

2014

Counselor Education Faculty Positions: Requirements and Preferences in CESNET Announcements 2005-2009

Nancy Bodenhorn
Virginia Tech, nanboden@vt.edu

Nadine Hartig
Radford University

Michelle R. Ghoston
Gonzaga University

Jasmine Graham
Gardner-Webb University

Jesse J. Lile
University of Saint Joseph

See next page for additional authors

Follow this and additional works at: <http://repository.wcsu.edu/jcps>

 Part of the [Higher Education Commons](#), [Other Social and Behavioral Sciences Commons](#), and the [Student Counseling and Personnel Services Commons](#)

Recommended Citation

Bodenhorn, N., Hartig, N., Ghoston, M. R., Graham, J., Lile, J. J., Sackett, C., & Farmer, L. B. (2014). Counselor Education Faculty Positions: Requirements and Preferences in CESNET Announcements 2005-2009. *The Journal of Counselor Preparation and Supervision*, 6(1). <http://dx.doi.org/10.7729/51.1087>

This Article is brought to you for free and open access by WestCollections: digitalcommons@wcsu. It has been accepted for inclusion in The Journal of Counselor Preparation and Supervision by an authorized editor of WestCollections: digitalcommons@wcsu. For more information, please contact ir@wcsu.edu.

Counselor Education Faculty Positions: Requirements and Preferences in CESNET Announcements 2005-2009

Abstract

Counselor Education faculty positions announced on CESNET from 2005 through 2009 ($N = 424$) were analyzed to ascertain current trends in required and preferred qualifications. Typical qualifications mentioned in announcements include education and experience in clinical settings, teaching, and research. After a doctoral degree, the most common qualification included was experience in clinical settings, indicated by either years of experience or licensure eligibility. Half of the openings did not specify one specialty; school counseling was mentioned most often. Teaching and research requirements frequently referred to "potential" and "commitment". Implications for faculty advisors and graduate students are included.

Author's Notes

Nancy Bodenhorn, Counselor Education, Virginia Tech Nadine Hartig, Counselor Education, Radford University Michelle R. Ghoston, Gonzaga University, Jasmine Graham, Gardner-Webb University Jesse J. Lile, University of Saint Joseph Corrine R. Sackett, Clemson University Laura Farmer, East Tennessee State University. Correspondence regarding this article should be sent to: Nancy Bodenhorn at nanboden@vt.edu.

Keywords

Counselor Education, Faculty, Counselor development, academic positions, Counseling.

Authors

Nancy Bodenhorn, Nadine Hartig, Michelle R. Ghoston, Jasmine Graham, Jesse J. Lile, Corrine Sackett, and Laura Boyd Farmer

Counselor Education Faculty Positions: Requirements and Preferences in CESNET Announcements 2005-2009

Nancy Bodenhorn, Nadine Hartig, Michelle R. Ghoston, Jasmine Graham, Jesse J. Lile,
Corrine R. Sackett, and Laura Boyd Farmer

Counselor Education faculty positions announced on CESNET from 2005 through 2009 ($N = 424$) were analyzed to ascertain current trends in required and preferred qualifications. Typical qualifications mentioned in announcements include education, and experience in clinical settings, teaching, and research. After a doctoral degree, the most common qualification included was experience in clinical settings, indicated by either years of experience or licensure eligibility. Half of the openings did not specify one specialty; school counseling was mentioned most often. Teaching and research requirements frequently referred to *potential* and *commitment*. Implications for faculty advisors and graduate students are included.

Keywords: Counselor Education, faculty, Counselor development, academic positions, Counseling.

Faculty members are frequently asked for advice on how doctoral students can best situate themselves to be competitive for academic positions. Historically, very few articles have included specific information about faculty hiring in the field of Counselor Education and Supervision (CES), and this has not changed according to recent literature reviews (DeGeneffe, Boland & Bishop, 2009; Warnke, Bethany, & Hedstrom, 1999). Zimpfer (1993) reported from a study of 1984-1985 CES graduates that 25 percent indicated a faculty position was in their 5-year professional goals. A survey of doctoral programs conducted for the National Board of Certified Counselors indicated that, in 1996, 34% of doctoral graduates found positions as Higher Education faculty in their first year (Hollis & Dodson, 2000). As described below, some researchers have examined faculty vacancies and announcements in the past. However, the unique focus of each study has provided limited and inconsistent information. This study was designed to provide current information on trends of required and preferred qualifications for faculty searches seeking Counselor Educators.

Previous researchers have examined position announcements, or surveyed successfully hired faculty members or department chairs. In 1998, Maples and Macari reported examining 100 faculty vacancies advertised in the *Chronicle of Higher Education* and in *Counseling Today* from 1995-1996. Responses were collected from 68 departments, representing 79 of the 100 openings. Respondents provided information about the search process, as well as demographic information about the successful candidates. Results indicated 21 (27%) of the announcements included a preference for a school counseling specialty, which was nearly double the number of any other specialty. Of those who were hired into the positions, 66% had some teaching

experience, with an average of five years. In another 1998 study, researchers asked department chairs from 42 of the then 68 Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited CES programs to rank order faculty hiring criteria. Responses indicated that the top three ranked criteria were considered in the following order of importance: PhD degree in CES, clinical experience, and graduate teaching experience (Rogers, Gill-Wigal, Harrigan & Abbey-Hines, 1998).

Magnuson, Norem, and Haberstroh (2001) included a review of announcements for CES faculty positions in *Counseling Today*, *The Chronicle of Higher Education*, and the *CESNET* listserv from October 1998 through July 1999. Results revealed 159 full-time faculty position openings during that time. The researchers sent surveys to the successful candidates. Of the 49 new CES assistant professors hired in one of those positions who participated in the study, 23 (47%) had received their doctoral degree in the previous year, and an additional 12 (24%) had earned their degree within the previous three years. Fifteen did not have any publications, while 34 had published in a state and/or national journal. Forty-five of the respondents (92%) reported that they had taught at the community college or university level, and all participants indicated that they had clinical experience. It is not clear whether reported experience included time from internships, full-time work, or both, but the median years reported (2 – 4 years, varying by specialty) would indicate that most of the new faculty respondents had experience in addition to their educational requirements (Magnuson et al., 2001). Clearly, these data represent only those who were successful in their search for academic positions.

Most recently, Bernard (2006) examined job positions advertised in *Counseling Today*, *APA Monitor on Psychology*, and *Chronicle of Higher Education* for both Counselor Education and Counseling Psychology doctorates from September 2003 – November 2004. This study included 520 announcements for tenure-track faculty, with 358 of those requiring or preferring a CES degree, with preference usually given to degrees from a CACREP accredited program. The author concluded that the Counselor Education doctoral degree has been established as an identity for counseling faculty positions (Bernard, 2006).

While there is some consistency in previous studies regarding faculty position requirements, much of the data are dated and represent a relatively short timeframe (one year to 15 months). The question remains: what are the current requirements and preferences for Counselor Education and Supervision faculty positions?

In order to provide accurate, recent data on what is included in advertisements for academic jobs in Counselor Education, the authors of the current study conducted a review of all academic positions announced through the *CESNET* electronic listserv from 2005 through 2009. Although previous studies have included multiple sources for information (*CESNET*, *Chronicle of Higher Education*, *Counseling Today*), the authors, based on either serving on recent hiring committees or contemporary involvement in the job search process, determined that at this time, the most comprehensive information regarding CES faculty jobs is available through *CESNET*. Furthermore, the information that is available on *CESNET*, due to economics, includes the entire job announcement rather than a shortened announcement in the other sources.

Methodology

The authors accessed five years of the *CESNET* archives from January 2005 through December 2009 for the data in the current study. The researchers started this study in 2010 and chose to include the most recent years for which a complete year of data was included. Five years seemed appropriate to obtain comprehensive data about the current needs in the profession. Job announcements posted on-line in a cost-free environment such as *CESNET* include a more

complete job announcement than those found in other formats for which the university has to pay. Therefore, the information gleaned from the *CESNET* announcements contained descriptions of required elements and preferred elements that are sometimes absent in the shorter advertisements.

The information from 424 position announcements on *CESNET* was charted according to university name, state, and start date for the position. This information was used to ensure that multiple listings were not included for the same position. The researchers noticed that some searches were extended with new start-dates, or re-listed with different information, in which case both listings were included. This was contrary to the Bernard (2006) methodology, wherein she did not want to include false positives and did not include any announcements that were potentially the same position. Based on the understanding that some positions can go unfilled and are then re-opened, the researchers decided a new date or change in qualifications could open the position to a new group of applicants, and thus included both as unique positions. Additionally, some announcements indicated that there were two positions available. In this case, that announcement was entered twice to represent each job possibility.

The first author provided a spreadsheet for the information, including two sample announcements and appropriate charting, to each of the last five authors. Each author was responsible to search the archives of a given calendar year for full-time positions announced during that year and chart the information provided. The primary information included on the spreadsheet and analyzed in the study included the following: *level/rank* (Assistant/Associate/Full Professor); *specialty area* (specialty was separated by whether this was required or preferred; if more than one was included, all were included on the chart); *experience* (counseling, teaching and publication; in each of these categories, researchers indicated if experience was required, preferred, and included additional information indicated in the announcement). If additional criteria were included that did not fit into the chart as created, that information was added in an “extra” column. Some of the criteria mentioned in the “extra” columns resulted in additional categories described in the results section.

Although more specific information about a position is occasionally available through other resources, the information included in this study is limited to what was provided directly on the *CESNET* listserv. Researchers conducted analysis of the data using EXCEL by frequency counts.

Results

Level/Rank

During the five year span including 2005 – 2009, 424 position announcements were analyzed; 164 for an Assistant level position, 159 for an Assistant/Associate level, and 101 for Associate/Full/Chair or Open to any level. Although the authors created a distinction in the results between the Assistant and Assistant/Associate level announcements, doctoral graduates seeking a first academic position would be eligible for both positions.

Location

Geographically, the positions parallel the sizes of the Association of Counselor Education and Supervision (ACES) regions, with the largest number of positions (193) available in the Southern (SACES) region, led by 47 positions in Texas, 24 in Virginia, and 20 in Georgia.

Universities in North Central (NCACES) advertised 120 academic positions during this five year period, with 29 in Illinois and 25 in Ohio. North Atlantic (NARACES) universities had 61 positions available, with 22 in New York State; and the Western (WACES) region had 30 positions available, with 14 in California. Finally, the smallest number of openings was announced in the smallest ACES region: Rocky Mountain (RMACES), which had 20 positions, 12 of which were in Colorado.

Education

All positions required a PhD, preferably in Counselor Education and Supervision. Eight percent (n=32) of the announcements indicated specifically that ABD (all but dissertation) applicants would also be considered.

Specialty

A required or preferred specialty was indicated in the announcements in one of two ways: either it was clearly stated within the announcement or it was indicated in a statement of specific work experience. Specialties included school, community/mental health, marriage and family, rehabilitation, college, and addictions. If two specialty areas were mentioned (e.g. school/mental health), the announcement was included in the grouping of not indicating a specialty. Overall, more than half of the postings did not indicate an area of specialty. See Table 1 for results.

Experience: Teaching

Table 1 also includes the results indicating levels of teaching experience required and desired. Only two of the Assistant Professor announcements specified the amount of experience required, both of which indicated a minimum of three years. Differentiated from experience, an additional 30 (18%) indicated a requirement of potential or commitment to teaching. Examples include “demonstrated teaching potential”, “strong potential for excellence”, “strong commitment to excellence in teaching and advising”, and “excellent teaching skills.”

Only one of the postings in the Assistant/Associate announcements indicated a minimum number of years of experience, that being two years. Two announcements indicated a teaching experience requirement in order for the applicant to be considered at the Associate level. An additional 21 announcements (13%) included similar language regarding potential or commitment as was described in the Assistant level section.

Of the 101 positions seeking Associate/Full/Chair or Open ranks, only one of those indicated a minimum, which was five years. While the other announcements did not specify required teaching experience, none of them used the previous language of potential or commitment.

Table 1*Criteria Included in Position Announcements for Different Academic Levels*

Criteria	Assistant (n=164)		Assistant/Associate (n=159)		Associate/Full/Open (n=101)	
	<i>Required</i>	<i>Desired</i>	<i>Required</i>	<i>Desired</i>	<i>Required</i>	<i>Desired</i>
<i>Specialty</i>						
School	26% (42)	23/85 ^a	27% (43)		21% (21)	
Community/ Mental Health	13% (22)	3/85 ^a	8% (13)		5% (5)	
Other (rehab, family, college)	9% (15)	4/85 ^a	13% (21)		2% (2)	
None or more than one	52% (85)		52% (82)		73% (73)	
<i>Experience</i>						
Teaching	29% (47)		38% (61)		48% (48)	
Counseling	34% (56)	35/70 ^a	44% (70)	23/59 ^a	23% (23)	8/78 ^a
School	21/56		34/70		5/23	
Community/ Mental Health	15/56		12/70			
License/ license eligible (and not required clinical experience) ^b	23% (38)	10% (7)	18% (30)	15% (9)	25% (25)	3% (2)

Note: ^aDesired criteria were only mentioned by those that did not indicate a required criteria (required specialty or experience in years or licensure). ^bIn order not to double-count the requirement of experience, these numbers include only those who did not indicate that they required clinical or counseling experience previously. Announcements that indicated both counseling experience and licensure/eligibility are included only in the Experience results.

Experience: Counseling

As can be seen in Table 1, more announcements indicated required counseling experience than teaching experience. Most announcements did not indicate a minimum number of required years of counseling experience. However, 15 announcements did include this information and indicated 1 – 4 years of required counseling experience, with two and three years being the most commonly mentioned (n=5 each).

Requirements were also indicated in the area of counseling licensure or certification, which in many states can be evidence of years of experience. Requirements for eligibility included Licensed Professional Counselor (LPC), School Counseling, Certified Rehabilitation Counselor (CRC), Licensed Marriage and Family Therapist (LMFT), or Licensed Mental Health Counselor (LMHC). While some states may require hours that can be completed within the confines of Master's and Doctoral internships, other states require 4000 hours, which involves at

least two years of full time work to complete. As indicated in Table 1, almost one quarter of the announcements that did not specifically require experience did indicate a requirement for licensure or certification. The results in the table include those that indicated licensure only if they had not also indicated experience, as including these responses in both categories would inflate the results since licensure automatically implies experience. Thus, 136 (83%) of the Assistant Professor announcements, and 132 (83%) of the Assistant/Associate announcements included counseling experience or licensure as either required or preferred. For the higher ranks, 58% included counseling experience or licensure as either required or preferred.

Experience: Research

Approximately half of the announcements at all levels included some statement about research, although specific requirements were not indicated. Eighty-four (51%) indicated that applicants needed to “demonstrate potential for conducting research”, provide “evidence of or potential for scholarly productivity”, or exhibit an “ability to develop or continue a strong research agenda.”

Additional Requirements

Additional comments added to the announcements included 38 (23%) that indicated graduation from or experience with a CACREP program was required; 28 (17%) that indicated a commitment to and experience with diverse populations and social justice issues; 12 (7%) that indicated a professional affiliation and/or leadership with the American Counseling Association (ACA), the American School Counseling Association (ASCA), or the Association of Counselor Education and Supervision (ACES), as well as a professional identity as a counselor educator; and 9 (5%) that indicated a requirement for supervision experience or ability.

Discussion

The results of this study support and add to results of previously conducted studies, as well as a report prepared for ACES (Barrio Minton, Myers, & Morganfield, 2012). The position locations are consistent with the study conducted in 2006 of positions advertised in 2003 – 2004 (Bernard, 2006). Both studies reported the numbers of postings are proportionate to the size of ACES regions. Additionally, it appears that a doctoral degree and clinical experience are considered the most important qualifications for CES faculty positions, similar to the results found in Rogers, et al. (1998). Barrio Minton, et al. (2012) received more comments from their participants (department chairs asked about future hiring needs in CES) about research and clinical preparation than about teaching preparation, concluding that these areas may be of most significance to the chairs.

In the five-year period examined, there were, on average, 85 faculty openings per year, 65 of which were announced for positions available to recent graduates (Assistant level). Barrio Minton, et al. (2012) indicated that in the three years from 2010-2013, department chairs anticipate 186.5 CES positions, averaging to 62 new positions per year. The number of doctoral graduates who will be seeking these positions is challenging to predict, as the number of CACREP accredited CES doctoral programs has expanded from 39 in 2000 to 60 in 2011 (CACREP, 2011), and CES doctoral graduates have a wide variety of employment opportunities

in addition to faculty positions (Zimpfer, Cox, West, Bubenzer, & Brooks, 1997). Although it is not possible to predict a number of applicants who might be available to apply for any given faculty position, most faculty searches are considered quite competitive, so the need for applicants to be prepared to meet more than minimum expectations is important.

A further look at the numbers is warranted to understand current national trends in higher education. According to the data kept by the U.S. Department of Education National Center for Educational Statistics, the number of full-time faculty has remained relatively stable between 1987 – 2001, but the percentage of faculty that are full-time tenure-track faculty members is a smaller percentage of that total. In 1987, 66% of all faculty were full-time, and in 2001, 55.5% were full-time (as cited in Ma, 2004). The American Association of University Professors reported this trend as well, indicating that between 1975 – 2003 the percentage of part-time faculty across all disciplines rose from 30% to 46%; full-time non-tenure track rose from 13% to 19%, full-time tenure track decreased from 20% to 11%, and full-time tenured decreased from 37% to 24% (as cited in Ma, 2004). Similarly, the *Chronicle of Higher Education* (2010) published a report indicating that, between 1993-2007, full-time, tenure-track positions have risen at a much slower rate than other university positions such as full-time non-tenure track and part-time positions. In the field of Counselor Education, trends identified in 2000 by Hollis and Dodson included: “The percentage of time individuals spend teaching may not be the major change as much as adding faculty members, some of whom will be on a part-time basis” (p.142). Barrio Minton, et al. (2012) also found that most of the anticipated openings were not expected to be tenure track. Thus, variations in the number of CES faculty openings may be a balance between shrinking numbers of available full-time tenured position, the increase in recognition of counselor education degrees as found by Bernard (2006), and the CACREP requirement for core faculty to either be experienced in teaching in a CACREP program or having an earned doctorate in CES by 2013 (CACREP, 2011). All of the announcements evaluated from the *CESNET* listserv in this study were for full-time positions, although some were announced as temporary for 1 – 3 years. Temporary positions, or especially part-time positions, might be advertised locally rather than in national outlets, as it is not as likely that someone would make a long move for a part-time position. Thus, additional temporary or part-time positions may not have been included in this study.

The profession of Counselor Education is likely to be impacted in a variety of ways if the university trend to hire more part-time faculty members continues. Faculty mobility and availability may shift, as non-tenure track positions are less predictable and less stable. Women and non-whites are historically overrepresented in non-tenure track positions compared to tenure track faculty (National Center for Educational Statistics, 2010a, 2010b; Wolfinger, Mason, & Goulden, 2009), and these positions pay less than full-time tenure track positions (Wolfinger et al., 2009). While CES has a goal of diversification, it should not be with a model that has reportedly created a class system. According to Wolfinger et al. (2009), “adjunct faculty, in short, are second class citizens in almost every respect. They represent an academic analog of the ‘feminization of poverty,’ given that adjuncts are disproportionately likely to be women” (p. 1595). If this trend continues, the competition for the tenure track positions, the focus of the data in this article, is likely to become more intense.

In concurrence with Rogers, et al., (1998), all assistant or assistant/associate positions in the current study required a Ph.D. (or ABD) in Counselor Education, 83% required or preferred counseling experience or licensure/certification, and approximately one-third required teaching experience. In the current study, the researchers found that counseling experience and

licensure/certification qualifications were indicated more specifically than the other areas of experience. This is possibly due to the fact that years of counseling experience are easier to quantify than success in teaching or research, but is likely to also be an indication of the preference documented in Rogers et al. that counseling experience is considered vital for faculty members. This is also reflected in the recommendations for writing a curriculum vitae: “it is important to showcase counseling or mental health experiences that have led to particular teaching, supervision, and practical skills that make each applicant attractive to the search committee” (Yocom, Bruce, Cochenour & Box, 1999, p. 263), as well as the statement “applicants need to demonstrate they have real-world clinical experience that informs their teaching and research” (DeGeneffe et al., 2009, p. 43). In other words, there is recognition that counseling experience leads to teaching, research, supervision, and practical skills.

While counseling experience was most clearly included as a required or preferred qualification in the faculty announcements during the time frame of 2005 - 2009 covered in this study, it is also evident that teaching and research are important aspects. Each seemed to be equally important, and yet poorly defined in the requirements. “Commitment” and “potential” can be hard to prove, but some involvement in teaching and publication seems to be an advantage in the academic search process.

Between 1990 and 1993, Maples, Altekruise, and Testa (1993) documented an increase in the request for a school counselor specialization. The current study found this trend has continued, as did Barrio Minton et al. (2012). Although not the majority of positions, the most common specialty area endorsed was school counseling. The need may be an indication that fewer school counselor professionals choose to make the change into a faculty position; thus, there is greater demand. Some faculty have noticed that there are fewer doctoral graduates with experience and expertise in school counseling, possibly and anecdotally due to the fact that school counselors who have secure and lucrative positions may not be willing to leave that security to enroll in a doctoral program. Mental health professionals may see more benefits of obtaining a doctoral degree while staying in the clinical area, while those in the school system might not experience the same benefits or opportunities (Barrio Minton et al., 2012; personal communication, Robert Urofsky, Director of Accreditation, CACREP, July 6, 2011). Alternatively, those who start their career with an academic position in mind infrequently choose to pursue experience between their master’s and doctoral programs in the field of school counseling. There are currently 277 CACREP accredited programs in Community, Mental Health, Clinical Mental Health and Marriage and Family Counseling programs, and 214 accredited programs in School Counseling. The need for School Counselor Educators is thus likely a combined impact of a greater number of school counseling master’s students as compared to other specialties, and fewer numbers of doctoral graduates with school counseling experience. The 2009 CACREP Standards do require programs to have core faculty with relevant preparation and experience in the assigned program area. Therefore, if a department has a School Counseling program, it needs to have at least one faculty member who holds that specialty training or experience, which occurs at the master’s level as opposed to the doctoral level (personal communication, Robert Urofsky, Director of Accreditation, CACREP, July 6, 2011).

Although it is not clear from this study how many academic positions were filled by people with school counseling experience, how many applicants applied for different openings, or how many current doctoral graduates have experience in various specialty areas to meet this ongoing need, there does seem to be a continuing need for Counselor Education faculty with school counseling experience.

Limitations

As indicated earlier, there is a possibility that additional faculty positions were announced in venues other than *CESNET*. Additionally, the positions included in this analysis only included full-time faculty openings. Results are not available as to the availability of applicants for each of the openings, nor about the qualifications of those hired for the positions. Results were not categorized by type of institution according to Carnegie classification, or by whether the institution offered only master's level CES degrees or included a doctoral CES degree, which might impact the position requirements.

Implications for Future Research

Although this study found a requirement or preference for counseling experience in faculty position announcements, it is not clear whether internship experience is considered satisfactory for some of these positions. Certainly, the announcements that specify a minimum of two or three years of experience are indicating that more experience is needed than is gained in the educational process. More clarification is needed to fully understand the expectation of previous counseling work for faculty positions. Additionally, it is not clear whether or if there is a preference for the timing of the counseling experience. The announcements indicate the experience should be gained prior to applying for faculty status, which could include experience either between the master's and doctoral programs, during a doctoral program in part-time positions, or after the doctoral program. Magnuson et al. (2001) reported that almost half of the successfully hired new faculty in 1998 had earned their doctoral degree in the previous year, but it is not clear whether being a new graduate is considered an advantage in comparison to applicants who may have earned their degree earlier. Further research would clarify whether the timing of one's counseling experience has an impact on faculty hiring.

Because many states certify or license (at least provisionally) school counselors immediately after the completion of their master's degrees, while LPC licensure frequently requires additional hours (up to 4500) under supervision, it is not clear from the announcements whether a school counselor license/certification without more experience than the master's internship would meet the minimal qualifications. As there is a need for Counselor Educators in the school counseling specialty area, this should be clarified.

As alluded to in the Discussion section, the wording in job announcements is frequently crafted carefully. Quantity is easier to discern than quality, and announcements are often written to cast a wide net and allow for a maximum number of qualified applicants to apply. However, the descriptors of "potential" and "commitment to" as used in the qualifications of teaching and research create a challenge for applicants and search committees. Further investigation of the hiring decision process regarding how these qualifications are demonstrated or evaluated would be helpful to candidates. While this study provides some insight into the positions available during 2005-2009, information about candidates who were successful in their faculty searches would be helpful.

The Counselor Education profession would also benefit from a clearer understanding of the wider university trend toward fewer tenure-track positions. The trend may be partially due to economics (Clark, 2005), but other forces could be impacting this trend as well, and the profession would benefit from understanding the implications. If, indeed, doctoral graduates

seeking academic positions are increasingly going to find part-time or non-tenure track university positions available, this may influence decisions of entering doctoral programs. Moreover, the level of research involvement may be impacted, as research and publications have been major expectations for tenure, but part-time and non-tenure track positions generally do not require a research agenda. Continued research is important to advance our profession, thus it will be important to cultivate avenues for research development. Additionally, to help understand the professional opportunities for doctoral graduates, research could be conducted to establish faculty trends and impacts within the field of Counselor Education. Admittedly, this study analyzed data that were aimed at nationally advertised positions. A supplementary study to see if additional positions are open and advertised more locally would be an interesting addition to the literature.

It is also interesting to note that only a few announcements (5%) included a requirement or preference for supervision experience or ability. Further research is needed to understand why this aspect of CES faculty expectation was mentioned so infrequently. It is possible that CES search committees assume that teaching counseling includes supervising, or that supervision responsibilities are being handled by clinical or non-faculty personnel. Clarification and further research is needed about whether or how supervision experience fits into the academic job search process.

Implications for Counselor Education Faculty

This study has many implications for the following Counselor Education faculty roles: advisors for master's students who indicate an interest in a doctorate, admission committee members for doctoral students, advisors for doctoral students preparing for an academic job search, and as search committee members for faculty colleagues.

Master's student advisors might suggest that future doctoral students gain their years of experience prior to entering their doctoral programs, and encourage the student to consider school counseling. Doctoral admission committees should consider the experiences that students gain prior to admission, and honestly discuss with applicants the potential challenges in a future faculty search if that is their direction. Some doctoral programs have a policy of admitting only students who have at least two years of clinical experience, while other doctoral programs may have built in avenues for students to gain counseling experience beyond the doctoral internship hours. In 2000, the edition of *Counselor Preparation* indicated that more than half (33 of 54) of the responding programs required work experience prior to their Doctoral admission, and the average requirement was 1.7 years (Hollis & Dodson, 2000). In the 2008 edition, about one-third (16 of 45 responding programs) indicated they required work experience for admission (Schweiger, Henderson, Clawson, Collins & Nuckolls, 2008). However, the wording on the survey used for both reports did not indicate whether the experience needed to be in the counseling field, and the number of required years reported in 2000 (1.7 years) was similar to the number of years indicated as required for admission to a master's program (Hollis & Dodson, 2000). Therefore, it is not clear from those studies whether and how much post-masters counseling experience is needed for doctoral admission.

As advisors to current doctoral students, faculty might apprise their students using the information gleaned from this study in order to encourage activity in the areas that will advantage students in a faculty search. Many advisors are in positions to help their students become more involved in counseling work, teaching, or research. Discussions and programs for

doctoral students about the faculty search process should start early in the doctoral program. Doctoral graduates should also be aware of current trends in academia, including the trends toward more part-time and non-tenure track positions.

As search committee members and professional leaders, faculty should honestly and candidly evaluate what they value in their colleagues. Counselor Educators have a professional niche, and this seems to be reflected in the necessary qualifications to be successful in a faculty search. Further research and discussion in broader professional arenas about the impact of experience as an entry requirement might benefit the CES professional identity. The results reported in this study indicate that counseling experience is important in the academic search process, but not if or how that experience impacts the profession. What does the profession gain by establishing a norm for faculty to have counseling experience? Assuming that many professional leaders and research objectives arise from faculty, further understanding of what is gained from this experiential background would benefit the profession.

Implications for Counselor Education Students

Master's students who are seriously considering academia as a future profession within the field of Counseling should consider the qualifications sought in the position announcements. It seems wise to factor in at least two years of counseling experience, and students should consider the best timing for this experience. There was also a more frequent call for school counseling as a background than for any other specialty. Therefore, if master's students are considering a variety of specialty possibilities, gaining experience in the schools may be beneficial in a future faculty search. When looking at doctoral programs, students should ask about and evaluate the potential for counseling, teaching, and research experiences during the program and assess their needs considering their previous experiences.

Doctoral students looking for academic positions should understand the expectations of the position they are seeking, both in securing the position and then being successful once hired. The trend toward fewer tenure track positions may result in lower research expectations for those hired in these positions. Because this study did not identify many of these part-time or non-tenure track positions, it is not clear whether the expectation to gain these positions would include involvement in research. The competition for faculty positions is stiff, so doctoral students should attempt to satisfy both the required and the preferred qualifications announced for current position openings. CACREP doctoral requirements indicate that internship experiences should be completed in teaching and (as of the 2009 Standards) explicitly include research as an internship option. Although it is not entirely clear how hiring committees evaluate the commitment or potential for teaching and research indicated in the announcements, it would seem prudent to gain as much direct experience in these areas as possible, beyond the minimal requirements of a teaching internship and the dissertation. One might also conclude that the most competitive candidates for faculty positions will have at least two years of counseling experience and will have obtained professional licensure or certification. If this is not completed prior to doctoral enrollment, plans should be developed to gain this experience either during the doctoral program or after earning the doctorate and before applying for faculty positions.

References

- Barrio Minton, C. A., Myers, J. E., & Morganfield, M. G. (2012, April 11). Meeting the 2013 standard: An initial look at the demand for counselor educators. Retrieved from <http://www.acesonline.net/meeting-the-2013-standard-an-initial-look-at-the-demand-for-counselor-educators/>
- Bernard, J. M. (2006). Counselor education and counseling psychology: Where are the jobs? *Counselor Education and Supervision*, 46, 68 – 80. doi: 10.1002/j.1556-6978.2006.tb00013.x
- Chronicle of Higher Education (August, 2010). Increasingly, faculty members are part-time and nontenured. *Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/Graphic-Increasingly-Faculty/124091/>
- Clark, R. L. (2005). Changing faculty demographics and the need for new policies. In R. L. Clark & J. Ma (Eds.), *Recruitment, retention and retirement in higher education: Building and managing the faculty of the future* (pp. 1–22). Northampton, MA: Elgar.
- Council for Accreditation of Counseling and Related Educational Programs (CACREP) (2011). www.cacrep.org
- Council for Accreditation of Counseling and Related Educational Programs (CACREP) (2009). 2009 CACREP Standards. www.cacrep.org
- DeGeneffe, C. E., Boland, E. A., & Bishop, M. (2009). Searching for the first faculty position in rehabilitation counselor education: Results of a national survey. *Rehabilitation Education*, 23, 43-52.
- Hollis, J. W., & Dodson, T. A. (2000). *Counselor Preparation 1999-2001: Programs, faculty, trends* (10th ed.). Ann Arbor, MI: Taylor & Francis and National Board for Certified Counselors.
- Ma, J. (November, 2004). Trends and Issues: Recent trends in faculty demographics and employment patterns. *TIAA-CREF Institute*. Retrieved from: http://www.tiaa-crefinstitute.org/pdf/research/trends_issues/tr110104.pdf
- Magnuson, S., Norem, K., & Haberstroh, S. (2001). New assistant professors of counselor education: Their preparation and their induction. *Counselor Education and Supervision*, 40, 220 – 229. doi: 10.1002/j.1556-6978.2001.tb01254.x
- Maples, M. F., Altekruise, M. K., & Testa, A. M. (1993). Counselor education 2000: Extinction or distinction? *Counselor Education and Supervision*, 33, 47--52. doi: 10.1002/j.1556-6978.1993.tb00267.x
- Maples, M. F., & Macari, D. P. (1998). The counselor educator crunch revisited: A status report. *Counselor Education and Supervision*, 38, 52 – 59. doi: 10.1002/j.1556-6978.1998.tb00557.x
- National Center for Educational Statistics. (2010a). Table 260: Full-time instructional faculty in degree-granting institutions, by race/ethnicity, sex, and academic rank: Fall 2005, fall 2007, and fall 2009. *Digest of Educational Statistics*. Retrieved from: http://nces.ed.gov/programs/digest/d10/tables/dt10_260.asp
- National Center for Educational Sciences. (2010b). Table 264: Full-time and part-time faculty and instructional staff in degree-granting institutions, by race/ethnicity, sex, and selected characteristics: Fall 2003. *Digest of Educational Statistics*. Retrieved from: http://nces.ed.gov/programs/digest/d10/tables/dt10_264.asp

- Rogers, J. R., Gill-Wigal, J. A., Harrigan, M., & Abbey-Hines, J. (1998). Academic hiring policies and projections: A survey of CACREP- and APA-accredited counseling programs. *Counselor Education and Supervision, 37*, 166–178. doi: 10.1002/j.1556-6978.1998.tb00542.x
- Schweiger, W. K., Henderson, D. A., Clawson, T. W., Collins, D. R., & Nuckolls, M. W. (2008). *Counselor preparation: Programs, faculty, trends* (12th ed.). New York: Routledge and National Board for Certified Counselors.
- Warnke, M. A., Bethany, R. L., & Hedstrom, S. M. (1999). Advising doctoral students seeking counselor education faculty positions. *Counselor Education and Supervision, 38*, 177 – 191. doi: 10.1002/j.1556-6978.1999.tb00569.x
- Wolfinger, N. H., Mason, M. A., & Goulden, M. (2009). Stay in the game: Gender formation and alternative trajectories in the academic life course. *Social Forces, 87*, 1591-1621. doi: 10.1353/sof.0.0182
- Yocom, D. J., Bruce, M. A., Cochenour, J., & Box, C. A. (1999). Stalking the academic appointment. *Counselor Education and Supervision, 38*, 260 – 269. doi: 10.1002/j.1556-6978.1999.tb00576.x
- Zimpfer, D. G. (1993). A comparison of doctoral graduates in counselor education and counseling psychology. *Counselor Education and Supervision, 32*, 227 – 240. doi: 10.1002/j.1556-6978.1993.tb00251.x
- Zimpfer, D. G., Cox, J. A., West, J. D., Bubbenzer, D. L., & Brooks, D. K. (1997). An examination of counselor preparation doctoral program goals. *Counselor Education and Supervision, 36*, 318-331. doi: 10.1002/j.1556-6978.1997.t

Author Note

Nancy Bodenhorn, Counselor Education, Virginia Tech, Blacksburg, VA 24061

Nadine Hartig, Counselor Education, Radford University, Radford, VA 24141

Michelle R. Ghoston, Counselor Education, Gonzaga University, Spokane, WA 99258-0102

Jasmine Graham, Psychology and Counseling, Gardner-Webb University, Boiling Springs, NC 28017

Jesse J. Lile, Counseling and Marriage & Family Therapy, University of Saint Joseph, West Hartford, CT 06117-2791

Corrine R. Sackett, Counselor Education, Clemson University, Clemson, SC 29634-0702

Laura Boyd Farmer, Counseling, East Tennessee State University, Johnson City, TN 37614

Correspondence concerning this article should be sent to: Nancy Bodenhorn at nanboden@vt.edu
