

## Counselor Educator Compensation, Work Patterns, and Career Outlook

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*This descriptive study endeavored to uncover information about the nature of several key components of counselor educator careers as these have changed over a five year period between surveys. In addition, data were collected regarding the impact of the current economy on present faculty hiring practices as well as the number of available positions forecasted for a subsequent academic year. Results showed that retiring counselor educators are being replaced by master's trained instructors and/or employed on a part-time faculty basis. Programs are reportedly affected by economic conditions, but individual job situations were not. Salaries appear to be competitive, but benefits are shrinking for many. Results and implications for new graduates, current counselor educators, other stakeholders, and the career outlook for counselor educators are discussed.*

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**A**t this time in higher education there are many forces which impact faculty<sup>1</sup> careers in general and counselor educators in particular. Within the last couple of years there have been assaults on bargaining rights and pensions at public institutions such as those in Wisconsin, Florida, Ohio, Indiana, Michigan, and Tennessee (e.g., see Barbour, 2011; Jobs with Justice, 2011; and Johnson, 2011). According to one report (Economic Conditions, 2011), faculty from all over the country have been laid off, furloughed, or have been “excessed” when programs were eliminated (e.g., at public and private schools in Michigan, Illinois, California, Pennsylvania, Louisiana, Georgia, North Carolina, and Texas). A study conducted by the American Council on Education (Franke, 2009) reported that full-time tenured or tenure earning faculty has shrunk as a proportion of those who teach in higher education from 37% and 20% respectively in 1975, to 21%

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<sup>1</sup>Throughout the paper “faculty” is used when referring to situations or practices that impact all University faculty while “counselor educator(s)” is used to depict survey respondents and situations specific to faculty who teach counseling.

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and 10% in 2007. This data was again validated by the American Association of University Professors (AAUP, 2011b) who, in the three year period ending 2010-11, noted increases in non-tenure track faculty of 7.6% across all institution types and categories with the highest growth in doctoral institutions (10.6%).

Budget cuts in mental health and school reform efforts are poised to eliminate counseling jobs in the community and in public schools despite the longer-term needs and outcries for more access and services in both settings, especially after dramatic violent acts (Chammah, 2012; Edwards, 2013, Substance Abuse and Mental Health Services Administration, 2011). By contrast, while needs for more counselors are identified, higher education struggles with threats to quality, staffing, faculty productivity, and methods of operation (for example, see Newberry, 2011; Office of the Governor Rick Perry, 2012; Revehl, 2011). The changes for demand of our graduates and higher education reform provide two pronged impact on preparation programs and those who prepare master's trained, entry-level counselors.

It is in this dynamic context that new and experienced counselor educators evaluate their next career move. Data that focuses on the programs, curriculum requirements, number of master's and doctoral new graduates in each specialty area, and statistics about where they go to work have been collected for more than 30 years by research teams sponsored by the National Board of Certified Counselors (see for example, the most recent 13<sup>th</sup> edition, Schweiger, Henderson, McKaskill, Clawson, and Collins, 2011). However, their work does not include details about faculty working conditions. Importantly, those who are still contemplating becoming doctoral students are making and finalizing decisions about long-term study and career commitments against this dynamic backdrop with missing data (Warnke, Bethany, & Hedstrom, 1999).

Future counselor educators are making career decisions based in part on the answers to questions like "How much does the typical counselor educator earn?" "How much is he/she compensated for extra duties?" "What is the typical teaching, service, and scholarship load for a counselor educator?" They also would find valuable data about working conditions by, for example, type of institution, locale, and type of accreditation. The details and trends of such data have implications for the future of counselor education and for the counseling profession overall. Furthermore, data about faculty compensation patterns and career outlook can better inform institutional administrators and policy makers when preparing for future demands, developing fair and equitable incentives, and negotiating employment contracts as well as the decisions that current and future counselor educator may be making.

To date, there has been no published research that tackles these questions and looks at compensation and working conditions trends for the full-time counselor educators. Hill (2009) wrote, "*There is considerable research addressing higher education and occupational satisfaction. The paucity of literature is evident when exploring research specific to counselor educators. Despite the philosophical commitment to well-being within counselor education, there is little, if any, discussion of the occupational satisfaction of the field's professoriat* (p. 55)." In 2006, the authors conducted an initial and preliminary study of counselor educator work, compensation patterns, and career outlook (Isaacs & Sabella, 2006) from which the current study expounded. Of more than

1,800 invitations to participate in the original questionnaire, 362 valid responses (20%) were included in the analysis and this forms a comparative basis for changes over the last five years. Therefore, the current descriptive study focuses on the current status of counselor educator compensation patterns (including external sources of income), workloads, and career outlook, especially in the context of the current economic climate and reform movements in higher education. In addition, data were collected regarding the impact of the current economy on present hiring practices as well as the number of available positions forecasted for the next academic year. A variety of other data were also collected for the purposes of (a) providing context for interpreting salaries and benefits, (b) formulating a baseline for continuing comparisons, and (c) increasing awareness of such knowledge for the sake of data-driven decision making. That is, the current survey requested information that included typical teaching loads, how summer salaries are calculated, percentage of time allocated in each of the three areas (scholarship, teaching, and service), compensation for extra duties (e.g., program chair, clinical coordinator, or extra courses), and typical program sizes.

Related and contextual information is available in several sources including the Occupational Outlook Handbook (OOH) and the College and University Professional Association for Human Resources (CUPA-HR); Other similar work by the American Association of University Professors (2011a) and Oklahoma State University (2011) for selected research and large land-grant institutions provides more selected information about faculty salaries). Data that resulted in this study will also be compared and contrasted with these related data. The Occupational Outlook Handbook (2011) and the Bureau of Labor Statistics (2010) does not include data about Counselor Educators specifically, although does address postsecondary teaching in general. According to both sources, faculty job openings will grow faster than the average employment growth due to expanding enrollments and, in part, from many expected retirements. Competition is expected for tenure-track positions; better opportunities are expected for part-time or non-tenure-track positions. Those earning doctoral degrees should experience the best job prospects. Postsecondary teachers are expected to grow by 15 percent between 2008 and 2018, which is faster than the average for all occupations. However, a different picture emerges for those earning doctorates in counseling according to the Counselor Preparation series sponsored by the National Board for Certified Counselors or NBCC (most recently Clawson, Henderson, & Schweiger, 2004; Schweiger, Henderson, Clawson, Collins, & Nuckolls, 2007; & Schweiger et.al, 2011). Although fewer programs responded in the most recent iteration of the NBCC survey (70 in 2004, 81 in 2007, and 41 in 2011) most indicated that their doctoral students are majoring in Counselor Education and that the number of graduates per program seems consistent over time (an average of five per program per year). Further, the majority of graduates with doctoral degrees among the various majors in counseling go on to work as practitioners in their respective specialties (i.e., school counseling majors work in schools and community/mental health counseling majors work in agencies). Among several counseling majors, many work in higher education/student affairs. Of those doctoral graduates who report their major in counselor education specifically, there are many post-graduate career options of practicing in the field and engaging in administrative work, but the most popular is teaching and training

new counselors. However, even though these new faculty are the highest single percentage of graduates, they only represent 18% of counselor education graduates among those programs represented in the survey (Schweiger, et al. 2011). Thus, relatively few new counseling graduates from doctorate programs are seeking counselor educator positions in recent years at a time when enrollments are growing and faculty are retiring (Schweiger et al., 2011). Furthermore, the 2007 edition of the NBCC study predicted a larger number of programs indicating that they were going to increase their full-time faculty.

The CUPA-HR conducts various surveys including the *National Faculty Salary Survey for Four-Year Institutions* (NFSS; CUPA-HR, 2011) that describes salary data for full-time faculty at private and public institutions nationwide by discipline and rank. Institutions can report salaries by rank in any of 338 four-digit Classification of Instructional Program (CIP) codes defined by the U.S. Department of Education or if uploading data, can also report salaries in any of 1,333 six-digit CIP codes. CUPA has started to record information about the more recently identified CIP code category of Mental Health Counselor/Counseling (51.1508). Previously, counselor educators were grouped together under the 13.1101 Counselor Education/School Counseling and Guidance Services descriptor (NCES, 2011). Since CIP codes are designed to define academic programs and not people performing a job, these changes become confusing for a field where counselor educators may be simultaneously instructing students in school or mental health/community counseling programs.

Also of relevance is CUPA-HR's Comprehensive Survey of College & University Benefits Programs<sup>2</sup>. This survey collects data on the most representative healthcare and non-healthcare benefits offered to faculty and staff employed in a cross-section of the nation's colleges and universities. Healthcare data is collected annually and non-healthcare data every two years. The latter includes basic life insurance, short- and long-term disability, paid time-off, tuition assistance and retirement benefits. However, recent legislative actions noted above have changed and reduced the level of benefits in many public institutions or made them more costly to obtain or maintain. Other factors that can affect recruiting and retaining qualified counseling faculties in the future most certainly will be changes in the economic climate and changes in the hiring requirements for accredited institutions (e.g., CACREP has changed standards for those newly entering the professoriate by requiring that they graduate from CACREP accredited doctorate programs.)

## Methods

### *Participants*

An email list of 3,301 people who teach in a counseling program in the United States (i.e., counselor educators/faculty) was compiled from various online sources (approximately half of which were derived from the Counselor Education & Supervision

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<sup>2</sup> See [http://www.cupahr.org/surveys/files/benefits2011/Benefits11\\_Survey\\_Fact\\_Sheet.pdf](http://www.cupahr.org/surveys/files/benefits2011/Benefits11_Survey_Fact_Sheet.pdf) for a description of the survey.

Network Listserv (CESNET-L) with the remainder from available online rosters and directories of counselor educators/faculty and counseling organization leadership.

### ***Procedure***

The final list was purged of 511 duplicates. Emails that "bounced back" because of invalid addresses numbered 577 and thus resulted in a final delivery of 2,213 email invitations. The number of invitations delivered, however, is still an approximation as some emails may have been misidentified as unsolicited mail (spam) and automatically deleted by a potential participant's email server. Some recipients may also have deleted the email without reading the invitation to participate. Also, the authors are aware that some participants forwarded the invitation to other counselor education colleagues. No information other than email addresses from the various databases was collected and so the demographic data for the list of invitees was unknown.

Of the 2,213 participants who successfully received an invitation, 377 provided usable data, yielding a 17% overall response rate during the four week period between the initial invitation and closing date. Weekly reminders were sent to the same email addresses (removing those that "bounced" from the initial invitation) totaling four invitations to participate. Responses included participants from 45 of the 50 states and two territories (Puerto Rico and Washington DC). The five non-participating states included Alaska, Maine, Montana, Vermont, and Utah.

### ***Instrument***

Based on an earlier study conducted in the fall semester of 2006 by authors Isaacs & Sabella (2006), a revised questionnaire was prepared and piloted in the spring of 2011. Items asked for information about the responding faculty, their backgrounds, personal employment situations and retirement plans, general program responses to recent economic changes, faculty hiring practices and incentives, and faculty salary/compensation information. Revisions included additional items concerning the impact of recent economic downturn issues and using updated survey technology to simplify response entry.

## **Discussion**

### ***Information about the Institutions***

Almost a quarter did not report Carnegie Classification, but of those who did, two-thirds work at public institutions. Fifty-three percent (53%) of respondents work at doctoral institutions. Many offer degrees above the master's level (26% at the specialist level and 38% offer doctorates) although fewer are offering advanced degrees among this sample of respondents as compared to the 2006 sample. The lessening of doctorate programs and the competition for qualified school counselor educators could have a major impact on meeting the need for counselor educators in the future. This could be further exacerbated by school counselor educators starting salaries that do not compete well with

those paid for master's trained professionals working in schools with years of experience. Since CACREP standards have changed for new and reaccredited programs, competition to hire counselor educators may continue to become fierce. This may be more complicated for those with school counseling experience that earned their doctorates (in areas other than counselor education) earlier in their careers and are seeking to transition to University faculty roles later. This might pit the value of their school counseling experience against the requirements for accreditation.

Of those who responded; most (74%) work in Colleges of Education which is marginally down from 77% in the preliminary study. An increased number work in Colleges of Human Professions or in Psychology departments with many working in units where Education has been combined with other discipline units than in the prior study. The creation of a newer CIP Code for Mental Health Counseling may be related to this and there may be more programs which have split school counseling and mental health counseling programs into different colleges/departments and which have different scholarship and service expectations. The reorganization of home departments and colleges where counselor educators are mixed with other helping professions may have a marked impact on professional identity and accreditation maintenance. While two thirds of the survey's respondents hold multiple certifications/licenses (mostly in school and community or mental health counseling) such broad preparation and experience will be irrelevant to hiring authorities where there are program specialties which are segregated into separate colleges.

### ***Information about the Respondents***

Like many helping professions, our respondent population was largely female (65%) which is consistent with findings in the 2006 sample (61%). This is also consistent with other estimates of the profession (e.g., see Flynn, Ramey, and Hawley, 2006; Maples and Macari, 1998; McCortney, 2006; Zimpfer, and DeTrude, 1990). Younger counselor educators are entering the profession, 203 or fifty-four percent (54%) are between the ages of 30 and 49. This is consistent with data from the prior survey pointing to a high rate of retirements that have created openings for new counselor educators (in 2006 52% of respondents were above the age of 50 and one third of the respondents anticipated retiring or leaving the profession within the next ten years). Other evidence of retirements is the change in faculty rank from 26% to 18% at the full professor level.

Eighty-percent (80%) of respondents in this study reported to be Caucasian, which points to the continued lack of diversity among counselor educators. Of the minority populations, eight percent (8%) are African American and three percent (3%) are Hispanic. (The need for increasing diversity among counselor educators was a trend also noted in the 2007 edition of the Counselor Preparation study by Schweiger, et al. as well). Seventy five percent (75%) are ranked Faculty (Assistant, Associate and Full Professor) in 2011, whereas 84% were ranked Faculty five years prior. A smaller percentage of participants were Full Professors (18% down from 26% in 2006) and a larger percent were either Instructors (11% up from 4%) or other (13% up from 8%) categories of faculty. This is consistent with retirement intentions of the first sample noted above and in stark contrast

to the earlier samples being largely senior faculty with 50% being divided equally among associate and full professor ranks.

Counselor educators hold many state and national certifications; 199 are certified by the National Board for Certified Counselors or NBCC (with 33 who also hold the Approved Clinical Supervisor designation), 167 are certified for school counseling with 22 holding the National Certified School Counselor (NCSC) certification, and an additional one is certified by the National Board for Professional Teaching Standards or (NBPTS). Depending upon state regulations, many counselors either hold the Licensed Practicing Counselor (LPC) (165) or the Licensed Mental Health Counselor (LMHC) (52), with five who are also Certified Clinical Mental Health Counselor (CCMHC) credentialed. Relatively few (5) hold an addictions credential. These results are virtually identical to those from five years ago. Furthermore, almost two-thirds (237) of the respondents reported multiple certifications/licenses with half of these having two credentials. Of those with two or more credentials, most reported either school or LPC/LMHC coupled with NBCC credentials. In addition, 60 (16%) of those dually certified are both Licensed Professional Counselors/Licensed Mental Health Counselors and certified School Counselors.

Generally counselor educators have doctorate degrees (66 have EdD degrees versus 87 during the last study and 235 have PhD degrees versus 239 in the last study); while 15% have their highest degree at the master's level which is an increase from the fewer than 10% from the prior study. Very few (5 in each category) hold an Ed.S. or a PsyD. A bit more than half (57%, up from 52% in the first study) of counselor educators completed CACREP programs for their most recent degrees which would be consistent with the younger age of these respondents. Those who completed CACREP programs were most frequently in school counseling (191 faculty), Community Counseling (136 faculty), or Mental Health Counseling (91 faculty). These data are consistent with prior data which showed 166, 120 and 52 respectively. The greatest increase is in Mental Health Counseling.

### ***Employment Status***

Most counselor educators (83%) are employed on a full-time basis which is fewer than five years ago (92%). As well, the largest proportion of respondents working full-time (62%) are in tenured or tenure-earning lines which is 20% fewer than in the first study (78%). A quarter of those (25%) work on a contract basis. A greater number of respondents indicated they are part-time employees and are instructors or "other" categories (clinical faculty, those who work exclusively supervising field experiences, was a frequent "other" title) than in previous years which is consistent with other studies of faculty in general that show a marked decrease in ranked, full-time, and tenured/tenure-earning faculty and an increasing reliance on instructors, clinical faculty, and part-time resources. Only a third (35%) have more than 10 years of experience as counselor educators as compared with the prior study five years ago which showed 42% had more than 10 years of experience as counselor educators. In a very different profile from five years ago when retirement was imminent for many counselor educators, 52% do not expect to retire for at least 15 years and only 4% expect to retire in the next two years.

Still, a total of 25% plan to retire in the next ten years in contrast to the third of counselor educators who planned to retire in 10 years in the prior study. Thus, the outlook for counselor educators through replacement as well as program growth seems to be positive but it is likely that these replacements will more frequently be at the instructor or clinical faculty ranks and will be on a limited contract or part-time basis than in previous years.

### ***Information about Faculty Assignments***

Based on teaching loads, counselor educators are teaching more sections than they did previously. There is variation in teaching assignments with half (50%) reporting that they teach three courses per regular semester or trimester (up from 47% during the last study) and 13% newly report teaching four courses per semester or trimester. An additional 21% (down from 33%) teach two courses per regular semester or trimester. Support for professional development/research has decreased while teaching loads have gone up. Added to these increasing productivity expectations are the obligations to higher standards required by external accreditation (CACREP) or state approval for certification for many of the responding programs. Yet, with the additional productivity expectations many counselor educators are facing, they still attempt to earn extra money; mostly by additional teaching (42%), consulting (33%), and training (28%). Relatively few earn extra income by engaging in a private counseling practice (19%), conducting research (7%), or from royalties from books (14%), or other salable products (3%).

Other common aspects of counselor educator assignments are K-12/community/professional service (95%) with almost a third reporting such service is at least 20% of their total assignment. Ninety percent (90%) are assigned scholarship with a third reporting it as at least 20% of their total assignment. Eighty-nine percent (89%) report administrative duties/service as part of their total assignment. Approximately half of counselor educators (49%) identify teaching one or two courses during summer terms which is consistent with the prior study and many (40%) also are assigned projects, administrative tasks, or research during the summer terms.

### ***Recognition of Extra Duties***

Almost half of the respondents (45%) have some program coordination or chair responsibilities and a third of these are not receiving release time for their work which is true for clinical coordinators as well. The remaining majority (25%) receive between one course per year to a very few who receive more recognition/release for their work. Most program coordinators (60%) work on a 9 or 10 month basis while department chairs (60%) tend to work on an 11 or 12 month basis. Thus, teaching and administrative productivity is up. Only one fifth are separately designated as Clinical Coordinators but most of these (77%) do not receive release time and those few who did (13%), received one course per term. Clinical coordinators generally work on a nine or ten month basis. Very few respondents (17) are grant directors and most (60%) of those did not receive release time for their work directing a grant.



Most counselor educators see themselves as similar to their colleagues in their college/unit with 51% believing they are similarly compensated to others in their colleges or units with even more believing they are held to similar expectations and have similar assignments to others in their colleges or units (65% and 66% respectively). An additional proportion were uncertain about how they compare with others in terms of compensation (23% uncertain), assignments (9% uncertain), and expectations (8%).

### ***Programs in which Respondents Work***

The largest proportion of respondents for this survey work in community and/or mental health counseling degree programs (306) with school counseling programs a closer second (252) and all of the other types of counseling specialty degree programs combined (155) as a third category. Finally, eighty-eight (88) of the responding programs train future counselor educators at the doctoral level (see Table 1).

Most respondents (86%) report programs at the master's level, while more than a third (37%) report programs at the doctoral level. Relatively few (26%) indicate that they offer a program at the specialist level. Specifically, the largest proportion of respondents (60%) report programs at the master's level and 11% at the specialist level report having school counseling programs, yet only half of these are CACREP approved while more of these programs are "state approved" for certification. The next highest proportion of programs report having a Mental Health Counseling program at the master's level (40%) of which half are CACREP accredited. Fewer report a community counseling program (28%) of which two thirds are CACREP accredited. According to the CACREP website it currently accredits 243 community, mental health, or clinical mental health programs of which 140 (58%) are represented among survey respondents. CACREP accredits 218 school counseling programs of which 130 (59%) are represented in these respondents. Relatively few programs report having a doctorate, but those who do are most frequently in School and Mental Health Counseling as the most common (6% of programs in each area) and 3% in the other major areas combined. School Counseling had the highest number of reported programs at the Specialist level (11%) (see Table 1).

**Table 1** Number of respondents indicating the types of counseling specialty programs and level of degree offered by their institutions disaggregated by CACREP accreditation.

Program Specialty	Respondents	Master's	Specialist	Doctorate	Respondents' CACREP Programs	N of Accredited CACREP Programs	State Approved
Career Counseling	50	*	*	*	Not reported	9	
College Counseling	24	*	*	*	Not reported	16	
Community Counseling	137	28%	3%	5%	68 (43%)	159	
Gerontology	0				Not reported	1	10%
Marriage (Couple) and Family Therapy/Counseling	44	17%	2%	3%	28 (78%)	36	16%
Mental Health Counseling	169	40%	4%	6%	78 (93%)	84*	21%
School Counseling	252	60%	11%	6%	130 (60%)	215	42%
Student Affairs	27	16%	2%	3%	21 (95%)	22	6%
Counselor Education	88	*	*	*	Not reported	58	
Total Programs	791					601	

*NOTE: Due to the low frequency of post-master's and CACREP programs in Career, College and Gerontology programs, items were not included to determine if respondent programs are CACREP accredited.*

\* 27 Clinical MHC and 57 MHC

\*\*Including 3 new CACREP designations combining College Counseling and Student Affairs)

Most programs (61%) report being housed in a College or School of Education while another 9% are allied with Health professions and 6% in psychology departments or schools. Eight percent (8%) report being housed either in a unit of education combined with human services or behavioral sciences, in stand-alone schools or departments, or simply organized as a part of their institution's graduate studies unit.

### ***Impact of Economic Downturn***

Economic conditions are affecting programs and faculty working conditions in a number of ways. Most respondents (56%) indicated that their individual employment

situation (workload, retirement plans, or compensation) has not been impacted by the economic downturn.

However, there have been impacts noted for students and for programs/counselor educators by 251 of the respondents. Programs are admitting more students (41% of respondents), while graduates are reported as having more difficulty finding jobs in the majority of responding programs (57%). As noted above, more than a quarter (27%) of programs are hiring more part-time faculty (who often require training and mentoring by the full-time faculty); especially for more than one-third (37%) of the programs where hiring has been delayed or deferred for budgetary reasons. In fact, only 15% report adding new full-time faculty positions. A third (36%) have reduced professional development allowances for existing program faculty. Some programs (12%) report counselor educator lay-offs or furloughs. Fewer programs reported impacts that students would notice including the addition of programs or certificates (16%) and the delay of first time or lapse of continuing CACREP accreditation (7%).

### **Salaries**

The vast majority of counselor educators (75%) are employed on a 9/10 month contract whereas the remaining counselor educators (25%) are contracted on an 11/12 month basis. This is consistent with the prior study in which 77% of counselor educators worked on a 9/10 month basis.

Besides salaries earned in regular contracts, counselor educators report earning additional money by teaching during the summer term. More than one third (37%) receive some percent of their regular annual salary and fewer (28%) report receiving a flat rate. The remainder who responded indicated either that they are on 12 month contracts, or that they received some combination of compensation for summer (one format for a first course and a flat rate for subsequent courses) with reductions in pay for small enrollments and a few are paid on a per student basis. Counselor educators still work in the summer, if not teaching as noted: forty percent (40%) spend summers on compensated projects including administrative tasks (18%), service assignment (7%), research (8%), or special projects (3%).

### **Salary by Rank**

Salaries are a key indicator of counselor educator working conditions. Mean salaries for the most recent survey as compared with 2006 show a relative consistency among the ranks and also reflect modest increases in overall salaries across the country over the five-year period. They also demonstrate an expected salary structure where those at lower ranks earn less than those at higher ranks who would also have more years to build their salaries in the field. Furthermore, while ranges for the CUPA data (see Table 2) for both 13.11 and 51.15 are wider than those for our sample, the salaries are relative similar in their structures between ranks. CUPA sample data reflects higher nine month or equivalent salaries overall than our sample reflects (see Table 2). An analysis of the impact of CACREP accredited preparation program of the highest degree on salaries indicates that

the impact of proliferation of CACREP accredited doctoral programs has not reached those working longest in the field and at the higher ranks. That is, CACREP preparation programs appear to benefit Assistant Professors who have fewer than four years working in the professoriate; have little impact on Associate Professors who have between five and fourteen years in the professoriate, and show a reverse impact on Professors where the majority have more than ten years in the professoriate (see Table 2).

*Table 2 Comparison of average salaries by academic rank and CACREP Preparation Program.*

Rank	2006		2011		CUPA 2010-11		Impact of CACREP Prep Program	
	Mean	Range	Mean	Range	Mean	Range	Average: Non-CACREP highest degree (n)	Average: CACREP highest degree (n)
Professor	67,000	48,000-100,000	78958	56624-115,000	86700	56,235-170,576	\$80,981 (16)	\$67,333 (3)
Associate Professor	57,000	47,000-82,000	63340	50,000-99,000	66784	45908 - 99373	\$64,515 (20)	\$62,363 (11)
Assistant Professor	51,000	29,000-70,000	53222	37,628-65,000	57045	42,104 - 57,010	\$54,296 (25)	\$53,390 (32)

### ***Recent and Anticipated Vacancies***

Of the participants who responded to the item about hiring in 2009-10, half did not hire any counselor educators in 2009-10. The majority of the remaining programs hired one counselor educator (77 or 30%), while a few hired multiple faculty: two faculty (31 or 12%); three faculty (15 or 6%); four or more (9 or 3%) in one year.

Counselor educators with expertise in school counseling have been the more frequently hired group in the last two years and are anticipated for more frequent openings in the next year with 142 hired already and another 62 projected for 2012-13. These have generally been hired at the assistant professor rank (67%). School counseling faculty searches were also the most frequently reported as failed (23). The statistics are consistent for other counseling specialties as well with 120 hired recently in community counseling and 47 recent hires in mental health counseling (and 9 and 13 failed searches reported respectively). Positions in these two areas are anticipated at a rate of 43 and 16 respectively. As much as 80% of these positions are hired at the Assistant Professor rank. In the other areas surveyed (e.g., student affairs or combination of skills), relatively few new faculty are being hired with less than 20 positions each year.

### ***Failed Searches for New Counselor Educators***

This year, 43 universities report that they had conducted failed searches and cited a variety of reasons, but the most frequently cited pertained to budget and financial constraints/concerns and the related condition that workloads have been increasing with low salaries. There appears to be more competition for candidates with school counseling experience (n=7) and there appears to be a lack of strong candidates (especially with research skills and publications; n=8) or “good fit” candidates with hiring institutions to form competitive pools (n=5). A number of universities had made offers to a preferred candidate only to have that candidate withdraw for personal reasons or another job offer (n=12). CACREP played a role in two failed searches either because the program wasn’t CACREP accredited which caused a lack of interest among candidates or that there were not sufficient candidates graduating from CACREP accredited programs. The remaining twelve failed searches were due to budgetary restrictions (n=9) or internal disagreements about the candidate (n=3).

Most failed searches, however, noted the lack of qualified and sufficient candidates with school counseling experience. The authors postulate via many informal conversations with colleagues in schools that school counselors do not pursue counselor education as a profession for several reasons including (a) they feel that earning a doctoral degree to train new counselors will not improve their daily job performance; (b) many counselors are entrenched in seniority and retirement systems in their respective workplaces; (c) those who do earn doctoral degrees often do so in educational leadership and move out of school counseling as a profession; and (d) the cost of earning a degree and obtaining a counselor education professor’s salary is not significantly greater over time than remaining in place. In fact, experienced counselors toward the top of a district pay scale would essentially have to take a pay cut when becoming a counseling faculty member. Regardless of the field or the reason for searches being non-productive, failed searches will mean more students and assignments for the existing counselor educators in those programs and they will often engage in the arduous task of recruiting again in a short-staffed year.

### ***Incentives***

There are similarities between incentives provided for all new faculty and those offered as incentives for junior faculty over the last three years, however, it appears that few incentives are reserved to mentor or empower junior faculty only. The most popular are travel, and professional development support. This is in contrast to what was reported five years ago where two thirds (67%) of newly hired counselor educators were provided with incentives that included professional development funds, moving expenses and guaranteed teaching load reductions (see Table 3). Counselor educators drawn to jobs with incentives of release time, professional development, and research support may quickly become disappointed as such incentives rarely persist beyond the first year or two of employment.

**Table 3** Incentives for all new faculty and junior faculty only (N = 151).

<b>Incentive</b>	<b>All new Faculty</b>	<b>Junior Faculty Only (Asst. Prof) or ABD</b>
Travel funds	104 (68.87%)	25 (16.56%)
Professional development funds	80 (52.98%)	16 (10.60%)
Guaranteed teaching load reduction	46 (30.46%)	39 (25.83%)
Specialized technology	46 (30.46%)	10 (6.62%)
Guaranteed paid summer assignment	41 (27.15%)	9 (5.96%)
Guaranteed research assistant	25 (16.56%)	13 (8.61%)
Guaranteed research funds	18 (11.92%)	11 (7.28%)
Guaranteed teaching assistant	8 (5.30%)	4 (2.65%)
Subsidized faculty housing	2 (1.32%)	2 (1.32%)

### Discussion

In summary, while the need and some demand for those with entry-level counseling degrees (master's degrees) appear to be increasing, even in the face of a tougher job market for our program graduates, many programs are handling their increased enrollments and retiring colleagues by (a) increasing workloads of remaining counselor educators or (b) by hiring replacement or additional faculty at lower educational levels (master's training instructors or clinical faculty) and on a short-term or part-time basis. Salaries appear to be competitive and travel and professional development dollars are an initial incentive, but those monies are often reduced for continuing faculty. Benefits in the profession are shrinking or are becoming more expensive to purchase and maintain. Thus, the overall outlook looks good for counselor educators but for a different kind of job than the one for which many people originally entered the profession. Like many sectors in our society, counselor educators are going to have to do more with less.

A better understanding of how counselor educators perceive their occupational and life satisfaction provides a framework for recognizing institutional and personal challenges. Promoting the well-being of counselor educators contributes to the future development of professional counselors as well as the vitality of the profession overall (Hill, 2009). This study suggests that current counselor educators who mentor doctoral students who intend on becoming future counselor educators should take the time to help those students understand the nature of the current work environment and career outlook which seem to be very different from the experiences of their mentors, especially if their mentors have been in the profession for some time. In fact, since many credentials required for the practicing counselor are at the master's level, those entering

doctoral study should clearly understand the costs and potential returns of obtaining advanced degrees in the field.

The results of this study also suggest that counselor education as a profession is changing in ways that are unacceptable or, at the very least, requires attention. The broader calls for higher education reform; specifically, changes to improve cost and quality of programs must impact counselor education programs. For example, it has been noted that fewer full-time faculty are being employed in the profession. As the number of part-time and contingent faculty that are teaching counseling graduate students increases, and given that teaching counseling requires a different set of skills than practicing counseling, will the profession accept the possibility that the quality of teaching may be diminishing to achieve the economic efficiencies and resource flexibilities that a part-time or contingent workforce achieves? This is especially of concern in light of the evolving accreditation standards of CACREP which continues to restrict the definitions of who is qualified to instruct and supervise counseling students. Or, are the results of this study a wake-up call for how counselor educators need to select, prepare, mentor, and supervise adjuncts? What are the implications for doing this work on current faculty service or teaching loads? Will this extra time required reduce scholarship or reduce the quality of scholarship that informs the profession and keeps it vital? Relatedly, because this study suggests that counselor education is currently experiencing a shortage crisis for hiring experienced and appropriately expert faculty (especially in school counseling), a crisis which does not seem to be abating, advocating for greater incentives to attract appropriate new faculty is essential while making sure that equity for veteran faculty and avoiding the issue of salary compression will continue to be important. Finally, all counselor educators both new and “seasoned” will have to learn and practice time and task management skills that will help them to better integrate their areas of scholarship, teaching, and service in order to be more efficient in an environment that seems to be demanding more from faculty in the face of relatively fewer resources. These may include increasingly engaging technology resources and faculty becoming managers of part-time assistants who supervise, assist with research, or complete administrative tasks that full-time faculty were once able to complete in their regular assignments.

Future research should continue to monitor the compensation, work patterns, and career outlook of counselor educators. In fact, the authors of this study intend to repeat the current research every five years in order to continue monitoring these important variables that contribute to the wellness and productivity of counselor educators and the wellness of the profession.

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