



Contents lists available at [SciVerse ScienceDirect](#)

## Journal of School Psychology

journal homepage: [www.elsevier.com/locate/jSCHSYC](http://www.elsevier.com/locate/jSCHSYC)



Commissioned Article

# Strategies and attributes of highly productive scholars and contributors to the school psychology literature: Recommendations for increasing scholarly productivity ☆,☆☆,☆☆☆

Rebecca S. Martínez <sup>a,\*</sup>, Randy G. Floyd <sup>b</sup>, Luke W. Erichsen <sup>a</sup>

<sup>a</sup> Indiana University, USA

<sup>b</sup> The University of Memphis, USA

### ARTICLE INFO

#### Article history:

Received 25 August 2011

Accepted 4 October 2011

#### Keywords:

Productive scholars

Ways to increase scholarly productivity

Contributions to literature

Qualitative research

Survey research

### ABSTRACT

In all academic fields, there are scholars who contribute to the research literature at exceptionally high levels. The goal of the current study was to discover what school psychology researchers with remarkably high levels of journal publication do to be so productive. In Study 1, 94 highly productive school psychology scholars were identified from past research, and 51 (39 men, 12 women) submitted individual, short-answer responses to a 5-item questionnaire regarding their research strategies. A constant comparative approach was employed to sort and code individual sentiments ( $N=479$ ) into categories. Seven broad categories of counsel for increasing productivity

☆ The former Editor of the Journal of School Psychology (JSP), Dr. Edward Daly III, commissioned this article to be developed as part of a special issue of JSP. All manuscripts were subjected to masked peer review. Reviews were coordinated by Dr. Tanya Eckert and Dr. John Hintze without using the JSP manuscript submission portal, the Elsevier Editorial System, to ensure that the manuscript authors were blind to reviewers' identities.

☆☆ The first author would like to acknowledge with gratitude her mentor, Dr. Ed Daly. She also would like to thank Mr. Rodney Reid for teaching her to write well. Finally, Rebecca wishes to recognize the School Psychology Research Collaboration Conference (SPRCC) for its powerful impact on her development as a scholar in school psychology. We wish to thank the following for their thoughtful and timely feedback on an early draft of the short-answer survey questions: J. Gayle Beck, Phil Carspecken, Jack Cummings, Barbara Dennis, Art Graesser, Robert Neimeyer, Danielle McNamara, James Murphy and Leah Nellis. In particular, we appreciate Robert Neimeyer's suggestion that we interview some of the highly productive scholars. Additionally, we are grateful to the following Journal of School Psychology associate editors for their feedback on the letter to participants and draft of the questions: Sara Bolt, Robin Coddling, Christine McWayne, and Kent McIntosh. We also appreciate all of the highly productive scholars for devoting their time to this project.

☆☆☆ Melissa Bray, Frank Gresham, Scott Huebner, Tom Kratochwill, and Chris Skinner reviewed and approved their respective interview transcriptions and summaries presented in Study 2 of this manuscript.

\* Corresponding author. Tel.: +1 812 856 8324; fax: +1 812 856 8333.

E-mail address: [rsm@indiana.edu](mailto:rsm@indiana.edu) (R.S. Martínez).

Action editor: Tanya Eckert.

emerged: (a) research and publication practices and strategies, (b) collaboration, mentoring and building relationships, (c) navigating the peer-review process, (d) strategies to bolster writing productivity and excellence, (e) personal character traits that foster productivity, (f) preparation before entering the professoriate, and (g) other noteworthy sentiments. Results are discussed in terms of nine recommendations for scholars and graduate students who wish to increase their productivity. In Study 2, five of the most productive scholars (1 woman, 4 men) participated in a semi-structured interview about their high levels of productivity. Interviews were recorded, transcribed, and analyzed, and a case analysis approach employed to profile each scholar. Study limitations and suggestions for future research are discussed.

Published by Elsevier Ltd. on behalf of Society for the Study of School Psychology.

---

## 1. Introduction

The lives and practices of successful men and women, those whose accomplishments rise above the ordinary, intrigue many people and have been the subject of several bestselling books. In *Developing Talent in Young People*, Bloom (1985) studied 120 highly talented individuals who reached the pinnacle of success in their respective fields by age 35. Bloom concluded that with the appropriate environmental nurturing almost anybody could mirror the accomplishments of these extraordinarily successful people. More recently, Gladwell (2008) published *Outliers*, chronicling the lives of people who had attained particularly high levels of success in their professions, including baseball and entrepreneurship. Both Bloom and Gladwell related that people do not become consummate models of accomplishment in their fields simply because they were born that way. Rather, these authors contend that people become the *crème de la crème* in their professions as a result of the complex interplay between what they bring to the table and the environmental conditions along the way that nurture, reinforce, and make possible their rise to the top. Under the right circumstances, any man or woman can become extraordinary at his or her craft; in academic school psychology the craft that must be cultivated is scholarly productivity. Although scholarly productivity is only one measure of success in academe, it is the benchmark against which high-stakes decisions about salary, promotion, and tenure are measured at research universities. Accordingly, successfully publishing research in peer-reviewed journal articles is the lifeblood of the graduate student seeking employment at a research university, the tenure-track assistant professor desiring tenure, and the tenured professor seeking promotion to full professor.

### 1.1. Productivity studies

One challenge to face when attempting to study these environmental conditions, strategies, and resources is objectively identifying the most productive scholars. This challenge may be overcome by drawing on prior research using productivity indices which have been calculated in various ways including a simple numerical tally of how many publications a researcher has published and taking into account an author's position relative to his or her co-authors. The productivity indicator of program prestige has been applied in psychology (Webster, Hall, & Bolen, 1993), education (Hsieh et al., 2004) and school psychology (Davis, Zanger, Gerrard-Morris, Roberts, & Robinson, 2005; Kranzler, Grapin, & Daley, 2011; Roberts, Gerrard-Morris, Zanger, Davis, & Robinson, 2006).

Little (1997) published the first study about the most prolific authors publishing in six school psychology journals from 1987 to 1995. He employed three productivity metrics. First, he assigned equal credit to all authors. Second, he awarded credit to first authors only. Third, he assigned authorship order credit based on the author position formula. Later, Davis et al. (2005) used the simple count method to identify the top 20 most productive authors across four school psychology journals from 1991 to 2003. Davis and colleagues noted the flawed nature of the productivity score because it penalized collaboration by awarding lower scores to authors with more co-authors. As the fields of educational psychology broadly (Hsieh et al., 2004) and school psychology specifically (Roberts, Gerrard-Morris, et al., 2006) become more collaborative,

متن کامل مقاله

دریافت فوری ←

**ISI**Articles

مرجع مقالات تخصصی ایران

- ✓ امکان دانلود نسخه تمام متن مقالات انگلیسی
- ✓ امکان دانلود نسخه ترجمه شده مقالات
- ✓ پذیرش سفارش ترجمه تخصصی
- ✓ امکان جستجو در آرشیو جامعی از صدها موضوع و هزاران مقاله
- ✓ امکان دانلود رایگان ۲ صفحه اول هر مقاله
- ✓ امکان پرداخت اینترنتی با کلیه کارت های عضو شتاب
- ✓ دانلود فوری مقاله پس از پرداخت آنلاین
- ✓ پشتیبانی کامل خرید با بهره مندی از سیستم هوشمند رهگیری سفارشات