

School of Nursing – May 13, 2010
GUIDELINES FOR AUTHORSHIP WITH STUDENTS

The purpose of these guidelines is to facilitate the dissemination of knowledge generated jointly by faculty members and students in the School of Nursing. There are a number of issues pertaining to authorship that need to be considered including the nature of contributions, intellectual property rights, scholarly integrity, and responsibilities of authors, as well as mutual and differing interests, benefits, and accountabilities among faculty members and students. Mutual interests in and benefits of faculty-student authorship include contributions to the discipline, enhancement of scholarship, financial opportunities (e.g. grants, fellowships, publication records). Faculty and students also sometimes have differing interests (e.g. tenure and promotion, merit, program completion, importance of beginning publication record). These differing interests may sometimes give rise to situations of conflict, therefore it is important for faculty and students to discuss and determine authorship early in their working relationships.

Scholarly publications fall under the University of Victoria Policy on Scholarly Integrity (Policy # AC1105 <http://www.uvic.ca/universitysecretary/policies/browse/classification/>) and the Faculty of Human and Social Development Guidelines for Scholarly Integrity. Intellectual Property in relation to commercial considerations is addressed in University of Victoria Policy (Policy # GV0215; see above-cited website). The University Victoria policies supersede this document.

Beliefs and Values

The University of Victoria School of Nursing encourages involvement of students in research projects and publications. We believe that faculty members have an important role to play in mentoring students in scholarly activities and in publishing.

Faculty members have a special responsibility to acknowledge student contributions, recognizing that we are [educating] students to be the next generation of faculty members and leading practitioners. Faculty members routinely suggest research topics, recommend cases to examine, and advise on methodologies and data that could be used in student research. Faculty members also routinely assist students and colleagues in their research and writing by providing detailed comments and critiques, by proposing alternative ways of communicating an idea, and by editing drafts. This is part of the normal role of an educator and by itself does not confer a right to co-authorship on the faculty member. By the same token, faculty members have a right to expect to be cited for their ideas and assistance, and students should be aware that giving appropriate credit for such faculty contributions and assistance is important. (ACSP, 1997)

Principles and Processes

The intent of this document is to articulate principles and processes to ensure that authorship with students is fair and transparent.

An open discussion on authorship among all individuals involved in a project is necessary throughout the research process. Specific issues involving authorship may become more salient at different points in a project, and can reflect either new developments or [a return to] issues from an earlier discussion. As such, we view the negotiation and determination of authorship as a dynamic process, rather than a predetermined or fixed decision. This process is to proceed in the spirit of collaboration and in an egalitarian manner among all individuals involved. (APA, 2006)

The following processes are to be used in determining authorship.

1. It is the responsibility of faculty members to initiate a discussion of authorship credits early in the student-faculty working relationship. Students may also initiate these conversations. Both faculty members and students have a responsibility to continue a discussion of authorship credits whenever circumstances warrant. Examples of situations that require authorship discussions include:
 - a. Publication of student's thesis/project/dissertation research
 - b. Publication of work arising out of faculty member's program of research in which students are involved
 - c. Publications arising out of course work
 - d. Other publication collaborations between faculty and students
 - e. Ownership and use of data, and authorship issues arising out of use of faculty member's data (relates to 'b' above)
 - f. Internships
2. Early in the faculty student relationship related to any of the above situations, both parties are required to review "Criteria for Determining Authorship" and discuss how the guidelines relate to the particular circumstance.
It is recommended that as a result of these conversations faculty and student(s) draft and produce a written and signed agreement on authorship.
3. Faculty and student(s) are also recommended to regularly review the written agreement to ensure the agreements accurately reflect contributions and changing circumstances.

Criterion for Determining Authorship

To ensure transparency and avoid conflicts regarding authorship, the following guidelines are suggested and are based on commonly accepted publication principles.

Authorship credit should be based on 1) substantial contributions to conceptualization and design, or acquisition of data, or analysis and interpretation of data; 2) drafting the article or revising it critically for important intellectual content; and 3) final approval of the version to be published. Authors should meet conditions 1, 2, and 3. (International Committee of Medical Journal Editors, 2006)

Process Recommendations for Determining Authorship

- All publications and/or dissemination must be negotiated in advance by all parties involved in the research or intellectual work. It is recommended that this agreement be put in writing.
- The order of authorship should be a joint decision of co-authors. In general, the order will be based on extent of contribution. When the contribution is equal among a group of authors, authorship could be listed alphabetically, randomly, or there can be an agreement among authors to rotate authorship on various publications.
- Early in the collaboration of students with faculty members, both parties should agree on expected contributions to the project and to the paper/writing.

- Names of contributors who do not meet the criteria for authorship can be acknowledged in a separate heading. Contributions that may merit recognition in acknowledgments associated with authorship include providing care, access to study patients, material and financial support, editorial contributions, peer feedback. Written permission should be obtained from persons who are listed in acknowledgements.
- Legally, data are not considered intellectual property and cannot be owned. Researchers who compile or interpret data have an intellectual property interest in it. It is advisable that researchers who have students or colleagues accessing their data request signature on a confidentiality agreement, so that data cannot be used for other purposes without permission. Access to data is also governed by relevant policies which can be viewed at <http://www.research.uvic.ca/ethics/index.html>
- Normally, a student will be first author of publications arising from his/her thesis/dissertation/classroom assignments. The professor may share authorship if substantial contributions have been made to the work. Publications coming from student research should acknowledge all contributors to the work. Supervisors and students should discuss this issue at the beginning stages of the thesis or dissertation process.
- If the student is unable/unwilling to publish the thesis/dissertation after its completion, normally within one year, the supervisor, ONLY with the explicit agreement of the student may write an article for publication with the student included as second author.

Disputes and Conflict Resolution

In the event of dispute regarding authorship, all authors involved in the document should meet to discuss the issue. Students and junior faculty may choose to be accompanied by an advocate. If the matter is not resolved and involves graduate students the case will be referred to the Graduate Advisor responsible for the student's program. If the matter is not resolved it can be brought before the Director of the School and finally the Dean of Graduate Studies. In situations involving undergraduate students, the case will be reviewed by the Associate Director for Undergraduate Education and if not resolved it will be referred to the Director of the School and finally the Dean of Human and Social Development.

References

International Committee of Medical Journal Editors (2006). Uniform requirements for manuscripts submitted to biomedical journals: Writing and editing for biomedical publications. Retrieved November 15, 2006 from <http://www.icmje.org/>.

APA Science Student Council (2006). A Graduate Student's Guide to Determining Authorship Credit and Authorship Order.

Association of Collegiate Schools of Planning (April, 1997). UC-Berkeley Policy on Credit for Faculty-Student Collaborative Work. Retrieved from
http://www.acsp.org/sites/default/files/doc/Credit_for_collab_faculty-student_work.pdf.

Bibliography

A list of additional resources can be found in the APA document referenced above. Two examples are:

British Sociological Association: Authorship Guidelines for Academic Papers
<http://www.britsoc.co.uk/publications/Authorship+Guidelines+Academic+Papers.htm>
Accessed on May 6, 2010

University of Alberta. Faculty of Graduate Studies and Research: Guidelines for authorship
<http://www.gradstudies.ualberta.ca/gradmanual/10.2.html>
Accessed on May 8, 2010