total journal article publications attained each year for the first ten years since doctoral degree attainment disaggregated by the Carnegie Classifications of the counselor educators' current universities; because of their small numbers and unique missions, counselor educators at Special Focus Institutions were excluded from this analysis.

**Figure 1**

*Average Number of Journal Article Publications Each Year for the First Ten Years Since Doctoral Degree Completion*



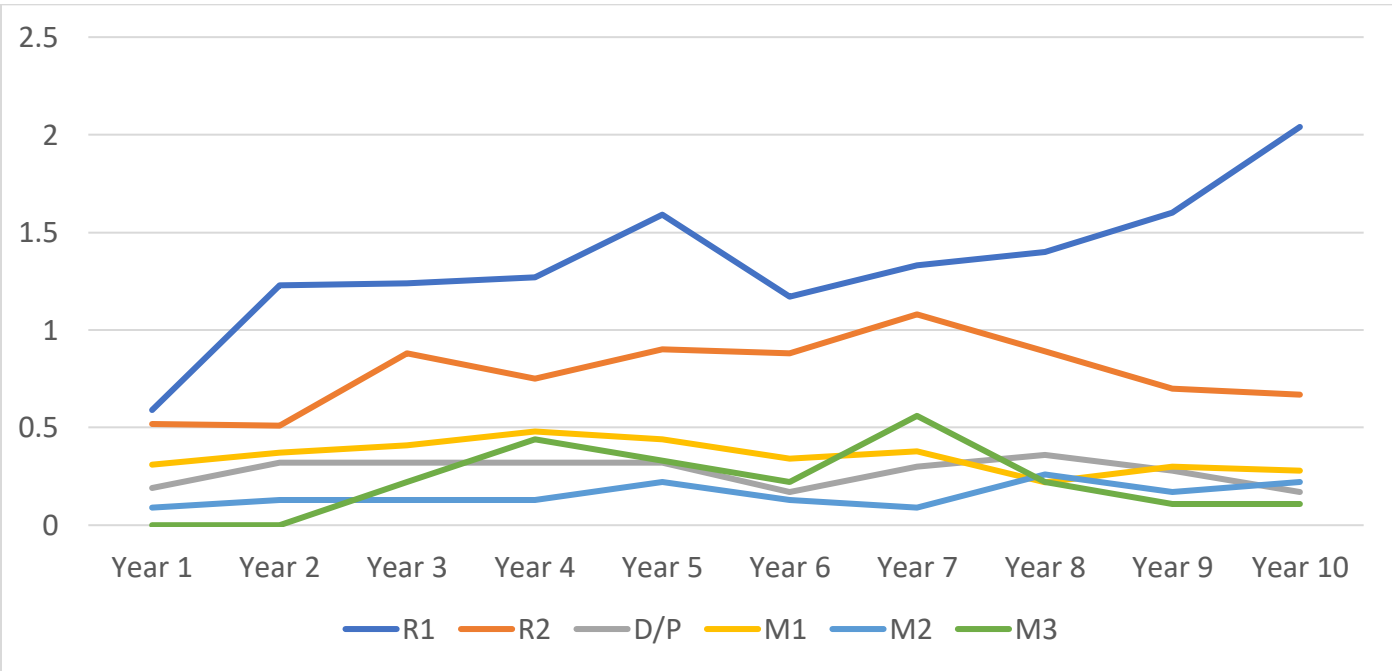


Prediction of Journal Article Publication Counts

I next evaluated how well total journal article publication counts could be predicted from the following variables: current academic rank, the presence of a doctoral degree in the academic unit, the Carnegie Classification of the current university, the Carnegie Classification of the university from which a faculty member received their doctoral degree, and the funding model of the current university. (Counselor educators associated with Special Focus institutions were excluded from this analysis because of their small cell sizes.). In fitting a negative binomial regression model to the data, the likelihood ratio chi-square statistic was statistically significant [ $\chi^2(12) = 205.33, p < .001$ ]. These variables explained approximately 11.3% of the total variance in publication counts (McFadden’s *pseudo R*<sup>2</sup>; McFadden, 1974). Four of the five predictor variables made unique

contributions to the estimation of journal article publication counts: funding model of the current university, Carnegie Classification of the current university, academic rank, and the Carnegie Classification of the doctoral degree-granting university. Notably, with the other predictor variables in the model, the presence of a CACREP-accredited doctoral program in the academic unit did not predict journal article publication counts. Table 1 presents parameter estimates for the predictor variables; for the nominal predictor variables with more than two levels, contrasts are reported for adjacent ordinal categories.

**Figure 2**  
*Average Number of Journal Article Publications Each Year for the First Ten Years Since Degree Completion, Disaggregated by Carnegie Classification of Current University*



## Discussion

The primary objective of this study was to examine the trajectory and pattern of journal article publications accrued by a recent cohort of counselor educators over the first 10 years since completing their doctoral degrees. By the end of their first 10 years post-degree, the counselor educators in this study had accrued a median of three ( $M = 6.22$ ) journal article publications. This pattern of scholarly productivity is comparable to that reported by Barrio Minton et al. (2008) and Lambie et al. (2014) for counselor educators in academic units that offered both master's and doctoral degrees. However, the measures of central tendency in the current study are much higher than the estimates ( $Mdn = 1$ ,  $M = 1.99$ ) reported by Hatchett et al. (2020) in a sample of counselor educators in programs that offered only master's degrees housed in comprehensive universities. It was difficult to compare these publication norms to those of early career faculty members in other academic disciplines because of the scarcity of comparable research. In one of the few studies of this nature, Byrnes (2007) reported pre-tenure psychology faculty had attained an average of 11.03 publications over the first seven years since completing their doctoral degrees. Other counselor educators (e.g., Lambie et al., 2014) have also reported higher rates of publications among psychology faculty compared to counselor educators.

In addition to examining total journal article publication counts, I also disaggregated the journal articles accrued by these counselor educators into four distinct categories: conceptual articles, quantitative articles, qualitative articles, and mixed method articles. Conceptual and quantitative articles were most common, followed in frequency by qualitative articles and then mixed methods articles, which were rare. Though not directly comparable because of differences in methodology, these findings were somewhat similar to those reported by Barrio Minton et al. (2008). Barrio Minton et al. disaggregated journal article publications into four categories for the ten most common journals in

which their sample published. In their study, theory/practice articles were most common, followed in frequency by quantitative/mixed methods articles, qualitative articles, and other (e.g., book reviews) articles.

Another objective of this study was to examine the timing and patterns of journal article publications across the first ten years since these counselor educators received their doctoral degrees. Except for a slight linear increase in total publications from years one to three, Figure 1 did not reveal any clear-cut trends in either the number or type of publications attained by these counselor educators over this timeframe. A visual analysis of Figure 2 indicates an upward trend in journal article publications for counselor educators at R1 universities, especially near the end of the 10-year observation period. In contrast, the lines for the other counselor educators in Figure 2 appear to be flat, or in the case of counselor educators at R2 universities, appear to slightly decrease near the end of the observation period. As already mentioned, Hatchett (2022) reported trends in publication counts based on both faculty rank and binary gender in a 20-year study of the publication patterns of counselor educators at master's-only programs at comprehensive universities. However, direct comparisons with the current study were not feasible because the two studies focused on different variables and populations.

Informed by the results of previous research (Barrio Minton et al., 2008; Hatchett et al., 2020; Lambie et al., 2014; Ramsey et al., 2002), I also evaluated how well the overall number of journal article publications could be predicted from current academic rank, the presence of a doctoral degree in the academic unit, the Carnegie Classification of the current university, the Carnegie Classification of the university from which a faculty member received their doctoral degree, and the funding model of the current university. I found journal article publication counts could be predicted from academic rank and the Carnegie Classification of the current university, which was consistent with the results reported by Hatchett et al. (2020) and Lambie et al. (2014), as well as the Carnegie

Classification of the doctoral degree-granting university, which was consistent with the results reported by Hatchett et al. (2020). However, reflective of the ordinal nature of the Carnegie Classification system, these variables did not have neat linear associations with journal article publication counts. For example, counselor educators currently at R1 universities had more estimated publications than counselor educators at R2 universities, who in turn, had more estimated publications than counselor educators at D/P universities. Counselor educators at D/P universities had similar estimated publication counts to those at M1 universities, who in turn, had more estimated publication counts than counselor educators at M2 universities. Regarding the Carnegie Classifications of these counselor educators' doctoral degree-granting universities, counselor educators who graduated from R1 universities did not have more estimated journal article publications than those who graduated from R2 universities, but graduates of R2 universities had approximately 2.5 times more estimated journal article publications than counselor educators who graduated from D/P universities.

Researchers have often operated on the assumption that counselor educators associated with academic units that have CACREP-accredited doctoral degrees engage in more scholarship than counselor educators in academic units that offer only master's degrees (Barrio Minton et al., 2008; Hatchett et al., 2020; Lambie et al., 2014). However, in the current study, the presence of a CACREP-accredited doctoral program in an academic unit did not add to the prediction of journal article publication counts. More precisely, the presence of a doctoral program in the academic unit did not add to the prediction of journal article publication counts in a multivariate regression analysis after controlling for the effects of academic rank, Carnegie Classifications, and funding source. This non-significant effect might be attributable to an increase in CACREP-accredited doctoral programs at universities with less research-intensive Carnegie Classifications. At the time of this writing, the 20 most recent universities to develop CACREP-accredited doctoral programs included

only five universities with Carnegie Classifications of R1 or R2; in contrast, 19 of the first 20 universities to develop CACREP-accredited doctoral programs—and still have them—have Carnegie Classifications of R1 or R2. Consequently, researchers should be cautious in dichotomizing counseling programs into those that do and not offer CACREP-accredited doctoral degrees when investigating counselor educators' scholarly productivity. As this study demonstrated, the scholarly productivity of counselor educators is impacted by more important factors than the simple presence or absence of a CACREP-accredited doctoral degree program in the academic unit.

The funding model of these counselor educators' current universities also emerged as a significant predictor of journal article publication counts; specifically, counselor educators who were faculty at publicly funded universities had more estimated journal article publications than counselor educators who were faculty at private universities. Again, this significant effect emerged in the context of a multivariate analysis in which the other predictor variables were held constant. Hatchett et al. (2020), who investigated the journal article publication counts of counselor educators at master's-only programs at comprehensive universities, did not find a significant effect for funding source. Though speculative, I suspect the significant effect of funding source emerged in the current study because of the greater heterogeneity of the universities at which these counselor educators were faculty. Because of these mixed results, counselor educators should continue to investigate the extent to which the funding source of a university is associated with counselor educators' scholarly productivity.

## Limitations

The results from this study should be interpreted in the context of its limitations. First, the results for this study may have been impacted by inaccurate information posted on counseling programs' websites as well as researcher errors in searching program websites and the three electronic databases. This limitation also subsumes

publications that may have been missed in searching the electronic databases because of changes in counselor educators' surnames because of marriage or divorce. Second, this study used a narrow operational definition of scholarly productivity: journal article publications indexed in at least one of three electronic databases. Counselor educators make numerous scholarly contributions to the counseling profession by writing books and book chapters as well as presenting at conferences (Hatchett, 2020, 2021). Nonetheless, the index of scholarly productivity used in this study has been used by other researchers (Lambie et al., 2014; Hatchett et al., 2020), thus allowing direct comparisons across studies. Furthermore, it is commonly believed peer-reviewed publications carry the most weight in tenure and promotion decisions (Hatchett, 2020, 2021; Ramsey et al., 2002), so this index of scholarly productivity is pertinent. A third limitation concerns the decision to not include gender as a predictor variable. Though binary gender has been found to predict scholarly productivity in some (Hatchett, 2022; Lambie et al., 2014; Ramsey et al., 2002), though not all studies (Hatchett et al., 2020), the inclusion of gender in a study of this nature is potentially problematic because of difficulties in accurately inferring gender from contextual information, such as first names or photos. Moreover, there has been an increase in the number of individuals who identify as non-binary or with another gender identity (e.g., Brown, 2023), which would be impossible to infer from names or photos. Gender may be an important variable in understanding scholarly productivity, but counselor educators will need to use more direct and valid procedures for assessing this construct in future studies. Fifth, the decision to examine the first ten years of journal article publications, as opposed to seven or nine years, was somewhat arbitrary. One reason for a ten-year interval was to give these counselor educators sufficient time to attain tenure and advance to the rank of associate professor. However, it is important to recognize many counselor educators do not neatly progress from graduation to a tenure-line position and then to the rank of associate professor with tenure (e.g., Hatchett, 2024). Some of the counselor educators in

this study may not have immediately begun tenure-track positions after graduation, and others may have transferred to one or more universities during the first ten years since attaining their doctoral degrees. Finally, readers should be cautious interpreting the *McFadden pseudo R<sup>2</sup>* effect size statistic (McFadden, 1974) reported for the overall model fit for the prediction of publication counts. Though this effect size provided some general indication of overall model fit, it is important to recognize that statisticians disagree over the use and interpretation of r-squared statistics for generalized linear models (e.g., Mbachu et al., 2012). Because of this disagreement, readers should focus more attention on the incidence response rates ( $Exp^B$ ) for the individual predictor variables than the *McFadden pseudo R<sup>2</sup>* reported for the overall model.

## Implications for Counselor Education

The results from this study provide normative data on the early scholarly productivity of a cohort of relatively new counselor educators along with the identification of factors that predict journal article publication counts. In addition to filling a gap in the counseling literature, the results from this study might also be informative for aspiring counselor educators in both selecting doctoral training programs and future faculty positions. Regarding the former, the results from this study indicate—holding other variables constant—counselor educators who complete doctoral training at R1 or R2 universities tend to attain more journal article publications than counselor educators who complete doctoral training at D/P universities. Thus, aspiring counselor educators who desire more research-oriented careers might consider the Carnegie Classifications of the universities to which they plan to apply for doctoral study. Regarding the latter, the results from this study indicate—again, holding other variables constant—counselor educators at publicly funded universities and those with higher Carnegie Classifications tend to attain more journal article publications than counselor educators at private universities and those with less research-intensive Carnegie Classifications. These patterns



notwithstanding, it is important to recognize the incident response ratios provided in this study represent *generalizations* across different types of universities. A prospective counselor educator may find a CACREP-accredited doctoral program or a subsequent faculty position at a university that defies the general trends identified in this study.

## Recommendations for Future Research

As mentioned previously, there has been nominal research on the early scholarly productivity of new counselor educators. Because of this scarcity, counseling researchers have numerous opportunities for conducting additional research in this area. While the current study provided normative data on the journal article publications of early-career counselor educators, the design of this study precluded any conclusions as to *how* these counselor educators developed their research portfolios. Researchers might use qualitative research designs to investigate the processes or strategies new counselor educators use in conducting research and attaining journal article publications. For example, researchers might investigate the role of networking and mentorship in helping new counselor educators conduct and publish research. Future research efforts might also be directed toward evaluating the quality of the research publications authored by new counselor educators. Several research groups (e.g., Fong & Malone, 1994; Kline & Farrell, 2005; Wester et al., 2013) have found concerning deficiencies in some of the research submitted to and published by counseling journals. Future research efforts might be directed toward evaluating the quality of the research manuscripts generated by new counselor educators by comparing their research to either best practices or past studies of research quality.

## Conclusion

The research publications generated by new generations of counselor educators will not only impact their own career opportunities in higher education (Boice, 1992) but also the future of the

profession and the clinical practices of professional counselors (Borders et al., 2020). Despite the importance of ongoing quality research for counselor training and practice, there has been minimal research on the research productivity of new counselor educators. This study contributed to that literature by providing data on the journal article publications accrued by counselor educators over the first 10 years since receiving their doctoral degrees. In addition to examining normative data and trends over time, this study identified four factors—academic rank, the funding source of the current university, the Carnegie Classification of the current university, and the Carnegie Classification of their doctoral degree-granting university—that predicted journal article publication counts. However, there remain many unanswered questions about the scholarly productivity of new counselor educators that will hopefully be answered through additional research investigations, perhaps by new counselor educators themselves.

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