

Publication

Accommodating an Uninvited Guest: Perspectives of Researchers in Switzerland on 'Honorary' Authorship

JournalArticle (Originalarbeit in einer wissenschaftlichen Zeitschrift)

ID 4524551

Author(s) Satalkar, Priya; Perneger, Thomas; Shaw, David

Author(s) at UniBasel [Shaw, David](#) ; [Satalkar, Priya](#) ; [Perneger, Thomas](#) ;

Year 2019

Title Accommodating an Uninvited Guest: Perspectives of Researchers in Switzerland on 'Honorary' Authorship

Journal Science and Engineering Ethics

Pages / Article-Number 1-21

Keywords Authorship assignment; Guest authorship; Qualitative research; Research integrity; Switzerland

The aim of this paper is to analyze the attitudes and reactions of researchers towards an authorship claim made by a researcher in a position of authority who has not made any scientific contribution to a manuscript or helped to write it. This paper draws on semi-structured interviews conducted with 33 researchers at three seniority levels working in biomedicine and the life sciences in Switzerland. This manuscript focuses on the analysis of participants' responses when presented with a vignette describing an authorship assignment dilemma within a research group. The analysis indicates that researchers use a variety of explanations and arguments to justify inclusion of what guidelines would describe as honorary or guest authorship. Fuzzy parameters such as "substantial contribution" lead to varied interpretation and consequently convenient application of authorship guidelines in practice. Factors such as the culture of the research group, the values and practice shaped by the research leaders, the hierarchy and relative (perceived) positions of power within research institutions, and the importance given to publications as the currency for academic success and growth tend to have a strong influence on authorship practice. Unjustified authorship assignment practices can be reduced to some extent by creating empowering research cultures where each researcher irrespective of his/her career stage feels empowered to confidently raise concerns without fearing adverse impact on their professional lives. However, individual researchers and research institutions currently have limited influence on established methods for evaluating academic success, which is primarily based on the number of high impact publications.

Publisher Springer Verlag

ISSN/ISBN 1353-3452 ; 1471-5546

edoc-URL <https://edoc.unibas.ch/74106/>

Full Text on edoc No;

Digital Object Identifier DOI 10.1007/s11948-019-00162-8

PubMed ID <http://www.ncbi.nlm.nih.gov/pubmed/31784940>

ISI-Number WOS:000499443800002

Document type (ISI) ArticleEarly Access