



**TASBE**

**Texas Association of School Boards**

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is a publication of the Texas Association of School Psychologists (TASP). It is an online, peer-reviewed journal that provides TASP members with access to current research that impacts the practice of school psychology. The primary purpose of

is to meet the needs of TASP members for information on research-based practices in the field of school psychology. To meet this need, the journal welcomes timely and original empirical research, theoretical or conceptual articles, test reviews, book reviews, and software reviews. Qualitative and case-study research designs will be considered as appropriate, in addition to more traditional quantitative designs. All submissions should clearly articulate implications for the practice of psychology in the schools.

All manuscripts should be submitted in electronic form to either of the co-editors ([jeremy.sullivan@utsa.edu](mailto:jeremy.sullivan@utsa.edu) or [aherna8@uiwtx.edu](mailto:aherna8@uiwtx.edu)) as an email attachment. Manuscripts should be

It is assumed that any manuscript submitted for review is not being considered concurrently by another journal. Each submission must be accompanied by a statement that it has not been simultaneously submitted for publication elsewhere, and has not been previously published.

Authors are responsible for obtaining permission to reproduce copyrighted material from other sources. IRB approval should have been obtained and should be noted in all studies involving human subjects. Manuscripts and accompanying materials become the property of the publisher. Upon acceptance for publication, authors will be asked to sign a publication agreement granting TASP permission to publish the manuscript. The editors reserve the right to edit the manuscript as necessary for publication if accepted.

Submissions should be typed, double-spaced with margins of one inch. All articles should meet the requirements of the *Journal of School Psychology*, in terms of style, references, and citations. Pages should be numbered consecutively throughout the document. Illustrations should be provided as clean digital files in .pdf format with a resolution of 300 dpi or higher. Tables and figures may be embedded in the text. A short descriptive title should appear above each table with a clear legend and any footnotes below.

After receiving the original manuscript, it will be reviewed by the Editors and anonymously by two or more reviewers from the Editorial Board or individuals appointed on an *ad hoc* basis. Reviewers will judge manuscripts according to a specified set of criteria, based on the type of submission. Upon completion of

We invite proposals for special issues of the journal, with the goal of publishing one special issue each year in addition to the general issue. Special issues will include collections of papers related to some cohesive theme in the field of School Psychology, and will be edited by Guest Editors who will take the lead in soliciting contributions and coordinating the peer review process. In addition to special issues that focus on research and scholarship in School Psychology, we welcome special issues that cover important practical and applied issues in the field.

Special issue proposals should include a brief description of the theme to be covered by the issue, approximate number of articles to be included, qualifications and expertise of those who will serve as Guest Editors of the issue, and a plan for soliciting manuscripts and conducting the reviews. Proposals for special



## SCHOLARLY PRODUCTIVITY

accredited as of May 2010 were included in the study. In order to compare findings with those reported by Carper and Williams, Kranzler et al. examined authorship credit ratings and number of publications for the 59 programs using the







Finally, a list of the journals in which the articles of the top 25 individuals appeared was created.

Table 1 contains the names and other information for the 25 individuals who obtained the highest authorship credit ratings for the years 2002-2011. These top 25 individuals had authorship credit ratings ranging from 13.85 to 4.91. Gary Canivez of Eastern Illinois University (EIU) was ranked as the faculty member with the highest authorship credit rating during this 10-year time span. Canivez published 25 articles that were cataloged in the ERIC and/or PsycINFO databases during this time; 4 were solo-authored publications and 13 were multiple-author publications where he was listed as first author. Twenty-three of these publications involved samples that fell within the

category. A closer examination revealed that several of the studies were psychometric in nature and employed normative data sets from commercially-published assessment instruments. Canivez earned his doctoral degree in Educational Psychology with an emphasis in School Psychology and Counseling from Southern Illinois University-Carbondale, a department that no longer offers degrees in school psychology. The institution at which he was employed during the time period

Rank



<u>Rank</u>	<u>Name/University</u>	<u>Doctoral Training</u>	<u>Carnegie Classification</u>	Publication Categories	<u>Number of Pubs</u>
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Rank	Name/University	Doctoral Training	Carnegie Classification	Publication Categories				Number of Pubs / Solo / 1st	Number of Pubs at Curr/Prev	Author Credit
				SP/P-12	SP/Other	College	Other			
24	Jeremy Jewell/ Southern Illinois University Edwardsville	Educational Psychology (School Psychology); University of Texas Austin	Postbac Comp	7	2	2	1	12/0/9	12/0	4.95
25	Stephen Hupp/ Southern Illinois University Edwardsville	Clinical Child Psychology; Louisiana State University	Postbac Comp	9	3	2	1	15/0/5	13/2	4.91

. Carnegie Classifications: Postbac-Comp = Post-Baccalaureate Comprehensive; CompDoc/NMedVet = Comprehensive Doctoral No Medical/Veterinary; S-Doc/Other = Single Doctoral Other Field; DocProf = Doctoral, Professional Dominant; Postbac-A&S/Ed = Post-Baccalaureate with Arts & Sciences Education Dominant.

Publication Categories: SP/P-12 = school psychology-oriented articles with samples from Grades Preschool 12; SP/Other = articles that are school psychology-related topics.

Number of Pubs/Solo/1st = Total number of publications/number of solo authored articles/number of publications on which the person was listed as first author.  
 | ations at previous institutions including as a graduate student.

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Rank	University	Carnegie Classification 2010	Number of Pubs	Number of Faculty	Average	Range
1	Brigham Young University	Doc/Prof	57	4	14.25	7 19
2	University of Central Florida	CompDoc/NMedVet	38	3	12.67	9 - 18
3	George Mason University	CompDoc/NMedVet	46*	4	11.50	0 31
4	Eastern Illinois University	Postbac Comp	27	3	9.00	0 25
5	Rider University	Postbac A&S/Ed	17	2	8.50	0 17
6	University of Texas San Antonio	CompDoc/NMedVet				

Carnegie









Martínez, Floyd, and Erichsen (2011) examined the responses of highly productive school psychology scholars to a questionnaire regarding research strategies. Among the seven categories into which

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Research like this might tease out environmental

series. Likewise,

other faculty members will be entering academia and in the initial stages of establishing themselves and navigating the balance of teaching and scholarship. In the case of the current study, that might mean that some individuals were active all 10 years covered, others may have been publishing articles initially during the time span, but were less focused on this aspect of their careers as they transitioned to retirement, and new faculty members may have been contributing articles to the literature for as little as 1 year. Obviously, those who were active during all 10 years covered had the potential for higher authorship credit and resulting rankings.

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