# Creating a Positive and Productive Research Culture: Through Comprehensive Collaborations

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**Abstract**: This article focuses on the needs and significance of research in professional counseling to advance the newly emerging profession of counseling to specifically help counselor educators enhance their rigorous research scholarship and publications. One of this article's major and rare highlights is emphasizing strategies for creating a positive and productive research culture through comprehensive collaborations and new initiatives. Both theoretical and practical aspects and components of rigorous research scholarship of counselor education are presented in this article.

## Introduction

Professional Counseling is a relatively young profession and a newly emerging scholarly and practical field. As people are learning about this field, the central focus of professional counseling on promoting good mental healthis growing by leaps and bounds, and this field's popularity started soaring higher and higher these days. Several new ideas from themulticulturalism and diversity counseling literature, such as creating a just and mentally healthy society through *social justice advocacy* initiatives and efforts, have made professional counseling even more attractive (Sandhu, D.S., Abraham, E. J., & Madathil, J. (2020).

Naturally, more and more research scholarshipsare needed to inform counselors about the best counseling theories, techniques, and practices to meet the growing needs of thisincreasing and flourishing profession. Moreover, as explained in the American Counseling Association's Code of Ethical Standards (ACA, 2014, Section G.), "Counselors who conduct research are encouraged to contribute to the knowledge base of the profession and promote a clearer understanding of the conditions that lead to a healthy and more just society" (p. 15). The present-day counseling profession is not only focusing on the welfare of the clients but also on the betterment of the society where these people live.

Many universities and colleges in the United States and in many other western countries are offering courses in mental health counseling-related fields and hastily hiring new faculty members to fulfill their continuing needs for the trained and highly qualified counselor educators. In many cases, jobs are offered even when the applicants are doctoral degree candidates and have not yet completed or defended their dissertation research.

## Significance of Research Scholarship in Counseling and Psychotherapy

It is essential to advance the profession of counseling through rigorous research and assess to determine the effectiveness of clinical practices, inform school-based, and community-based interventions to advocate in favor of marginalized groups or minority populations to help the whole society (Schmit & Giordino, 2021). Cirecie West-Olatunji (2013), the past president of the American Counseling Association, in her presidential address, underscored the fact that counseling is increasingly becoming more popular and important.However, West-Olatunji (2013) believes that in this professional discipline, greater emphasis must be placed on research. She presents four significant reasons for the impetus for research in counseling as follows:

"There are four primary reasons for this impetus. First, by prioritizing counseling research, we move forward as a discipline to our next developmental stage — from the conceptual to the empirical. Second, there is a need for more empirical articles that reflect our pedagogical perspectives. Third, as many counseling students have lamented, our discipline still lacks a sufficient number of research studies to provide a foundation for projects in research scholarship. Finally, counseling research gives voice to our lived experiences as counselors

and serves as a buffer against marginalization within the mental health research community (West-Olatunji, 2013, November 25). More details are available at, ***https://ct.counseling.org/2013/11/research-in-counseling***

We agree that the importance of research scholarship in the profession of counseling cannot be overly emphasized. Clearly, research is an essential, critical, and indispensable necessity of the counseling profession. Here are some significant threats to the counseling profession and society which may be caused by the lack of research production in the counseling scholarship:

## Lack of Research Productivity: Threats to the Counseling Profession

**1. Threat to the Counseling Faculty's Job, Tenure, and Promotion**

Most universities and colleges in the United States offer job contracts to the counseling faculty according to the following percentages of work requirements:

**a. Teaching 50%.** A professor may be required to teach a minimum of five courses, generally, three courses in the fall and two courses in the spring or vice-versa.

**b. Research 30%.** Next to teaching, research and publications are considered quite an essential job requirement. Since the first job contract is for six years, the chairperson. or head of the department evaluates the performance of the faculty after three years. And makes the necessary recommendations to the faculty.

A lack of faculty's research productivity becomes a serious threat, and it could become a serious reason for losing the job, tenure, or promotion according to the status of faculty's rank (an assistant professor, an associate, or a full professor).

**c. Professional Service 20%.** Professional service may include a wide variety of services, including service on department committees, college committees, university committees, etc.

It may also include serving on the state, national, and international committees of the state, national, or international associations. It may also require service on the editorial boards of various journals of the profession.

**2. Threat to the CACREP Accreditation**

A poor research scholarship and publications record of the counselor education faculty. could become a significant threat to the loss of the CACREP accreditation. Several standards of the 2016 CACREP Accreditation Manual mandate the faculty to meet the requirements of research and publications, For instance, under, SECTION 1: THE LEARNING ENVIRONMENT Standards D and E require the students and faculty to find and engage in research opportunities.

**3. Importance of Research and Program Evaluation (CACREP Standards)**

The eight common core areas represent the foundational knowledge required of all the entry-level counselor education graduates. Therefore, counselor education programs must document where each of the following standards is covered,
   a. Professional counseling orientation and ethical practice
   b. Social and cultural diversity
   c. Human growth and development
   d. Career development
   e. Counseling and helping relationships.
   f. Group counseling and group work
   g. Assessment, and testing
   h. Research and program evaluation

Clearly, the common core area listed above as "h" of "*Research and program evaluation,"* is mandatory, indispensable, and crucial for the CACREP Accreditation.

**Some examples of research and program evaluation standards include,**
   1. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.
   2. Identification of evidence-based counseling practices and needs assessments
   3. Qualitative, quantitative, and mixed research methods.
   4. Statistical methods used in conducting research and program evaluation, (2016 CACREP Standards, p. 13).

### 4. 2014 Code of American Counseling Association Ethics: Significance of Research

Section G of the 2014 ACA Code of Ethics addresses the significance of Research and Publications and discusses various ethics as they apply to research and publications from page 15 to page 17.

The very first part of the Introduction of the 2014 ACA Code of Ethics highlights the significance of ***"Research in Counseling"*** as follows:

"Counselors who conduct research are encouraged to contribute to the profession's knowledge base and promote a clearer understanding of the conditions that lead to a healthy and more just society. Counselors support the efforts of researchers by participating fully and willingly whenever possible. Counselors minimize bias and respect diversity in research design (ACA Code of American Counseling Ethics, 2014, pp. 15-17). **https://www.counseling.org/resources/aca-code-of-ethics.pdf**

### 5. Grant Funding and Research are Directly Related

Several research topics and many important questions in counseling need to be investigated through research. These topics include instructional methods, online learning, teaching, self-confidence, etc. (Watson, 2014). Unfortunately, many counseling educators and doctoral students with poor research and publications records have no chance of receiving the grant funds as these funds are dependent on applicant's solid history of previous research and a vast number of publications.

Of course, grant funding is critical to academics, research scholars, their departments, colleges, and universities, but as mentioned above grant funding generally depends upon faculty members' scholarly productivity. Many well-known institutions of outstanding reputation, such as the National Institutes of Health, the National Institute of Mental Health, and the U.S. Department of Education, offer financial resources to support research that often leads to peer-reviewed publications (Lambie, Ascher, Sivo, & Hayes, 2014). However, without previous research or publication records, not everybody can qualify for these grants.

### A. Research as the Core Force

Rigorous "Research" is the *core force* or the heart and soul of "Professional Counseling and Psychotherapy." Without thorough and rigorous research and an extensive record ofpublications, counseling as a profession will not advance further. It is imperative that the research-based facts, pieces of evidence, proofs, and new findings through continuous research are provided in helping people with their mental health problems. In addition, vital research and evidence-based counseling theories, counseling concepts, and many new techniques and strategiesare regularly introduced by the expert theoreticians and practitioners to enhance the validity and authenticity of the professional counseling.

We already have cited four significant research-related professional realities of professional counseling that are indispensable, without which the counseling profession will lose its identity and in some cases its existence. First, a solid, robust, and rigorous research and publication record is a prerequisite and mandatory for a new and young faculty member to receive tenure and promotion. Second, without a good research and publications record, a faculty member could become a threat to the CACREP Accreditation. A faculty member with poor research and publications is a parasite on the counseling program, regardless of whether it is a master's or doctor's degree program.

Third, among all the eight core areas of foundational knowledge of professional counseling, the area of " research and program evaluation" is essential, mandatory, and indispensable. Again, if any focus on research, program, and publications is missing or lopsided, it will deeply hurt the counseling program. Fourth, as described above in the 2014 ACA Code of Ethics, ***Section G, "Research in Counseling,"*** is a stunning warning that any deficiency in this section is a direct and serious violation of the research in counseling which will not be tolerated, and the counseling program will face some serious consequences" (p.15). Please have a look at, ***https://www.counseling.org/resources/aca-code-of-ethics.pdf***.

As a result of the lack of research and publications, several collegesand universities have noted serious flaws in their counseling programs. For this reason, many chairs, department heads, and college deans are concerned about seriously increasing the research productivity of their counseling faculty members, both in quantity and quality. Naturally, the decisions on tenure, salary, and promotion are all now influenced by research and publications (Hays, 2016). Most of the research scholars and many counseling faculty members are concerned about increasing research productivity throughout the country.

We highly recommend that the deans, chairs, and other administrators, discuss thefollowing two major concepts during their college widefaculty meetings to proactively enhance research and publication activities of their faculty members:

1. **Research Matters.** It is extremely important thatall faculty members spendconsiderable time and effort and take research and publications seriously in the field of counseling and psychotherapy.

**2. Enhance Research Scholarship.** They should also create a positive and productive research-culture at their School of Professional Counseling and especially in their Doctoral Programs of Counselor Education and Supervision. Theyshould also move from inertia and sluggishness to a very active and fast speed of producing publications through research initiatives and research collaborations.

## A. Research Matters in Doctoral Degree Programs in Counseling

It is crucial that the students enrolled in doctoral programs are capable of conducting ethically acceptable and methodologically sound research. Through research experiences, we aim to enhance our students' academic excellence, scholarship, and creative activities. To help and guide our graduate students to conduct research successfully, our faculty members must also be actively engaged in research scholarships and activities. They must demonstrate their competence and excellence through their own active research and publications. It is mandatory that all faculty members who teach graduate students in the doctoral degree programs must have their own active research agendas. From the field experiences, it seems quite advisable that master's degree program faculty and students engage in active research.

If we consider our institutions of higher learning, a community of research scholars, we must ask ourselves what would be our identity and what would be our professional legacy? Naturally, our legacy and professional identity are directly related to our research accomplishments which enhance our visibility and establish our identity as *"Research Scholars"*.

## B. Creating a Positive and Productive Research Culture

It is imperative and quite indispensable to create a positive and productive research culture that encourages, mentors, and financially supports research scholars and promotes, values, and appreciates research projects for their excellence. In addition, in a positive, productive, healthy, warm, and caring research culture, research scholars and administrators collaborate, show respect for one another and support high-quality research projects with funds, guidance, encouragement, and exceptional technical knowledge. Positive and productive research culture is generally conducive to research initiatives, explorations, and collaborations. The enthusiastic and young scholars are encouraged to value the importance of developing a coherent and focused-lineof research scholarship to establish their unique place in the research literature of their special and paramount interests.

The positive and productive research culture may be guided, funded, managed, and administered by the administrators, senior research scholars, and young research scholars with an impressive record of publications. Furthermore, this positive and productive research culture could only be enhanced by the scholars through their voluntary, intentional, collaborative, and proactive activities and by some other enthusiastic researcher scholars and professionals who are knowledgeable and technically experts willing to share their knowledge and provide the necessary guidance and technical help.

The environment of the positive, productive, and warm research culture must be inclusive, diverse, fair, loving, and caring, where everyone can fulfil his or her potential through hard work, intelligence, and dedication without the fear of lack of funds, support, and guidance and of course without the threats of jealousies, destructive criticisms, and fear of negative competition and non-collaborations.

## C. Creating an Elite Community of Research Scholars: Changing Research Culture on Campuses of Colleges and Universities

We believe that professionals interested in research collaborations and working jointly on several research projects can create an elite community of research scholars.Through creating new networking opportunities to conduct action, empirical, theoretical, transnational, and international research in education and social sciences, research scholars can bring much prestige, greater attention, and popularity to the institutions wherever they choose to work. An elite community of research scholars with a positive and productive research culture is spontaneously created. They can focus on innovative strategies imperative to enhance research activities through a new scholarly environment conducive to new research initiatives, explorations, and collaborations.

This elite group of scholars can also help the other faculty members, generally not interested in research activities, engage in some research initiatives through encouragement, guidance, and collaborations. With the administration's leadership and especially with the encouragement of the Dean or Director of Research, these faculty members previously not interested in research and publications could be motivated to engage in research projects of their interest. They will also be able to create a trajectory of their research initiatives and accomplishments. Motivating the uninterested faculty members to engage in research activities can be viewed and valued as great progress.

### D. A Special Attention to Multicultural Research Scholarship in Counseling

West-Olatunji and Wolfgang (2017, August 7) urge research scholars to pay special attention to advancing multicultural and social justice competence in all counseling research projects. Unfortunately, after several years of research on culturally diverse populations, many counselors still have limited knowledge about the resilience, intersectionality of identity, and the psychological impact of systemic oppression on culturally marginalized clients. As many multicultural research scholars have failed how to conceptualize, design, conduct, and interpret counseling research, the lives of many minority clients remain in constant problem as very little attention has been given to cultural competence in multicultural research.

At the heart of criticisms about counseling research, there are clearly some historical issues of item biases, validity, and reliability. As we cannot remove our marginalizing lens in research to find or unveil the truths, we fail to improve the lives of those who need it the most to improve their lives desperately. There are certainly some big and small cracks in the foundations of multicultural research, such as historically noted issues of item biases, reliability, and validity still mask the truths in multicultural research (West-Olatunji, 2013).

One of the world-renowned multicultural research scholars, Pedersen (1991) described multiculturalism as "the fourth force" in counseling, following other three forces, "psychoanalysis," "humanism," and behaviorism." As mental health professionals, we must become culturally sensitive, competent, and appreciative of our clients' cultural values, worldviews, cultural beliefs, and cultural backgrounds for the counseling to be effective (Sandhu, Abraham, & Madathil, 2020).

The profession of counseling honors and celebrates "diversity" and promotes "social justice." These two core values of multicultural counseling deeply influence all aspects of professional counseling, including the counseling "research and scholarship." Furthermore, O'Hara, Chang, & Giordano (2021) assert that because all research affects and is affected by cultural and cross-cultural dynamics, all research can be described as *"multicultural research."* We further add that all counseling dyads are always multicultural dyads due to variations in the counselor-client personality variables of race, culture, gender, age differences, and sexual orientations (Sandhu & Crane, 2023). "Additionally, research is a system composed of multiple parties, including researchers, participants, reviewers, and readers, each with unique cultural identities and norms. Therefore, whether acknowledged or not, dynamics of power, privilege, oppression, and culture permeate all aspects of counseling research" (O'Hara, Chang, & Giordano, 2021, p. 200).

## A Comprehensive Approach

We would like to highlight the title of our article, "Creating a positive and productive research culture through comprehensive collaborations," to underscore the emphasis of this article on the following three themes,
   a. How to enhance research scholarship and publications through comprehensive collaborations?
   b. What type of research culture must be created?
   c. How to create a positive and productive research culture?

Keeping in mind these three main themes or questions, this article is written to help young, enthusiastic, and well-trained research scholars in the field of professional counseling. The main focus of this article is on creating " a positive and productive research culture" and using "comprehensive collaborations." The following section focuses on comprehensive collaborations. We would like to involve the administrators, deans, chairpersons, faculty, and doctoral and master's degree students. We are recommending a comprehensive approach to producing research and publications. It is like thefamous saying, *"It takes the whole village to raise a child."* Similarly, in our efforts to create a positive and productive research culture, we also need many people with different roles and responsibilities.

To increase or enhance the research and publication activities at any institution, we are sharing some beneficial and practical strategies to create a much broader, positive, and productive research culture as follows:

### 1. All Ph.D. Scholars must Remain Active in Research

A person who has earned a doctoral degree Ph.D. or Ed.D., or any other terminal degree is expected to enhance and create new knowledge and skills. One must remain active in research in one's specific field, andresearch must become a continuing passion for this person. The amount of research scholarships may vary according to the nature of job requirements and restraints of the time. A president of the institution with many administrative responsibilities may publish just one or two articles within 3 or 5 years, while a regular faculty member may publish at least one or two articles every year.

These requirements may vary and be determined according to the expectations of the administration of the institution where someone is employed. We are excited that the research findings of these scholars will still be of greater importance based on their practical experiences as the administrators about which they might have no clue when they were doctoral students.

## 2. Writing Should Become Habit-Forming.

As a scholar in a particular field, write at least one or two pages every day. If a person would write just one page a day, at the end of the year, he or she may have a book of 365 pages ready for publication. If for some reason, a day is missed, it won't be too hard to write two pages the next day.

## 3. Develop a Personal Research Scholarship Dictionary of some critical and famous words.

Regardless of our educational and scholarly backgrounds, we still do not understand the accurate meaning of some English words, especially some professional and research-related words. While reviewing the research literature, if some research related-words, professional jargons, terms, or concepts are new, these words should be written down in a "Personal Research Scholarship Dictionary." This dictionary could become a storehouse of scholarly words, and they could help tremendously in preparing journal articles, research papers, and textbooks.

## 4. A Repository of Research Scholarship Ideas

"I have no problem writing a journal article or even a textbook, but I just do not know what I should write about?" Many young scholars who are enthusiastic about writing often ask such questions. We do not think these scholars have a lack of ideas. On the contrary, we think they are overwhelmed with too many ideas, and they are unable to decide their final choices. These novice researchers or writers often want a "second opinion." We recall at least two faculty members who published their textbooks after discussing their ideas. One faculty member wrote about "Solution-Focused Therapy," and the second young professor edited a textbook about "*Addictions and Spirituality*." After these two books were published, these authors started writing more books and journal articles. It was like their "blocked interests and energies" were opened.

We believe that most young professors have multiple research ideas, but the lack of time is a real problem for many research scholars. As a suggestion, please list new research ideas whenever they are found during the lit reviews of various publications of your interest.

## 5. Meaningful, Purposeful, and Impactful Research

The real purpose or aim of new research is to enhance the existing knowledge. Sometimes, new research may affirm or confirmexisting knowledge. At other times, it may add some new information, or it may contradict or negate the existing information. Any new knowledge is like a new baby, and it must get special attention like this little newborn baby. How essential or impactful are the new research findings? They are determined by the number of citations in other research scholars' publications. A higher number of citations is directly related to the higher impact or more meaningful research. New research not cited by other scholars is naturally considered of very little value at that time. It is important to note that one impactful article is generally cited many times than a textbook.

## 6. Developing a Coherent and Focused-Line of Research

Research scholars generally dream or aspire to become experts in many fields orsubjects. However, it is challenging to become an expert in everything due to numerous limitations, such as time constraints and several other obligations. Naturally, it is advisable and helpful to choose a few areas of research or projects that are most interesting and stick to them.

Most successful researchers generally focus on only one theme of their choice or priority and build their research agenda around this particular theme. They resist the temptations to engage in research projects that are not aligned with their research agenda or the particular themes of their choice. These research scholars are able to study the domain or theme of their choice thoroughly from multiple perspectives. They may use different methodologies, different settings, or different populations to enhance the comprehensiveness and comprehension of their research studies.

## 7. Annual Mental Health Counseling Research Symposiums

We started the Annual Mental Health Symposiums in 2014 at our institution. It has proven one of the best ways to mentor our new faculty members and doctoral students to prepare and make research-based professional presentations at these symposiums for the last nine years. We are planning to continue these annual symposiums as a priority event where faculty and students share their research ideas, and they may also earn needed continuing education credits (CEU/s) free or at the most economical rates. Most importantly, such research symposiums provide much-needed opportunities and encouragement for graduate students and faculty members to collaborate and engage in research projects of their mutual interests. We highly recommend such annual or bi-annual research symposiums that certainly create a very positive and productive research culture or climate.

Nationally and internationally known research scholars of excellent reputation were invited to deliver keynote speeches at the beginning of these symposiums. A few examples of these presenters include the present and past presidents of our state and national associations.

### 8. Bi-Annual Research Workshops:

These workshops can be held to discuss and mentor the research participants. Several nationally known scholars or editors of the state or national journals can be invited to enhance the researchpublications of the faculty. For example, some titles of research workshop presentations made at our Bi-Annual Workshops included:

*What students and faculty members should know about research and publications: Some practical strategies and guidelines*

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*Research in counseling: Advancing our profession, clinical competence, and knowledge.*

### 9. Faculty and Students Research Teams

Counselor Education and Supervision (CES) Doctoral Program Faculty members are encouraged to actively engage in research activities through Research Teams with one another or with doctoral students. These Faculty-Students Research Teams could consist of only professors and students with the same or similar research interests or research agendas willing to collaborate. Faculty members are encouraged to share their research interests on the Doctoral Program Website for the information of doctoral students to facilitate research-team collaboration.

Concerted research efforts and new initiatives by the counselor education faculty and doctoral students from the School of Professional Counseling and Doctors Degree Program in Counselor Education and Supervision could help raise our college's research profile to new high standards in higher education. Our counseling programs and college could become the beacon of excellence, academic vigor, prestige, and pride.

### 10. Special Research Training for the Counseling Faculty

Over the years, we all tend to forget the materials from statistics, research designs, and some other challenging or demanding courses. Sometimes we do not fully understand or master the materials, or at other times, our professors skip the materials. They do not cover some essential concepts indispensable to conducting research or help us teach others.

It is important for the instructors or professors to think about the instructional materials, especially in demanding courses like statistics which they have not mastered. As professors, we are responsible for teaching the instructional materials we may not be confident to teach them successfully. Rather than feeling unsure, discouraged, and not confident in teaching the materials, we must consider taking some "refresher" or "professional development courses." to be able to teach those courses with confidence and success.

### 11. Make Research Projects an Integral Part of Instruction

All counselor educators, administrators, and research scholars must follow an instructional principle that research is an integral, indispensable, and important part of instruction. All professors, administrators, and research scholars must make research assignments as they align with the subject matter of teaching. Thus, instruction and the related research activities must go hand in hand, complementing or supplementing each other. It is hoped that the counseling faculty's passion and expertise in research is increased through intentional, collaborative, proactive, and practical strategies when they actively collaborate with other research scholars and administrators to enhance their research activities.

### 12. Research and Publication Collaborations with Senior or More Experienced Colleagues

Collaboration with senior or more experienced colleagues is like having job training. We may be able to learn several things from our colleagues that we may not learn from books. A great colleague may serve as a great mentor or a great guide. He or she may also help to understand the research, scholarly, and professional culture or climate of the workplace. A helpful and sincere colleague's mentorship could be of the utmost significance and a much-needed professional help that may prove indispensable throughout the career.

Also, always contact the chairperson for professional help. For instance, we may not know the professional requirements of getting tenured or getting promotion from a non-tenured assistant professor to a fully tenured associate professor. In addition, we may also contact the chairperson about professional and legal matters. A great chairperson could also assign an experienced mentor who could provide much-needed guidance from time to time.

### 13. Become Proactive in Research Efforts

We encourage and urge all people with terminal degreesto become proactive in their research efforts. It will include administrators, deans, chairs, professors, and doctoral degree-seeking students. Such a collective approach to enhancing research and publication will undoubtedly open a flood gate of scholarly activities. Each category of scholars has extraordinary and unique opportunities and obligations to broaden and expand the research in their specific research areas..

If we consider our institution of higher learning a community of scholars, then we must ask what would be our identity as scholars and what would be our professional legacy? We strongly believe that our legacy and professional identity are directly related to our publications and research accomplishments. Professors' research accomplishments could enhance their visibility and establish their identity as research scholars at the state, national, and international levels.

### 14. Become a Regular Writer and a Researcher

Many writers and scholars use a sporadic approach to their research and publication activities. Many scholars plan to make "summer" or some other times available for research. We believe it is the wrong approach. If this faculty member may run into some personal or familial problems during the summer or some other planned time, this faculty member will not be able to complete his or her research and publication plans. For this reason, we strongly recommend that research scholars must follow a regular research agenda and work on the research projects regularly for a period of two to three hours every day.

### 15. A Need for More Training in Research

All professors teaching at colleges or universities do not possess research capabilities to engage in research projects and publications. For many newly hired professors engaging in research projects and publishing articles, book chapters, and textbooks. becomes a big challenge. Unfortunately, due to the poor research records of publications, they either keep on changing jobs or quit teaching at the university and go into private practice or teach at the colleges where requirements for research are not very demanding. For various reasons, not all professors are equally prepared to do research for publishing in highly esteemed journals.

Some faculty members are not fully prepared to conduct statistical analyses and cannot guide their students in writing their dissertation research. Some other faculty members are better than others, but they do not have the complete confidence to help their doctoral students. As many professors might have forgotten how to conduct statistical analyses over the years, it is important for them to join Faculty Research Teams to renew or refresh their knowledge about statistical analyses and develop their mastery of various research designs again. In some cases, these professors will benefit from retaking the research or refresher courses to teach or mentor their students with complete confidence.

## Developinga Positive and Productive Research Culture

A major contribution of this article is the detailed and serious discussion of various ideas and methods for creating and implementing step-by-step procedures to create a positive, productive, purposeful, meaningful, and friendly environment which is conducive to creativity, research, and publications. Unfortunately, a review of research-related literature demonstrates very little information available on the topic of creating a positive and productive research culture which is imperative to enhance new valuable research scholarship.In this article, the active involvement of the counseling faculty members in research and publication activities is signified, highlighted, and underscored.

### Some Concluding Comments

A counselor educator without a good research and publications record is ultimately on the path of a professional failure. The old saying, "*publish or perish,* " is repeated many times. Most recently, Schmit & Giordano (2021) published a special issue of the *Journal of Counseling & Development* on the main theme of *"publish or perish"* to alert the counselor education faculty about the significance of research and publications. We hope young counselor educators and other ambitious young scholars will benefit from our suggestions to enhance their research activities and publications.

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## Authors Biographical Information

**Dr. Jeff Crane** is a counselor educator at Lindsey Wilson College, where he serves as the Dean of the School of Professional Counseling. Dr. Crane has a passion for preparing the next generation of professional counselors. Jeff serves on the board of the Kentucky Mental Health Counseling Association. He is married to Dr. Jodi Crane, the play therapist. They have two children, Meredith, and Miles.

**Dr. Daya Singh Sandhu** is a professor in the doctoral program of Counselor Education and Supervision and the Director of Institutional Research at Lindsey Wilson College in Columbia, Kentucky. Dr. Sandhu has published 18 textbooks and more than 125 peer-reviewed articles. He is cited 4416 times in the counseling literature. He has also made more than 250 professional presentations at the state, national, and international levels. He has traveled to at least 29 countries in the world to make presentations at international conferences.

**Dr. Daya Singh Sandhu** has received numerous awards such as the Alumnus of the Year Award, AMCD research award, and University of Louisville President's OutstandingResearch and Creativity Award. Dr. Sandhu was honored with the "ACES 2021 Lifetime Achievement Award" by the Association of Counselor Education and Supervision in Atlanta, Georgia on October 9, 2021. Most recently, Dr. Sandhu was honored with the J. Barry Mascari & Jane Webber Transformational & Legendary Leadership Award of the International Association for Resilience and Trauma Counseling at the annual convention of the American Counseling Association held at Toronto, Canada from March 30 to April 1, 2023.

In addition, Dr. Daya Singh Sandhu received the highly prestigious Fulbright Distinguished Research Award three times in 2002, 2010, and 2018 for Punjab University Chandigarh, Guru Nanak Dev University Amritsar, and Punjabi University Patiala. All these illustrious universities are in Punjab, India. While on Fulbright in 2018, Dr. Sandhu was also invited by many other universities in India and by the Kathmandu University School of Medical Sciences at Dhulikhel, Nepal to conduct workshops on cross-cultural differences in suicide ideations for the nursing and the MBBS doctoral students.

**Dr. Daya Singh Sandhu** is Professor and Director of Institutional Research and Dr. Jeffrey Crane is Professor and Dean of the School of Professional Counseling. They both are at Lindsey Wilson College in Columbia, Kentucky.



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**https://www.flickr.com/photos/lindseywilsoncollege/49579977652/in/album-72157713239920096**

**Dr. Jeff Crane** had very graciously accepted my invitation to observe and enjoy my doctoral students' presentations during my CES 9013 Professional Writing, Publications, and Presentations Class in March2020. At the request of my doctoral students, I also shared some of my publications and awards in Gooden Hall of Lindsey Wilson College. Some of my doctoral students took the opportunity to make pictures of my publications and awards for display on our College's Flickr. I must add that after watching my publications and awards, Dr. Jeff Crane provided me with so much appreciation, encouragement, and congratulations that I will never forget them. Dr. Jeff Crane, both as a professor and Dean, is greatly appreciated and loved by his administrative colleagues, SPC faculty, and students. Without his guidance, appreciation, and encouragement, this article would have never been published. A lot of credit goes to Dean Crane. With lot of appreciation, thanks, and warmest regards. **Daya Singh Sandhu**