### 2000-2017 Peer Refereed National/International Journal Articles

<table>
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<td><strong>14.7</strong></td>
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</tbody>
</table>

*Note: total number of authors = sum total of student or faculty authorships for that year, thus each person could earn multiple authorships in a year.*

SP Student refereed presentations: approximately 30 per year, students are typically first author. While we strongly encourage, support, and help our students prepare conference presentation proposals and presentations, we do not track these data each year.

### Summary:
The School Psychology program has four faculty: Dr. Steve McCallum, Dr. Merilee McCurdy, Dr. Christopher Skinner, and Dr. Robert Williams. Dr. Sherry Bain recently retired. The School Psychology program is housed within the Educational Psychology and Counseling Department in the College of Education, Health, and Human Sciences. At any one time, we have between 22-30 students. All of our students are Ph.D. students.
Research on Faculty Research Productivity

Faculty Productivity: Study I (2005-2014)
Villarreal and Umaña (2017) analyzed intervention articles published in six major school psychology journals (School Psychology Review, School Psychology Quarterly, Journal of School Psychology, Psychology in the Schools, Journal of Applied School Psychology, and School Psychology International) from 2005 to 2014. If the authors of an article were affiliated with different institutions, then it was counted as a publication for each contributor’s institution. However, an institution was only given credit one time for each article, regardless of the number of authors on each article listing the same affiliation.

For more information see:

Intervention Publications in Major SP Journals, 2005-2014

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<tr>
<th>University</th>
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<td>University Of Virginia</td>
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<td>University Of Wisconsin-Madison</td>
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</table>

Villarreal and Umaña (2017) also identified the training programs from which the top 30 authors (based on individual authorship credit) graduated.

Training Programs Completed by the Top 30 Authors

<table>
<thead>
<tr>
<th>Training Programs of Top 30 Authors</th>
<th># of Top 30 Authors Graduating from Program</th>
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<tbody>
<tr>
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<tr>
<td>Syracuse University</td>
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<tr>
<td>University of Wisconsin – Madison</td>
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<td>Mississippi State University</td>
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<tr>
<td>Lehigh University</td>
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<tr>
<td>16 schools had one top 30 graduate including</td>
<td>1 each</td>
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</table>

The three University of Tennessee School Psychology alumni each had 5 articles and ranked in a tie for 13th. They are Dr. Renee Hawkins, Professor - University of Cincinnati; Dr. Elizabeth McCallum, Associate Professor - Duquesne; and Dr. Brian Poncy, Associate Professor - Oklahoma State
Faculty Productivity: Study II (2005-2009)
Kranzler, Grapin, and Daley (2011) conducted a study published in *Journal of School Psychology* that examined the average number of peer refereed journal articles that appeared in *PsycINFO* between 2005-2009.

For more information see:

### APA's PsycINFO Journals (2005-2009)

<table>
<thead>
<tr>
<th>Rank</th>
<th>School Psychology Program</th>
<th>Mean Pubs per Faculty</th>
<th># of SP Core Faculty</th>
<th>Yearly Average per faculty</th>
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Faculty Productivity: Study III (2000-2005)
At the 2006 annual conference of the *National Association of School Psychologists*, researchers presented data on publication rates of faculty from APA-accredited programs. Specifically, they calculated average publication rates based on psychINFO data (includes professional journal articles and book chapters) of faculty from all 56 APA-accredited School Psychology programs from 2000-2005. The UT School Psychology program faculty ranked 2nd with a mean of 22.00 articles per faculty member. When data were broken down by faculty member, Dr. Christopher Skinner of the University of Tennessee was the top-ranked faculty member with 45 publications.

For more information see:

### APA's PsycINFO Journals (2000-2005)

<table>
<thead>
<tr>
<th>Rank</th>
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**2007**


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**2006**


Bell, S. M., Ziegler, M., & McCallum, R. S (2004). What adult educators know compared to what they say they know about providing research-based reading instruction. *Journal of Adolescent & Adult Literacy, 47,* 542-563.


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**2003**


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**2002**


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**2001**


