Enhancing Scholarship Through Engagement: A Model for Interpersonal Scholarly
Productivity within Counselor Education

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Abstract

Academia presents several unique challenges as it relates to the
productivity expectations of counselor education faculty members.
Although several writing and productivity models exist (Herman, Abate, &
Walker, 2015; Morss and Murray, 2001;,Murray & Mackay, 1998; Cumbie,
Weinert, Luparell, Conley, & Smith, 2005), none clearly support the
challenges specific to counselor educators. This paper presents the
Interpersonal Scholarly Productivity model which provides a framework for
structuring a writing group focused around the attainment of scholarly
goals. The model integrates considerations such as context,
accountability, timing and consistency, and goal-orientation with
interpersonal engagement and support to create an accessible structure
for productivity. Utilizing interpersonal engagement, a core value of the
counseling profession, can potentially increase scholarly productivity for
counselor educators. Implications of the application of the model for
counselor educators and counselors is discussed.
        Keywords: scholarship, engagement, productivity, counselor
education, model

Enhancing Scholarship Through Engagement: A Model for Interpersonal Scholarly Productivity within Counselor Education

Academia presents several unique challenges as it relates to the expectations of faculty members across disciplines. Scholarship, teaching, and service are common elements of the process of tenure and promotion and involve a myriad of within-category responsibilities. Counselor educators, like most faculty, are often tasked with meeting the needs of the broader university, the individual department and the students while addressing expectations of scholarly productivity. Requirements have been described as "more to do than can be done" with expectations being "unrealistic" and "imbalanced" (Magnuson, Norem, & Lonneman-Doroff, 2009). Given that counselor education is also a practitioner-oriented profession, there may also be an expectation to engage in the practice of counseling. Counselor educators may feel pulled to devote time both to the profession as practitioners, and to the academy as educators. Given these compounding expectations within the profession of counselor education, it can be challenging to develop strategies to manage the multitude of expectations. This

overburdening may sometimes act as a detriment to those in the profession; faculty find themselves unable to devote sufficient time to any one of their required tasks.

Within these occupational tasks, scholarly productivity is a critical aspect of promotion and tenure for counselor educators (Lambie, Sias, Davis, Lawson, & Akos, 2008). Because scholarly productivity typically includes the need to publish peer-reviewed work, faculty members attempting to maintain productivity through publication often feel a lack of control surrounding the process. This lack of control contributes to feelings of significant anxiety for pre-tenured faculty and faculty with publication requirements (Davis, Levitt, McGlothlin, &Hill, 2006).

There are several potential pitfalls facing beginning and pre-tenured faculty members in counselor education programs such as multiple demands and time constraints, professional and personal isolation, unrealistic expectations, and insufficient feedback and recognition (Carr, 2014; Hill, 2004; Sorcinilli, 1994). Counselor education's professional commitment to wellness (Briggs & Pehrsson, 2008) and the potential stressors in academia such as role overload, insufficient feedback, inadequate resources, lack of collegial support, and unrealistic expectations (Hill, 2004) are often competing forces which can be challenging to navigate. A unique characteristic of counselor education is the impact work-related stress can have on what Hill (2004) termed the isomorphic relationship between counselor educator-counselor and counselor-client (p. 136). With these considerations in mind, it is imperative counselor educators be equipped with useful strategies designed to connect individuals seeking success in managing the varied tasks, especially scholarly productivity. In response to the need for counselor educators to engage in scholarly activity and publication, we propose a model for scholarly productivity.

Publications within Counselor Education

To further understand the research identity inherent to the profession of counselor education, it is useful to consider the manner in which counselor educators engage in the process of publication. Barrio Minton, Fernando, and Ray (2008) performed an analysis of publication patterns of counselor educators over a ten year period, providing some indication of the manner in which counselor educators engage in publishing on topics related to counseling. Their findings indicate that counselor educators most often publish their work in journals with a focus on professional counseling (e.g. *The Family Journal, Professional School Counseling, Counselor Education and Supervision,* and *The Journal of Counseling & Development*) rather than in journals focused on other helping professions, contributing to the perception amongst counseling faculty of the distinct and separate nature of counselor education.

Counselor educator faculty members at all levels of academic rank also were indicated as active contributors to counseling-related, peer-reviewed publication (Barrio Minton et al., 2008). This supports a robust scholarly identity directly related to counselor education that has several implications for members of the profession. There seems to be a growing expectation for publication on the part of evaluators for tenure

and promotion. Additionally, counselor educators have a responsibility to conduct research and disseminate findings for the development and growth of the profession. These elements related to scholarship raise the question of how pre-tenured counselor educators can best fulfill scholarly expectations.

It appears that counselor educators would benefit from supports designed to increase their scholarly productivity. Lambie, Ascher, Sivo and Hayes (2014) found a significant percentage (44.1%) of counselor educators in departments with CACREP-accredited doctoral programs produced two or less publications in peer-reviewed journals over a six-year period with a fair proportion (16.1%) producing no publications in peer-reviewed journals over this same period of time. In addition, there are indications that associate professors in the field publish at a higher rate than assistant and full professors (Lambie et al., 2014; Barrio Mintonet al., 2008). Although experience in the publication process does potentially warrant a higher publication success rate, assistant professors additionally seem to have a greater need for producing peer-reviewed journal articles due to their impending application for promotion and tenure. Thus, counselor educators at various levels of career development may benefit from the utilization of effective scholarly productivity strategies.

Current Strategies of Pre-Tenure Faculty

Given the varying factors that contribute to scholarly productivity, strategies to support early-career counselor educators in this aspect of their work have been considered within the profession. Establishing relationships with colleagues that involve collaboration and encouragement have been indicated as important in supporting pre-tenure counselor educators (Magnuson et al., 2009). In addition, frequency and persistence in the particular area of writing for publication have been emphasized as a recommendation for pre-tenure counselor educators (Magnuson et al., 2009). Combining the aspects of relational connection and frequency in scholarly practice such as writing appears to offer a framework of support for counselor educators in pursuit of their scholarly goals.

There has been discussion regarding creating supportive context in which to enhance the productivity of faculty members. Herman, Abate, and Walker (2013) examined the use of an off-campus writing retreat for faculty members to focus on the process of writing for publication given the time demands on faculty members. A majority of the participants indicated having a place and time away from their usual responsibilities to focus on writing as most helpful. They also found that the morale of faculty members around scholarly work was enhanced due to participating in the writing group. Having a time and place specifically for writing that is protected and valued has been found to be a beneficial aspect of organized writing groups.

Writing groups have also been indicated as beneficial in increasing productivity (Morss & Murray, 2001; Herman et al, 2015). In addition to promoting scholarship goals, junior faculty mentoring, enhanced collegiality (Cumbie et al., 2005), and

collaborative publications (Grant, Munro, McIsaac & Hill, 2010) were also found to be beneficial. These indications of the benefit of this specific and supportive context focused on writing raises the question of a functional framework in which to organize this process.

There have been cross-disciplinary efforts at organizing writing groups on a larger scale (Cumbie et al, 2005) with a specified structure and timeframe such as the Writing for Publication format (Murray & MacKay, 1998). While these efforts provide strategies for supporting faculty members in their scholarly output, having a tangible structure in which to conceptualize this process specifically within counselor education with an emphasis on the relational aspect of scholarly productivity appears needed.

Mentoring

Given that publication is a primary criterion for promotion and tenure (e .g., Baveye, 2010; Wilson, 2001; Young & Price, 2009), mentorship of junior faculty in counselor education programs has been indicated as an important mechanism of support (Lambie et al., 2014; Borders et al., 2012; Borders et al., 2011). This mentoring process including instructional advice has been indicated as useful to counselor educators due to research endeavors and subsequent publications being connected to the tenure and promotion process at most universities (Briggs & Pehrsson, 2008).

Though mentoring has many benefits, successful mentoring is reliant upon multiple factors which may constrain the process. Quality mentors must be available and accessible to pre-tenured counselor educators (and others with scholarship requirements), and both mentor and mentee must be fully invested in the process. It appears additional thought is needed as to ways in which interested counselor educators, regardless of academic rank, can create a supportive environment in which to enhance scholarly productivity. Given the expectations of counselor educators to contribute to the profession's body of knowledge, a framework in which to organize supportive scholarly mechanisms to enhance productivity is warranted. The Interpersonal Scholarly Productivity (ISP) model provides a framework in which to engage in this practice with a focus on the relational connectivity inherent in the profession of counseling and by extension counselor education.

Description of the Model

Across disciplines, academic professionals have a need to produce scholarly material. The body of literature related to academic productivity practices indicates that productivity hinges on the implementation of several considerations. Although practices may vary slightly among professionals, four core elements are evident across the literature as commonly implemented practices of productive scholars: context, accountability, timing and consistency, and goal-orientation (Berk, 2010; Brandon et al., 2015; Dwyer, Lewis, McDonald & Burns, 2012; Kellogg, 1986; Martinez, Floyd & Erichsen, 2011; Rosser, Rugg & Ross, 2001). Utilizing these four conditions as the foundation of a new model of productivity, we have developed the *Interpersonal Scholarly Productivity* model, or ISP. The Interpersonal Scholarly Productivity model

(ISP), however, goes beyond the four identified conditions and adds a unique focus on enhancing productivity in a relational manner, in line with the values of the counseling profession itself. The model integrates the condition of interpersonal engagement and support, thus meeting the unique productivity needs of counselor educators by mirroring values reflected in the counseling profession as a whole.

The ISP model was developed over the course of one academic year, and continues to be practiced and polished over time. The considerations mentioned above (context, accountability, timing and consistency, goal-orientation, and interpersonal engagement and support) were integrated into a semi-structured format, and are outlined below. *Figure 1* provides a graphical depiction of the elements of the ISP and the manner in which they are connected. The figure's structure, and the model itself, were developed based on elements of productivity evident in the current literature, the relational nature of the counseling profession, and the lived experience of the authors in their utilization of the ISP model for scholarly activity. It was the aim of the authors to provide an accessible model of scholarly productivity which is simple to implement, provides users with a degree of agency, and may be used by professionals at any stage of career development.
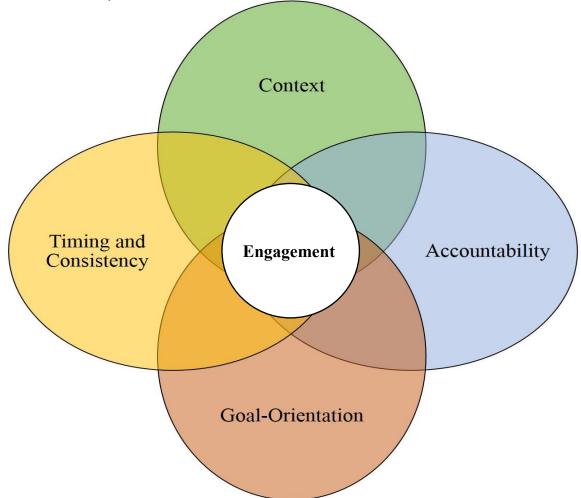

Figure 1. An engaged model of interpersonal scholarly productivity.

Context

Across disciplines, literature focused on writing and productivity practices highlights the need for the writer to find a productive context in which to work (Berk, 2010; Brandon, et al. 2015; Dwyer et al., 2012; Kellogg, 1986; Martinez, 2011; Rosser et al., 2001). A 2012 study focused on the scholarly productivity of nurses (Dwyer et al.) named a supportive environment as critical to success. Similarly, a 2001 study examining the writing practices of highly productive school psychologists supported that faculty should find a space to write away from other academic demands (Martinez). Berk (2010) gave a Top 10 list for boosting productivity, and claimed that finding a secluded and comfortable location will encourage productivity. In the same vein, Rosser, Rugg, and Ross (2001) focused on how to create successful writing retreats (non-specific to profession) and indicated a conducive environment was a key element in promoting productivity.

The development of this model took place as the authors, two fulltime, tenure track counseling faculty, recognized a need to devote planned time to scholarly writing efforts. In academia, there often exists the need to confront time-management challenges; failing to devote dedicated time specifically to scholarly writing and production especially with the array of demands on counselor educators could result in the inability to fulfill scholarly productivity requirements for tenure.

Working in a counselor education department can be hectic; faculty are typically encouraged to take part in campus activities, hold office hours, and engage in teaching, scholarship, and service, similar to faculty from other departments. However, counselor educators often have added responsibilities such as providing supervision or mentorship to counseling students and maintaining contact with clinical sites. Students are often in the department for many hours per day, and working uninterrupted in faculty offices can sometimes be a bit of a challenge. However, it is important that faculty be accessible to students and colleagues on campus. Therefore, the authors suggest creating a supportive context for scholarly production. Faculty wanting to use the ISP model should aim to meet in a space where they can be productive for an uninterrupted period of time, such as in an empty classroom or conference room, or a campus coffee shop. Some writers may choose to work off-campus as well, but choosing a space on campus ensures accessibility for those faculty members working in traditional, campus-based departments. The space should be mutually agreed upon and should offer access to any accommodations needed for successful productivity (such as sufficient power outlets, lighting, low level of noise, etc.).

Accountability

When the ISP was initially designed, accountability was identified as a key factor. Instead of setting aside optional time for writing every week, an agreed-upon time to which all participants can commit seems to be the most effective approach. Schedules for the semester can be examined by all planning to participate, and a period of time free of other commitments should be chosen. For example, the authors meet for three

and a half hours each week for the entire semester, and agree to participate weekly, barring any major obstacles.

Accountability is a critical factor in a working model of scholarly productivity, as it supports an ongoing commitment to production. The element of accountability appears in the literature across multiple professions as a crucial aspect of success (Berk, 2010; Boice, 1982; Brandon et al., 2015; Martinez et al., 2011; Megel, 1987; Rosser et al., 2001). Although an engaged mentorship relationship may introduce some level of accountability, mentorship is designed to provide one-way accountability, and then only when a mentor is available and willing to aid in the creation of accountability practices for a mentee.

The ISP model creates accountability so that users may maintain commitments not only to each other but also to writing projects. Faculty are constantly managing multiple tasks, and there are always other demands that could be addressed. However, without setting aside time specifically for scholarly production, there is the possibility that writing may always be at the bottom of a "to do" list. Creating accountable time for writing ensures that scholarly productivity takes place each week, at least for a few hours, and is prioritized above other demands.

Timing and Consistency
Meeting regularly for a sufficient amount of time each week allows ISP model participants to create and maintain scholarly work flow. Recommendations across the literature range from suggestions to write daily (Berk, 2010) to writing for longer, more focused periods of time, such as for a week- or weekend-long writing retreat (Rosser et al., 2001), to everything in between. For use of the ISP, interested writers should find a realistic amount of time that may be set aside for writing; the authors suggest meeting at least once per week. For instance, a morning or afternoon work session can be set aside each week, and this allotted time creates a natural time limit. The time limit seems to promote productivity rather than diversion or procrastination, but also allows enough time for immersion into a project to take place. Attainable goals can be accomplished within the time without burnout occurring. Meeting weekly keeps projects moving, and prevents them from falling to the wayside during busier periods of the academic semester or year.

The consistency of meeting every week for the same amount of time is crucial to the success of this model. However, it is understood that, sometimes, other demands may need to take priority. The model should be implemented by maintaining as much consistency as possible while understanding that some flexibility is needed. The authors have experimented with how much flexibility to utilize in implementing the model. Making writing time a priority is important, and therefore, the scheduled time should be maintained regardless of associated responsibilities. There are times, however, when exceptions must be made. For instance, exceptions would be made if a writing team member is home sick (or with a sick family member), or asked to participate in a campus event. If a need for flexibility in scheduling arises, writing time may be rescheduled for another time during the week. Productivity has been found to

be highest when weeks are not entirely skipped, even if the scheduled time needs to be moved or modified. Creating and maintaining a weekly time commitment should be prioritized.

Goal-Orientation

One of the most critically discussed elements of successful scholarly production is goal orientation (Berk, 2010; Boice, 1982; Dwyer, 2012; Martinez et al., 2011; Rosser et al., 2001). Without goal orientation, time spent on scholarship may be unfocused and unorganized. Rosser et al. (2001) suggest that goal setting is the most crucial element of a successful writing retreat next to buy in. Similarly, Boice (1982) reported that productivity increases when writing with regularity is combined with goal setting. Berk (2010, p. 50) listed "writing with a purpose" as a "top 5" tip to boosting productivity. Additionally, he made the point that writing goals should be set both with the writer and reader in mind, giving the writer a sense of productive focus.

The goal orientation of this model allows not only for weekly goals to be set and worked toward, but also for the realization of long term scholarly goals. For the authors, each semester, ISP meetings begin the first week classes are back in session. This keeps the group on schedule and prevents other demands from taking the place of writing. During the first meeting, participants review goals from the previous semester and set goals for the coming semester. Both successes and pitfalls are reviewed, and participants attempt to accurately forecast what assets and drawbacks will occur on the path toward meeting new goals. Participants discuss approaches to maneuvering drawbacks when they occur, as well as how to capitalize on strengths to meet goals. A written record of these meetings may be kept so that participants may refer to it in order to stay on track during the course of the semester. Shorter-term, weekly goals are verbally set by each participant at the beginning of each meeting, and reviewed at the closure of each meeting. These goals help to keep the group members on track and moving toward longer-term semester goals.

Interpersonal Engagement and Support

The crux of this model, as indicated by the centrality of this factor in *Figure 1*, is interpersonal engagement and support. Although writing time in and of itself is incredibly important, and creating an accountable, goal-oriented schedule for writing has been found to have some success in academia (Herman, Abate, & Walker, 2013) the authors have found that combining the afore-mentioned considerations with interpersonal engagement and support seems to bolster productivity. For counselor educators, engaging in an interpersonal writing process is in line with core tenets of the profession. Although many models of scholarly productivity are accessible to academics and practitioners, no previous model fully captures the essence of the counseling profession's focus on interpersonal engagement. The ISP is designed to be used by any counseling professional interested in writing, at any stage of career development, and is meant to be integrated as an ongoing, semi-structured, easily-sustainable practice.

Week to week, as writers use the ISP, writing time may begin with a quick check in among participants. This allows members to check in with each other personally before settling in to work. After a few minutes of orienting to the environment and surroundings, a focus is created for the writing session by each participant answering the following questions:

- What are you planning to work on today?
- What do you hope to accomplish by the end of our time today?
- How can I support you in meeting your goals?

By asking and answering these questions, participants are able to put aside other distractions, thoughts, or work that may detract from writing productivity. When a participants has difficulty determining a clearly defined goal, another participant can ask clarifying questions to help create or define a goal.

After this focus-oriented discussion, it is time to begin writing. There is an understanding that participants may make comments here or there, but generally, each person works quietly and independently. One of the benefits of writing with a partner or group is having someone with whom to address various questions that may arise. Occasionally, a participant needs help phrasing a sentence, talking through an idea, or clarifying a concept. When this happens, participants address the concern and then return to writing. Participants take breaks as needed. At the end of the meeting time, participants check in with one another again as a wrap up. During the wrap up, each participant answers the following questions:

- Did you meet your goals today?
- If so, what will your next goal be? Do you have a timeline for this goal?
- If not, what stood in your way? How can you maneuver these challenges?

Implementation from Learned Experience

Over time, use of the ISP model has grown and developed as participants learned which practices work well and which ones are unfavorable to productivity. The model, depicted in *Figure 1*, illustrates the interrelatedness of the elements described above. Content, timing and consistency, accountability, and goal-setting are all conducted in an engaged fashion. By actively engaging in the implementation of the elements, scholarly production may increase.

The most critical and necessary benefit of implementing the ISP model is an increase in productivity, which in this iteration of the ISP has been evidenced in multiple ways. Through use of the ISP, both authors have been able to complete and submit multiple manuscripts for publication, which helps them in the process of completing tenure requirements. Additionally, because they have set aside time each week specifically for scholarly productivity, when manuscripts are returned for revision, the authors are able to complete revisions and resubmit manuscripts in a timely manner. Before implementation of the model, both authors had experienced difficulty addressing and completing revisions during busier times of the academic year (such as midterm or finals' week). Often, revisions were left untouched for weeks, and in the meantime, the authors would lose the familiarity that comes with engaging consistently with a topic. As

a result, finally addressing revisions after weeks away would create an extra commitment of time for reestablishing familiarity. Implementing the ISP model has saved time because the authors maintained familiarity with their material, whether new or in the revision stage.

A secondary benefit that has occurred as a result of implementing the ISP model for the authors is that use of the model has been recognized as productive by leaders in the department where the authors are employed. As a result, the authors are encouraged to continue using the model and are viewed as productive despite not being in their offices during the ISP meeting. Additionally, other faculty members with a need for scholarly production have been encouraged to begin using the model as well. The hope is that any professional who needs to produce scholarly work may implement the model and find an increase in productivity.

Time is always a challenge for professionals. Counselor educators have classes to teach, papers to grade, emails to answer, supervisions to conduct, meetings to hold or attend, and service commitments to uphold. Therefore, scheduling a block of time for writing and scholarly engagement can be quite a challenge. When the authors created the ISP model, there was uncertainty as to whether or not it would be realistic to implement it, particularly during busier portions of the academic year. However, the authors have noted that a commitment to engaging in scholarly activity for at least three hours per week has been doable, even if difficult at times. When one participant has a conflict, every effort is made to reschedule time for the same week. No matter the circumstances, scholarly material is never untouched for more than a week at a time, and valuable time is saved by maintaining familiarity with the material.

A manageable challenge that may develop through use of the model is difficulty maintaining structure during writing time. Anyone wanting to implement the model should be mindful that maintaining structure does take some intentional effort, and anyone participating in a writing group should be interested in upholding an agreed-upon structure. The more people in a group, the more difficult it can be to maintain. There is a temptation to chat about other work-related topics, catch up personally, or simply get off-topic. These tendencies can be managed by discussing up-front a framework that will work for everyone involved in the group. In the ISP model, the authors found themselves to be most productive when they engaged in a 20-minute "check in" at the beginning of their meeting time, utilizing a break roughly midway through the meeting, and dedicated time for a 20-minute "check out" at the end of their time together. By implementing this structure, participants set scholarly goals for the day before embarking on their identified tasks. Then, near the end of their time, they were able to discuss whether goals had been reached, any barriers they had encountered, and goals for the coming week.

Perceptions related to participation in the model
Although the authors have performed no official data analyses thus far on the efficacy of the ISP model, they have experienced an increase in their scholarly productivity through use of the model. Additionally, several of their colleagues have

asked to join the group, and have begun to rely on the time set aside for scholarly work. The perception of the authors has been that more scholarly productivity takes place when the conditions of the model are intentionally present: time is set aside and specifically devoted to scholarly activity in a context where participants can engage with one another in a structured and accountable manner to work toward individual scholarship goals.

Implications

This model has several implications within the field of counseling and counselor education. The necessity for scholarly productivity related to tenure and promotion necessitates effective strategies especially for non-tenured faculty to produce scholarly work. Though the focus thus far has been on counselor education faculty, there are broader implications for the counseling profession at large as providing an organized strategy for engaging in scholarly work may assist counselors in more consistently contributing to the body of knowledge within the profession.

Counselor Educators

The ISP model offers an adaptable framework in which to organize activity and time to facilitate scholarly productivity. The core elements of the model (i.e. *accountability, context, goal-orientation, interpersonal engagement, and timing*) provide a structure that can be implemented in varying degrees within counselor education departments. Given previous examples and research supporting a collaborative scholarly environment, modifying these elements to meet the needs of non-tenured faculty members can be facilitative of an enhanced focus on scholarly work and by extension an increase in scholarly productivity.

Having a prescribed framework in which to guide the facilitation of interpersonal scholarly engagement enables those involved to determine a functional structure for collaborative writing for publication. Counselor education is unique in relation to other disciplines in its focus on interpersonal interaction as a key developmental component of the human experience. Utilizing an interpersonal focus leverages this element to benefit those tasked with engaging in research designed to inform the practice of counseling and counselor preparation. Though the model is presented in a concrete manner, modification is encouraged to meet the needs of those within different academic departments.

Counselors

Though counselor educators are often primarily involved in scholarly work as it relates to their professional duties, practicing counselors have much to offer in relation to aspects of clinical practice that benefit clients. Having those in the field engage in professional scholarship in collaboration with researchers could benefit the field (Sampson et al., 2014). With this in mind, counselors could benefit from utilizing the ISP model to connect with like-minded colleagues (professors and clinicians) to disseminate their collective knowledge as it relates to clients.

One challenge for counselors is that scholarly work often resides outside of their prescribed duties creating little incentive to engage in this work on top of managing their caseload. Counselors have clients to see, consultations to engage in, case notes to write, and scheduling to complete. No matter the day-to-day commitments of the individual, extra demands always seem to arise, and often there is much more work to do than can be done in any given allotted time. With that in mind, focusing effort via the ISP can create a support environment with implied accountability that could be facilitative of productivity in this aspect of their work. Creating ISP with those in close proximity to them can offer the opportunity to share best practices with others. Though it may appear more challenging to implement the ISP model within a counseling environment, this approach offers the opportunity for those in the field to engage in scholarly endeavors to the benefit of both counseling and counselor education.

Virtual Implementation

With the current growth of online counseling programs and the potential for the faculty members to have varying degrees of a physical presence on campus, virtual engagement in the ISP is possible. The primary structures of the model of *Context, Accountability*, *Timing and Consistency*, *Interpersonal Engagement and Support*, and *Goal-oriented* are translatable to an online group of counselor educators who desire this mechanism for scholarly engagement. With the existence of such online platforms as GoToMeeting, Google Hangout, and other online meeting spaces, participants are able to connect with colleagues incorporating the elements of the ISP in their engagement.

The element of context does need modification as there is less opportunity to have consistency in the location in which the participants implement the ISP. One potential accommodation is for each individual member to select a location within their geographic area in which to engage with their fellow participants. Finding a place in which an individual is able to be maximally productive while interacting with fellow members of the ISP group can enable the participants to replicate the elements of the ISP model in an online environment. As with other aspects of the approach, adaptation of the approach to best meet the needs of members of the group is advised.

Future Research

The authors created the Interpersonal Scholarly Productivity model out of an interest and need to produce scholarly work. Because of the model's informal genesis, no formal research was conducted regarding the use of the model. However, several potential areas for future research exist. First, the authors informally discovered that through use of the model, they have been able to produce scholarly work more rapidly and in higher quantity evidenced by a steady level of productivity. Additionally, they have been able to stay current on the topics with which they are engaging, adding to their productivity. However, no formal quantitative data regarding numbers of manuscripts completed or articles published through use of the model has been collected. This would be one potential area for future research.

In addition to collecting quantitative data, there exist opportunities for qualitative reflection regarding use of the model. The authors suspect that users of the model may find renewed enthusiasm for scholarly production, lowered anxiety regarding a need to publish, and feelings of being more engaged, both with colleagues and in the profession as a whole.

One element that would be useful to explore in an intentional manner would be the level of productivity resulting from engagement in the ISP model. Though the authors experienced a personal increase in scholarly productivity, empirical evidence on a greater scale to provide support for this specific model is needed. In addition, the various factors outlined in the model (i.e. *Context, Accountability, Timing and Consistency, Interpersonal Engagement and Support,* and *Goal-oriented* would be worthy of investigating related to exploratory factor analysis to determine the appropriateness of these elements to exist within the model and/or if there may be other factors worthy of inclusion in the model of *Interpersonal Scholarly Productivity*.

Examining individual components of the model in relationship to one another may strengthen the viability of the model and its applicability to scholarly production in counselor education. Both quantitative and qualitative analyses are needed to further examine the effectiveness of the individual components of the model.

Finally, qualitative analysis of participants' experiences would also be useful to learn more of the phenomenon and the degree this approach is useful for supporting counselors and counselor educators in their scholarly work. In terms of sequencing of the research, qualitative analysis could occur simultaneously or prior to a quantitative examination to inform the structure of this framework and offer insight as to factors not currently considered for potential inclusion into the model.

Validating the structure and utility of the ISP model can broaden awareness of mechanisms of support for the production of consistent and useful research within the counseling field. Studies both of this model and other methods of creating a supportive environment for a counselor educator to engage in scholarship related to the counseling field would help to advance the profession's body of knowledge.

Conclusion

Given the pressure to engage in an array of responsibilities and tasks by counselor educators (e.g. scholarship, service, teaching), it seems important to develop mechanisms to assist in the completion of these tasks. Specifically related to scholarship, harnessing the focus on interpersonal engagement at the core of the counseling profession can potentially increase scholarly productivity. The *Interpersonal Scholarly Productivity* model provides a framework in which to structure a group for counselor educators focused on attainment of scholarly goals. With this approach in mind modified to meet the needs of the participants, counselor educators can continually progress in completing scholarly endeavors. It is when quality scholarship is

produced by a diverse set of professionals with varying perspectives that the counseling profession benefits from meaningful contributions of its members.

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