

# Escuela Graduada de Administración de Empresas

## Graduate School of Business Administration

**Approved by Referendum: 2/2/2022**

### **Student-Faculty Publication Guidelines**

#### **Basis**

Students and faculty collaborate in research throughout the student's time at the EGAE in multiple ways including as part of a course, as research assistants (PEAF), and during the completion of the student thesis (or set of essays or papers). A fundamental element of the research process is its dissemination via the publication of proceedings, working papers, and journals articles. The goal of the policies described in this document is to guide the publication of work resulting from student and professor interactions regarding authorship and its rights. It is important that all parties engage in discussion early in the research process to define roles and expectations.

#### **Definition of Authorship**

There are multiple definitions of authorship in the academic realm. For the sake of simplicity, the proposed guidelines use the definitions found in the policies from the University of Alberta (add link) and based on the description by Ed Huth (1986 Ann Int Med 104:269-274) the following 3 criteria must be met:

- 1. All authors should have made a substantial contribution to the conception, design, analysis, or interpretation of data;*
- 2. they should have been involved in writing and revising the manuscript for intellectual content; and*
- 3. they should have approved the final draft and be able to defend the published paper.*

*Those who have made other contributions to the work (such as data collection without interpretation) or only parts of the above criteria should be credited in the acknowledgements, but not receive authorship.*

### **Guidelines for work performed as part of a class**

Students completing research projects under the scope/requirements of a course would have the right to authorship, under most cases as the first author. Furthermore, students have the right to use any research conducted as part of a course as an element of their thesis (or one of their essays/papers for degree completion purposes). The faculty which offers the course should be, in most cases, considered a co-author as long as it meets the authorship criteria. The course syllabus must include a statement indicating joint authorship is expected of any research work resulting from the class, inferring that first authorship is reserved to the student, and that the student has the right to use any related work as part of the degree requirements.

### **Guidelines for work performed as PEAFs**

Students completing research under a PEAf are not, by the fact they work under a contract with the university, eliminated from the right to authorship. Authorship should be based on the work performed and they must be considered as authors if they meet all authorship criteria. Faculty who involve student PEAfs in their research should inform the student of their expected role (as possible authors or not) early during the assignment of work to the student. Authorship agreements should be included in the *Evaluación de la Experiencia Académica Formativa*. Given in many cases the scope of the work assigned to student PEAfs will not meet all the criteria for authorship (for example, as they will join the project after conception and design), their work should be credited in the acknowledgement section of the published work if it represents a significant contribution.

### **Guidelines for general collaborations**

Students and faculty planning a “general” research project that will result in a publication should define from the onset roles and the anticipated weight of their contribution. It is recommended that the student and faculty develop a brief agreement document where these roles are outlined, and any authorship issues described. It is recommended this agreement is signed and kept by all contributors.

### **Guidelines for work performed to complete the degree (thesis or essays or papers).**

Students completing research under the guidance of a mentor and a committee as part of their degree requirements would have the right to authorship as the first author. The faculty advisor and committee members should be in most cases considered a co-author as long as each meets the authorship criteria. Students should not exclude the faculty advisor or members from authorship unless the faculty waives their rights. Expectations and authorship ground rules should be made by the student and faculty early during the selection of the faculty advisor and the committee.

## Disputes

Disputes should first be addressed through direct communication among all parties. If no agreement is reached, the conflict must be communicated to the Department Chair who would conduct a review of the case and propose an agreement within a month of being notified of the dispute. If the agreement proposed by the Department Chair were not acceptable to all parties, or if any of the parties stops engaging the process for a month or more, the dispute would be moved to the Dean of FAE for a final recommendation. Further recourse is outside the scope of this document as this serves as an internal guide to the EGAE and FAE, but alternatives include the *Procurador Estudiantil* and DEGI's Dean.

## Sources

- <https://chp.phhp.ufl.edu/files/2011/09/15.-PUBLICATION-POLICY-GUIDELINES.pdf>
- <https://catalog.upenn.edu/pennbook/fairness-authorship-credit-collaborative-faculty-student-publications-phd-am-ms-students/>
- <https://www.ualberta.ca/graduate-studies/about/graduate-program-manual/section-10-intellectual-property/10-2-guidelines-for-authorship.html>
- <https://www.ugent.be/eb/nl/onderzoek/authorshipguidelines.pdf>
- <https://www.kuleuven.be/english/research/integrity/practices/publication-and-authorship/authorship>