60 MINUTES

Guidelines for Authorship

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Activity Rationale and Aims

Aims

To provide guidelines and considerations to guide authorship decisions and processes.

Rationale

These guidelines are meant to provide research teams working in collaboration with youth and community partners some points of reflection with regard to considering how to allocate authorship. Suggestions are also outlined to guide the process for when teams decide to write collaboratively.

Activity Summary

These considerations, or guidelines, are meant to be supplementary to the APA authorship guidelines, ICMJE authorship guidelines, APA inclusive language guidelines, or other guidelines relevant to the area of study. It is strongly suggested that teams start with APA and/or ICMJE authorship guidelines as well as the APA tips and resources. Once teams are well versed with these established guidelines, they can explore the guidelines below to help support the process of collaborative writing.

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Guidelines for Determining Co-authorship

- Co-authorship of participatory projects needs to meet authorship requirements in the field and for the journal. Adherence to authorship guidelines ensures that the work is appropriately attributed to those involved in preparing the manuscript and ensures that if community/youth collaborators are included as authors, their perspectives, ideas, and voices are respectfully represented.

- It is wise to begin conversations about authorship early in the process of forming trusted teams and building transparency of roles.

- When representing a community, beyond individual members of that community, co-authors may be listed "on behalf of the [community]" (Castleden et al., 2010).

- When community/youth collaborators do not meet authorship guidelines that have been adopted by the team, it is an option to include the community/youth collaborators in the acknowledgements, e.g. "This project wouldn't have been possible without the participation and permission of the community" (Castleden et al., 2010).

- When writing collaboratively, it is possible to include an authorship statement, rather than just mentioning that community partners were co-authors.

  - For example: Author Contributions: Conceptualization, M.E.G. and J.L.L.; methodology, M.L.; investigation, M.L. and C.Z.-Y.; writing—original draft preparation, M.E.-G.; writing—review and editing, J.L.L.; data curation—C.Z.-Y.

  - It is also possible to denote roles in the text of the article. For example: "This paper is co-authored by youth co-researchers. In the interest of transparency, we use the first person singular to signal decisions made by the adult facilitator, while first person plural represents the perspective of youth involved in the YPAR collaboration. We further distinguish between youth as co-researchers and our interview participants, as the experiences of both constitute sources of data relevant to this study. These representational decisions are discussed in the methods section" (Bellino et al., 2018).

- It may be helpful to distinguish between youth as co-researchers (and co-authors) and study participants (Tuck et al., 2008). Co-researchers are key study personnel engaged in the design and analysis of the study, whereas, participants are consented study subjects that engage in activities specific to data collection, such as completing a survey, engaging in an interview, etc.

- Hold in mind that academic publications are not the only form — and sometimes not the most effective form — of collaborative writing and sharing with youth or community collaborators. Though the intent may be to be inclusive, sometimes, inclusion in academic writing without adequate training can generate power differentials where youth and community ideas

Considerations For Collaborative Writing

- Ask the youth/community collaborators to review and approve parts of the paper that are not written by the youth/community collaborators.

- During data analysis discussions, record comments and words that show collaborator insights. Reflect and document frequently.

- Consider which writing roles are best matched for which types and levels of academic training. For example, the academic research collaborators may have more experience with writing a literature review and methods section, while the discussion and implications may be an important place to closely involve youth and community collaborators so as to make sure their voices are accurately reflected.

- Consider group writing sessions that include deliberate structures, scaffolds, and roles.

Commitments to Equity

Close adherence to authorship guidelines is an imperative issue of equity and ethics. Gift authorship, defined as authorship given to a person who has not contributed significantly to a manuscript, most frequently benefits those who are in power and can marginalize those with less power (Jurow & Jurow, 2018). Conversely, not including those who have made central contributions to the writing and research makes their work invisible and is inequitable. Academic writing may be the appropriate way to honor intellectual contributions, however, close consideration of authorship guidelines may also suggest other forms of writing together, for example, a community brief, or engaging in non-writing activities, such as community panels and conference presentations. Considering a range of ways to share and honor intellectual contributions supports all collaborators to feel valued and honored.

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Additional Reading

Christensen, C., & Atweh, B. (1998). Collaborative writing in participatory action research. *Action research in practice: Partnerships for social justice in education*, 239-340.

Gardner, M. (2018). Writing together for academic publication as a youth-adult PAR team: moving from distance and distaste towards transformative engagement. *Educational Action Research*, 26(2), 205-219.

Kalichman, M., Magnus, P. D., & Plemmons, D. (2001). *Authorship*. Resources for Research Ethics Education.

Works Cited

Bellino, M. J. (2018). Closing information gaps in Kakuma Refugee Camp: A youth participatory action research study. *American Journal of Community Psychology*, 62(3-4), 492-507.

Castleden, H., Morgan, V. S., & Neimanis, A. (2010). Researchers' perspectives on collective/community co-authorship in community-based participatory Indigenous research. 5(4), 23-32.

Jurow, A. S. & Jurow, J. (2019). We need to talk about authorship abuse. *Inside Higher Ed.*

Tuck, E., Allen, J., Bacha, M., Morales, A., Quinter, S., Thompson, J., & Tuck, M. (2008). PAR praxes for now and future change: The collective of researchers on educational disappointment and desire. In J. Cammarota & M. Fine (Eds.), *Revolutionizing education: Youth participatory action research in motion* (pp. 49-83). Routledge.

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