

60 MINUTES

Guidelines for Authorship

Authored by Leah Peña Teeters & Jade Gutierrez

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

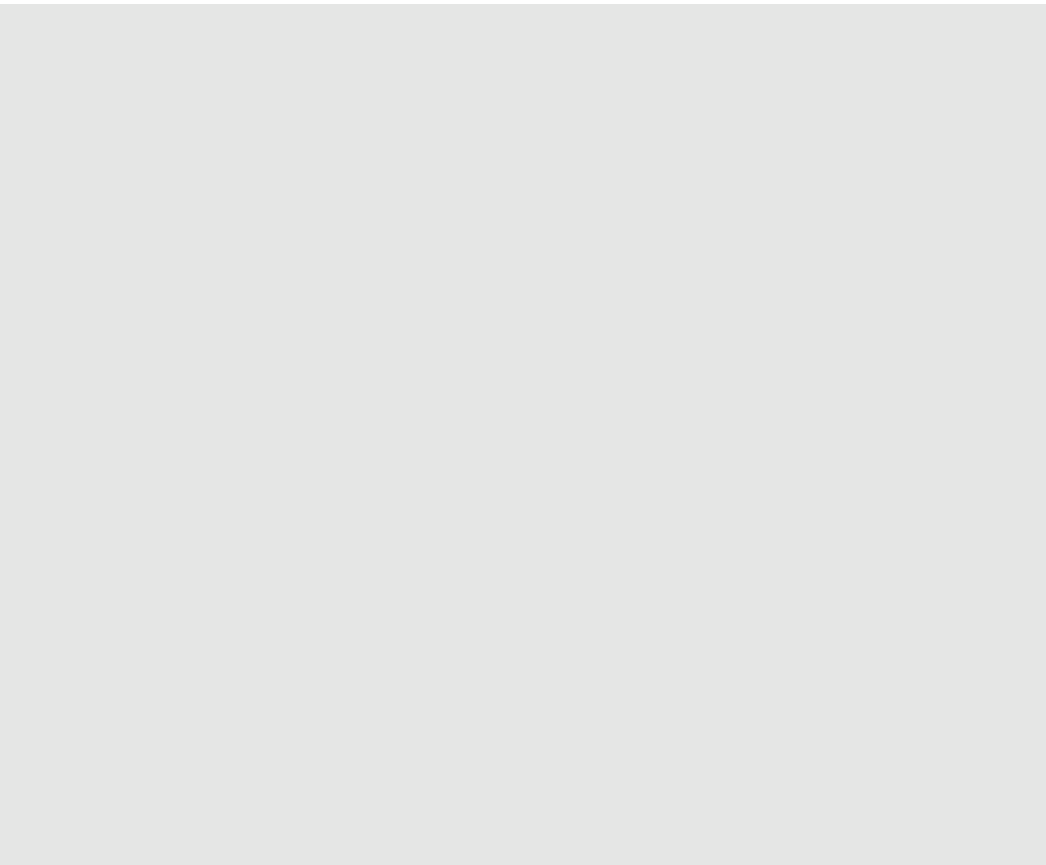
These considerations, or guidelines, are meant to be supplementary to the APA authorship guidelines, ICMJE authorship guidelines, APA inclusive language guidelines, or other guidelines relevant to the area of study. It is strongly suggested that teams start with APA and/or ICMJE authorship guidelines 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.

- 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



1

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-aQ u-x: rym qv { u