Santa Claus comes to Higher Ed: balancing the costs and benefits of gift authorship

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ABSTRACT

In higher education, Santa Claus-like individuals offer undeserving faculty members authorship bylines on publications to which they have made minimal or insignificant contribution. In many instances, these benevolent academics and their unethical gift authorships help their colleagues achieve unwarranted prestige, promotions, and pay increases in the short-term but may hinder their coworker's success in the long-term. This case study is presented in which a senior faculty member helps a junior faculty member with their scholarship responsibilities, increasingly understood as publications, and how over the years such beneficence inhibited the professional growth of the recipient of such generosity.

Keywords: gift authorship; helping; hyper-authorship
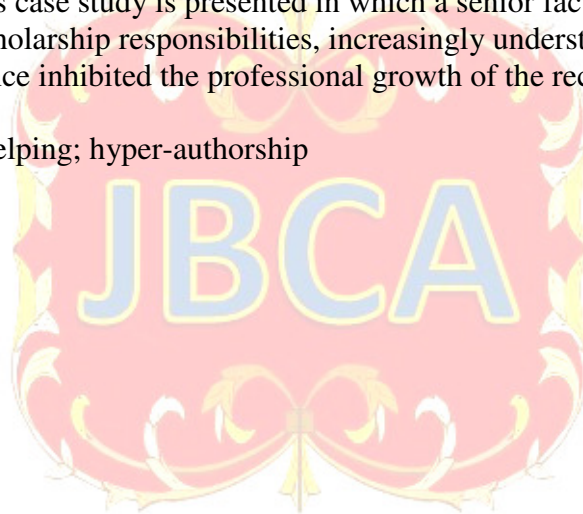
Introduction

Education comes from within; you get it by struggle and effort and thought.

---------Napoleon Hill, *Think and Grow Rich*

In the workplace Santa Claus is thought of as an individual providing help and gifts to others. Indeed, workplace helping, the "willing devotion of time and attention to assist with the work of others" (Hargadon & Bechky, 2006, p. 489), is critical to a firm's success (Bamberger, 2009). In an organizational context workplace helping consists of voluntary behaviors that are aimed at assisting coworkers attain their work goals in a way that is not contractually enforced by the organization (Sparrowe, Soetjipto, & Kraimer, 2006). Gifting others with assistance and help is aimed directly at specific individuals with the definitive goal being to increase others' well-being (Tang et al., 2008) which predicts several positive occupationally relevant outcomes, such as persisting longer, performing better, working reliably (i.e., fewer absences), and earning higher supervisor evaluations (Fisher, 2010).

One way that faculty act as Santa is gifting colleagues with publications. This help is important since some in the professoriate, particularly new academics, find publishing a daunting task. These new professors are often heard saying that they thought they were hired to teach but soon realize the importance of publishing, and many find that aspect of the academic experience off-putting. Sympathetic senior faculty may help these new colleagues by including them in their research and publications. Less kindly faculty may still help colleagues because of the pressure they receive from department chairs and deans to help them stay employed, get tenure, obtain a promotion, etc. (Eastwood, Derish, Leash, & Ordway, 1996). But such help, like the story of young boy helping the caterpillar in the epigraph, may have problematic consequences because help can threaten self-efficacy, curtail autonomy, and cultivate indebtedness (Fisher, Nadler, & Whitcher-Alagna, 1982).

This practice of gift authorship, sometimes called honorary or guest authorship, involves awarding co-authorship to persons who have not contributed significantly to a publication (Bennett & Taylor, 2003). This case discusses gift authorship in the academy and focuses on helping colleagues publish scholarly research. First, the authors discuss general constructive and destructive effects of helping others. Second, we focus on how scholarly research in terms of publications has over the years risen in importance in higher education and how, associated with this trend, collaboration with colleagues has significantly expanded and resulted in publications with an increasing number of authors which is frequently associated with questionable authorship attributions. Next, we discuss criteria for authorship. Finally, we present a case study where a senior faculty member helps a junior colleague with their publication obligation. We then provide a summary and conclusion, followed by teaching notes for the case.

Beneficial and Detrimental Effects of Helping

Helping others has both positive and negative effects. Because helping is often seen as beneficial and non-controversial, a more expanded discussion of the negative aspects of helping, a less anticipated perspective, is presented.

Beneficial effects of helping

Helping or aiding others seems to be a common human behavior throughout the world (Hunt, 1990) and throughout the years many authors have written favorably about charitable acts and generosity (Stanford Encyclopedia of Philosophy, 2013). The world's religions hold helping others to be invaluable and, indeed, virtuous, because it promotes their well-being. Several terms have been used to

describe helping behavior including altruism (Batson, 2011), charity (Lupton, 2011), benevolence (Kekes, 1987), organizational citizenship behavior (Organ, 1997), volunteering (Windsor, Anstey, & Rodgers, 2008), kindness (Chancellor, Margolis, Jacobs Bao, & Lyubomirsky, 2018), and prosocial behavior (Von Bergen, Bressler, & Boatmun, 2017). Despite this variety in terminology, the common opinion is that these cooperative and supporting behaviors facilitate others' welfare. Such behaviors entail actions that intend to help and do help others (Taute & McQuitty, 2004) and are often seen as an unalloyed good—the more the better. Helping is often seen as a moral good, and it has many champions and most people see the benefits of helping as too obvious to require justification. Moreover, there have been calls for increased demonstrations of compassion and helpfulness (Dutton, Workman, & Hardin, 2014; Thomas & Rowland, 2014) because it not only good for aid recipients but also good for help providers (Konrath & Brown, 2013).

Some people think that acts of charity should be protected from critique. In part, this may be because sometimes well-meaning supporters have made questioning helping others off-limits (Oakley, 2013). Helping and giving are often considered symbols of virtue and should therefore, not be questioned. Sometimes when well-intentioned charitable acts are questioned regarding flawed practices they are met with outright hostile resistance and demonized (e.g. "you are starving children"; "you are waging a war on the poor"). Actions that appear to involve caring for others become such obvious and sacred qualities that the only possible motivation for those who might disagree with assistance policies must be those with malevolent intentions (Oakley, Knafo, & McGrath, 2012). Nevertheless, some research suggests that help can sometimes become a problem.

Negative aspects of helping

Some research suggests that aiding others can be problematic for those who help. The decision to engage in assisting others entails an opportunity cost for the helper in that fewer resources (time and energy) remain that can be devoted to the helper's core tasks (Campbell, Lee, & Im, 2016). Moreover, helping can also be costly for the aid recipients. Indeed, even thinking about receiving help can have undesirable consequences. Fitzsimons and Finkel (2011) noted, for instance, that thinking about the support a significant other may offer in pursuing goals can undermine the motivation to work toward those goals—and can increase procrastination before getting down to work. The researchers randomly assigned American women who cared a great deal about their health and fitness to think about how their spouse was helpful, either with their health and fitness goals or for their career goals (control group). Women who thought about how their spouse was helpful with their health and fitness goals became *less* motivated to work hard to pursue those goals. Relative to the control group, these women planned to spend one-third less time in the coming week pursuing their health and fitness goals. This research illustrated what Fitzsimons and Finkel (2011) referred to as "self-regulatory outsourcing" (p. 369) in which considering how other people can be helpful for a given goal undermines motivation to expend effort on that goal. It seems that when individuals think about how someone else can help with an ongoing goal, they unconsciously "outsource" effort to their partner, relying on them for future goal progress, and, consequently, exert less effort themselves.

Several areas where helping is toxic are now discussed. In their classic investigation, Langer and Rodin (1976) studied nursing home residents for three weeks, allowing some individuals to arrange their rooms as they wished, choose spare-time activities, and decide when to watch television, listen to the radio, etc. Other patients (the comparison group) were told that the staff would help them by arranging for all their needs; all references to making decisions and being responsible for oneself were avoided. The staff treated these individuals as passive recipients of normal well-intentioned, sympathetic care. The residents who were *not helped* in these minor activities became more alert and more active than those in the comparison group. More importantly, such helping impacted health and mortality. Eighteen

months later, only 15% of those *not helped* had died, compared with 30% in the group that was helped (Rodin & Langer, 1977).

The opioid epidemic currently sweeping across the country could be considered another example where helping can be detrimental. Since the late 1990s, doctors have commonly prescribed opioids for pain, especially chronic pain (Franklin, 2014). Nonetheless, the use of opioids has the possibility for causing serious harm and those risks become more significant over time (Dowell, Haegerich, & Chou, 2016). Since 1999, opioid deaths have more than quadrupled from prescription opioid drugs including methadone, hydrocodone, oxycodone. In 2016 alone, 42,249 persons died from opioid drug overdose (Seth, Rudd, Noonan, & Haegerich, 2018). In today's modern medical ethos, patient self-reporting pain is considered above question, and pain treatment is considered the ultimate level of considerate medical care (Lembke, 2012). Research regarding opioid use indicates that the extent of assistance may be the significant factor in deciding the benefits and costs of opioid use and that after 3 months the advantages of opioids fall and the harmful effects of addiction increase. Prescribing opioid pain relievers in unprecedented numbers started with the best of intentions: to help individuals deal with their pain in the short-run. Unfortunately, the desire to help patients resulted in a public health disaster having adverse health outcomes including fatal overdoses and long-term maladaptive physiological dependencies as unintended consequences (Alexander, Frattaroli, & Gielen, 2015).

A parallel pattern has emerged with respect to foreign aid. The idea that foreign aid often hurts, rather than helps, poor people in impoverished countries was observed by economist and 2015 Nobel prize winner, Angus Deaton. Deaton (e.g., 2013) noted that governments collect taxes from their citizens with the aim of running the country. At the end of the day, because the citizens hold the purse strings, they have some control over government. If the leaders of government do not deliver the necessary promised services, the citizens have the power to remove them from office. Foreign aid (especially to countries where they get an enormous amount of aid relative to everything else in that country) can weaken this connection and change the relationship between a government and its people, leaving a government less accountable to its people, Congress, or parliament. Governments that get much of their money from aid do not have to be answerable to their constituents and consequently makes them more despotic. It can also increase the risk of civil war, since there is less power sharing, as well as a lucrative prize worth fighting for. All this leads to corrosive effects and general economic decline as Deaton noted in countries as Zaire, Rwanda, Ethiopia, Somalia, and Biafra.

Other research finds that some persons receiving help develop dependency and feelings of inferiority to the helper, and as a result, requesting and obtaining help may jeopardize the recipients' self-worth (Nadler, 1991; Nadler & Fisher, 1986). Certainly, prosocial helping behaviors can result in leaving help recipients with adverse feelings of dependence or indebtedness (Beehr, Bowling, & Bennett, 2010). Government programs including those based upon affirmative action may lead those benefiting from help to feel dependent on others and become blemished with the affirmative action stigma of being incompetent (Heilman & Alcott, 2001).

In the religious spectrum Lupton (2011) questions long-term charity. He observed the following progression: giving once elicits appreciation; giving twice creates anticipation; giving three times generates expectations; giving four times produces entitlement; and giving five times establishes dependency. Indeed, beneficial care may sometimes be cruel or harmful, the equivalent of saying "no" to the student who demands a higher, undeserved grade, or to the addict who wants another hit.

Similarly, well-meaning governmental policies to enact the American dream of homeownership in the 1990s and early 2000s allowed less-than-qualified individuals to receive housing loans and encouraged more-qualified buyers to overextend themselves. Typical risk-reward considerations were disregarded because of implicit government support (Acharya, Richardson, van Nieuwerburgh, &

White, 2011). As a result, homeownership for many historically "underserved" borrowers increased significantly; yet when economic conditions deteriorated, many lost their homes or found themselves with properties worth far less than they originally had paid, and taxpayers were left with trillion-dollar costs and a prolonged economic crisis.

Essentially, with the noblest of purposes, a permissive lending environment was created in which people were given too much money to buy houses they could not afford, resulting in catastrophic damage. The good intentions inherent in such "feel good," emotionally-based practices frequently follow short-term, superficial heuristics for helping others that are often implemented without a critical, in-depth analysis of costs. An initial snap, common-sense judgment about what seems right in helping others can gel quickly into formidable certitude without consideration of important relevant facts. There may have been significant advantages for *all* U.S. citizens if some had been told "no."

Finally, one other area where helping others can be problematic is in higher education and involves helping colleagues get published. This practice is called gift authorship and the remainder of the paper discusses this action by noting the increased importance of publications leading in many cases to multiple authors who have not contributed substantially to the scholarly activity. A brief case study is then presented illustrating how gift authorship can play out in higher education.

Ascending Importance of Scholarly Publications in the Academy

A university faculty member typically climbs the faculty hierarchy by favorable peer evaluations by faculty colleagues and university administrators based upon teaching, service, and research activities including publishing scholarly books and articles (Boyer, 1990; Fairweather, 1996). Generally, there is not specific weightings assigned to each of these three areas (teaching, service, and research), results from an increasing number of nationwide studies over the last twenty to thirty years highlight the increasing importance of faculty scholarship in faculty reward systems (Blackburn & Bentley, 1990; Fairweather, 1996).

Research and publications have become critical in defining success in academic careers holding the key to the three P's: prestige, promotion, and pay (Mitcheson, Collings, & Siebers, 2011). Faculty members with robust research publication records are usually perceived to be more competent and possess more expertise than their faculty counterparts with fewer publications. These perceptions are consistent with comments that "faculty members are paid to teach but are rewarded for their research and publications". Green (2008) found that in tenure and promotion decisions across all academic ranks, faculty scholarship is deemed more valuable than teaching and teaching is considered more valuable than service. Although teaching and service certainly are encouraged, often they are not recognized and rewarded. As a result, new faculty members who express a serious concern about their teaching and/or service commitments are often warned about their "misplaced priorities" and reminded of the significance of publishing (Sharpe & Bolton, 2016).

Higher education institutions often emphasize research and publication not only with accrediting agencies, but also to internal and other external stakeholders. For example, in business disciplines, AACSB International—The Association to Advance Collegiate Schools of Business (AACSB, n. d.)—is the premier organization responsible for the accreditation of college and university programs in business administration and accounting. AACSB standards and their application by visiting accreditation teams expect that schools achieve a faculty research profile characteristic of established doctoral institutions, irrespective of the educational missions of individual schools. Thus, the scholarship of faculty at schools with undergraduate and master's degree programs, only, was often expected to emulate the doctoral schools. In a number of cases, this was achieved, though typically the quality and quantity of research

were at lower levels (Spritzer & Billings, 2005). This research emphasis continues today although research relevance is being stressed.

Hyper-authorship In Publications

In recent years, faculty members have reacted with a significant increase in research articles with multiple authors. The growth of multiple authorship has been attributed to a number of factors including building collegiality, increasing methodological sophistication, an expansion in multi-disciplinary research, growing opportunities to collaborate internationally facilitated by the Internet and globalization, and rising levels of competition in academic life in response to "publish or perish" pressures (Erlen, Siminoff, Sereika, & Sutton, 1997). Indeed, publications have become "scientific currency" (Louis, Holdsworth, Anderson, & Campbell, 2008).

The increase in multiple author research articles is sometimes referred to as "Hyper-authorship" (Cronin, 2001, p. 558). Since the late 17th century up until around 1955, individual authorship was the customary practice in scientific research (Green, 2008). However, since that time there has been an increasing trend in multiple author research (Khan, Nwosu, Khan, Dwrakanath, & Chien, 1999). Aboukhalil (2014) gathered metadata for ~24 million research articles listed in Pubmed from the years 1913 to 2013. Aboukhalil found the mean number of authors per research paper increased by more than 500 percent in the last 100 years. In 1913, the typical research paper had only one author, but by 2013 the number had increased to 5.4 authors per paper. Perhaps the most extreme example that can be found would be a physics paper by Aad et al. (2015) cited 5154 research authors and is nine pages in length describing the research and an additional 24 pages listing all authors.

To demonstrate authorship increases over time, King (2013) prepared a graph of the percentage of single-authored research papers across 21 academic disciplines from the period 1981 to 2012. King (2013) found Social Sciences produced the highest number of single-authored articles, followed by Economics, Business, and Mathematics. The most significant decrease in single authored research articles was found to be in Economics & Business (42 points). In 1981, overall more than 30% of research papers cited only a single author. But by 2012, the percentage of single-author papers had decreased to only 11%. Likewise, Gazni and Didegah (2011) researched 22 areas of science and found 60% or more of publications across all 22 areas were co-authored.

Floyd, Schroeder, & Finn (1994), found that in management publications authorship inflation increased from 18.3% in the 1960's, to 47.7% in the 1970's, to 60.1% in the 1980's. Manton and English (2008) discovered that all journals in the field had experienced a dramatic decrease in the number of sole-authored articles and a significant increase in multi-authored articles. Therefore, today multi-authorship is not at all unusual in most academic disciplines although there are variations across the disciplines. This movement towards multiple authors is not slowing down and is not simply the result of an increase in cross-disciplinary work and more complex research activity (Papatheodorou, Trikalinos, & Ioannidis, 2008). In some instances, it is likely the result of gift authorship.

Who Is an Author?

Several researchers have expressed disappointment in the increase of multiple-authorship (Bennett & Taylor, 2003; Seeman & House, 2010). The increase in multiple authorships has become a highly debated topic in academia (Cronin, 2001). In theory, authorship seems simple enough—list major contributors only, and list them in descending order of involvement in the project, right? The problem is that there are almost as many views on how to assign authorship as there are scientists! But in practice

questions of authorship often create difficulties. Indeed, evidence indicates that there are low levels of understanding as to what constitutes a legitimate claim to authorship where more than one author is credited (Erlen et al., 1997; Mitcheson et al., 2011). Bennett & Taylor (2003) argue that with the increase in multiple-authorship research, the merit associated with authorship, along with the credit and responsibility have diminished. In addition, the process becomes self-reinforcing; therefore, as the number of authors increases, the authorship threshold decreases, resulting in easier justification to add an additional author (Lozano, 2014).

Authorship guidelines almost always include the qualification that authorship requirements vary across academic disciplines and that there is no universally agreed upon "law of the land." Nevertheless, the international standard for authorship seems to be coalescing around the protocol offered by the International Committee of Medical Journal Editors (ICMJE; 2018a) also known as the Vancouver Group. The ICMJE is a small group of general medical journal editors and representatives of selected related organizations working together to standardize the publication of scientific articles and the criteria for writing and authorship. While the code originated in the biomedical sciences in 1978, it is now being applied across many academic disciplines. The influence of this group has expanded beyond biomedical periodicals and currently, over 4500 journals from numerous disciplines follow ICMJE's guidelines (2018b) as incorporated in their *Recommendations for the Conduct, Reporting, Editing and Publication of Scholarly Work in Medical Journals* (2018c). Moreover, a significant number of research-intensive universities (e.g., Washington University in St Louis) and systems of higher education, such as Australia (e.g., Universities Australia, 2007), follow their guidelines. The ICMJE (2018d) recommends authorship be based on the following four criteria:

- "Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work; AND
- Drafting the work or revising it critically for important intellectual content; AND
- Final approval of the version to be published; AND
- Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved."

In addition, to being accountable for the parts of the work he or she has done, an author should be able to identify which co-authors are responsible for specific other parts of the work. In addition, authors should have confidence in the integrity of the contributions of their co-authors. All those designated as authors should meet all four criteria for authorship, and all who meet the four criteria should be identified as authors. Contributors who meet fewer than all 4 of the above criteria for authorship should not be listed as authors, but they should be acknowledged in footnotes or in an introductory statement.

There is a caveat, however, because varying cultural norms in different parts of the globe dictate that respect and appreciation for organizational leaders may require a recognition of their contributions to all research work published in their departments or sections. For example, Salita (2010) found that in Asian cultures, often as a courtesy or out of respect or gratitude, department heads or senior researchers may be added as an author of the research regardless whether they participated in the research.

Gift Authorship

The urgent need for publications has led to abuses in authorship (Borry, Schotsmans, & Dierickx, 2006). Most authorship problems generally either exclude deserving research contributors or include undeserving researchers (Albert & Wager, 2003; Davidoff, 2000). The focus of this paper is on the latter category often known as gift authorship. Gift authorship is generally defined as awarding

authorship out of appreciation for an individual regardless of their contribution (Bennett & Taylor, 2003; Lozano, 2014). The practice of gift authorship seems to be widespread.

Manton & English (2008) found that in the research literature across business disciplines 35% of researchers surveyed reported granting authorship to an author who completed an insufficient amount of work on a published research article, and in addition 10% responded a publication coauthor who had not performed any work at all. O'Brien, Baerlocher, Newton, Gautam, and Noble (2009) found that 52% of authors had been listed with a gift coauthor at some point in their career, with 18% suggesting some coercion. In addition, research findings by Eisenberg, Ngo, and Bankier (2014) indicated that 27.7% of first authors believed one or more coauthors did not contribute sufficiently to warrant article authorship, while 50.3% stated that one or more coauthors had only performed "nonauthor" tasks.

Misconduct in authorship has a multiplicity of causes, such as increasing demand for research, emergence of new research scenarios (multidisciplinary and multicenter), academy pressure due to quantity-based evaluation models, and the desire for prestige, fame, employment, and tenure. Additionally, junior faculty researchers might feel pressure to gift authorship to their more senior co-workers who could have significant influence over their professional career. Furthermore, less-established researchers might think that including senior, more experienced researchers as research authors will increase the likelihood of getting published.

Colleagues may engage in *quid pro quo* activities where researchers, without contributing much, put their names on each other's articles to inflate their respective vitas. Slone (1996) regarded gift authorship involving department chairpersons as a condition of fear or obligation imposed on a researcher.

Not surprisingly, research indicates that articles with more than five authors are significantly more likely to have undeserving authors than articles with three or fewer authors (Slone, 1996). The prevalence of what Slone (1996) designated *undeserved authors* averaged 17% and increased from 9% in research articles with three authors, to 30% in research articles with six or more authors. Slone (1996) also reported that research manuscripts with unwarranted authors were most likely to contain nontenured staff who did not meet the criteria for authorship. He further noted that the most commonly cited reason to include undeserved authors in their manuscripts was the desire for academic promotion which has led to a large number of irrelevant publications (Huth, 1986). I now turn to a case study involving gift authorship.

Case Study: Helping A Faculty Colleague Obtain Publications

We now turn to a case in which helping faculty publish in the short-term can create long-term costs for the beneficiary of such gift. This case incorporates several examples of author gifting from different faculty but presents this case as one particular faculty member as the giver and one particular professor as the recipient.

Background

This faculty member (Pat) is relatively new to the business department and does not have tenure. Pat has no previous publications and has mainly focused on teaching. A faculty member, Leslie, offered to get Pat involved in the research effort in a law-related journal with its unique style and citation requirements (i.e., "Bluebook") which Pat must learn. Pat was given several examples to follow and was asked to correctly format footnotes for the law journal. Pat did a poor job, and Leslie corrected the mistakes rather than provide negative feedback to Pat. Pat was then tasked with reviewing the entire manuscript before sending it off for review. Pat returned quickly and indicated, "It looks good to me." Meanwhile, Leslie found several errors and corrected them before sending the manuscript off for

publication consideration. The paper was accepted for publication, and a few minor suggestions on the paper were incorporated in the final draft by Leslie. The order of authorship was Leslie first and Pat second. Pat told Leslie that s/he would like to be a part of future research undertakings, but Leslie did not ask Pat to again collaborate—until the Dean intervened.

Several years passed and it was time for Pat to go up for tenure. The Dean approached Leslie and offered a financial and promotional incentive if s/he would place Pat's name on an upcoming publication—in first place—that Leslie was completing. The Dean indicated that s/he wanted Pat—a member of a protected class—tenured. Leslie reluctantly agreed, and Pat was tenured. The Dean delivered on the incentives.

Since then Pat has had a few publications with other faculty but not with Leslie, and never as first author, and in most cases with little scholarly input. Pat was never promoted above associate professor and never published anything where s/he was a sole author, nor did s/he ever initiate any ideas about publications. Pat seemed to expect the largesse of others to assist him/her in the yearly performance reviews. Pat, however, is willing to travel to various conferences and make presentations on relevant research topics as the junior author. Leslie indicated that s/he was unaware of the beneficiary (Pat) ever offering to include others in his/her projects, in part, because Pat was freeloading on the coat tails of others. In fact, Pat is viewed by his/her colleagues as a good teacher who should have gone into high school teaching where instruction is important but scholarly activities and publications are not greatly valued.

Conclusion

Teaching is often perceived as a helping profession with members having a giving mindset and a desire to aid others (Robertson, 2000), and faculty are frequently encouraged to collaborate with other faculty, be a team player, and serve on department, university, and outside professional committees. The collaboration mantra in which faculty are urged to be good academic citizens and help each other is warmly endorsed in higher education and has increased dramatically in recent years (Kezar, 2005). What better way to demonstrate that a faculty member is performing in accordance with this ethos than to have several other faculty names on publications? Such a culture is conducive to gifting authorship to colleagues especially when the costs are minimal to givers and large to takers. Indeed, some say that in this age of ever-increasing publication productivity expectations for faculty violating authorship guidelines by awarding bylines to undeserving individuals is a "victimless crime" (Osborne & Holland, 2009, p. 7). On the other hand, to say that helping others is a corrosive influence would be too strong a take away. Nevertheless, gift authorship is unethical according the ICMJE, and in their review of organizational justice Cropanzano, Bowen, and Gilliland (2007) indicate that when the norms of professional conduct are violated there is a breach of procedural justice.

Despite the general belief that helping is beneficial, it may also have downsides. Helping colleagues by providing gift authorships can lead to the aid recipient's stunted academic growth and development with respect to a key job responsibility, dependence, and decreased self-esteem. Gift authorship, while perhaps temporarily helpful to the recipient, can easily foster lasting relationships that enable irresponsible and underachieving behavior. Indeed, well-known management consultant and clinical psychologist, Aubrey Daniels, has argued persuasively that "If you give people something for nothing, you make them good for nothing" (2001, p. 77).

Moreover, virtues (e.g., empathy, compassion, helping) have costs at high levels is consistent with the finding that there can be "Too Much of a Good Thing" (Grant & Schwartz, 2011, p. 61)—inverted-U-shaped effects, whereby positive phenomena reach inflection points at which their effects

turn negative. Help linked to higher well-being and performance can, at high levels, undermine the outcomes they are intended to facilitate. It should be noted that the contemporary understanding of "Too Much of a Good Thing" is consistent with old and venerable philosophies endorsed by Aristotle (trans. 1999), who said that individuals should cultivate virtues that exist at the mean between the extremes of deficiency and excess, by Confucianism's Doctrine of the Mean (Doctrine of the Mean, n. d.), the guiding principle being that one should never act in excess or scarcity, and Buddhism's belief that enlightenment lay in the "middle way," a path of moderation away from extremes (Buddha - Buddhism Religion, n. d.).

    To help faculty become more effective in helping colleagues with their publishing, it is suggested that givers use shaping to facilitate recipient's development (Von Bergen & Soper, 1995). Shaping is a behavior change technique that promotes gradual improvement from a known, initial behavior to the desired goal. The idea is to encourage gradual approximations to the end goal of participating in a research project in a substantial way. In this manner, behavior is gradually brought closer and closer to the desired pattern. Shaping is often required when teaching new responses or activities and when working with people who have been unsuccessful at a particular behavior or performance in the past. When using shaping, the criterion for rewards is any improvement, no matter how small. Table 1 provides some clues on where to begin. As can be seen, this protocol for evaluating author contributions using relative weights of research activities rates some activities as having fewer points than others denoting that they are less important to the research effort. It is these activities that could be assigned to a colleague to be groomed for future authorship. For example, Table 1 indicates that only 2 points are awarded to an individual for redrafting of a single page, and 10 points for selection of statistical tests and 10 points for performing statistical analyses. These activities could be considered "low hanging fruit" that might initially be assigned to a contributor. The values in the table are only guidelines and researchers may have other activities they may wish to add. For instance, the current author would like to see "Formatting References" (e.g., APA style) as an additional category and given a value of 4. Shaping would involve completing the simplest tasks first and positively reinforcing effective task performance. Unsuccessful performance would require constructive feedback. In time, more highly valued activities could be assigned and successfully completed until authorship status is achieved (50 points as indicated in Table 1, Appendix).

    Future research could examine how satisfied all individuals are with this method. Research could also explore if there are more effective sequencing of activities than others. When conversations about these ratings should occur throughout the project may provide some valuable insights and should also be addressed. Who should do the assignment of activities and who will rate an individual's task performance are other factors to consider.

    In closing, I are reminded of the words of former Democratic U.S. Senator from New York and accomplished social scientist, Daniel Patrick Moynihan, who said "the issue of welfare is not what it costs those who provide it but what it costs those who receive it" (cited in Pivin & Cloward, 1979, p. 340). His point was that welfare often exacts a very high price because it robs aid recipients of their self-worth and self-reliance, key American, even human, values, and makes them 1) dependent that promotes feelings of indebtedness, incompetency, and negative affect, and 2) entitled (a pernicious and unfounded belief that one possesses a legitimate right to receive special privileges, mode of treatment, and/or designation [Kerr, 1985]). Such a comment would seem to also apply to faculty members who receive gift authorships.

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APPENDIX

Table 1. Activities associated with research manuscript preparation. Adapted from Winston (1985).

Activities Associated with Research Manuscript/Poster: Points and Method of Assignment

This instrument should be completed collaboratively, with discussion including all contributors. Scores are estimates and are negotiable as the project progresses. Some of the items may not be appropriate for studies analyzing existing data and authorship "cut-off" scores may have to be adjusted. Please note that these scores should be used as guidelines and that the final order of authors might not reflect the rank of the contributors' scores.

Activity Category	Total Points	Method of Assigning Points*	Contributor Score (the total of these columns should equal the Total Points column) Initials				
Conceptualizing and refining research ideas	50	Q					
Literature search	20	T					
Creating research design	30	Q					
Instrument selection	10	Q					
Instrument construction/questionnaire design	40	Q/T					
Selection of statistical tests/analyses	10	Q					
Performing statistical analyses and computations	10	T					
Collection and preparation of data (gathering, scoring/coding, entering)	40	Q/T					
Interpretation of statistical analyses	10	Q					
Drafting manuscripts/posters							
First draft	50	T					
Second draft	30	T					
Redraft of a page (on later drafts)	2	T					
Editing manuscript	10	T					
Total Score**							

*Q = points assigned on qualitative criteria; T = points assigned based on proportion of total time expended on the task or on proportion of total pages drafted or revised; Q/T = points assigned partly on the basis of time spent on the tasks and partly on qualitative criteria.

**50 points minimum to be an author

Teaching Note for
Santa Claus Comes to Higher Ed:
Short-Term Benefits and Long-Term Costs of Gift Authorship

Case Synopsis

Santa Claus in this case, is personified by a senior faculty member, Leslie, who gifts a new faculty member, Pat, with a publication to help Pat become acquainted with scholarly activities required of faculty—a job responsibility which Pat did not realize was important for the professorate. In the first article with Leslie, Pat's contribution was minimal, and of poor quality, yet Leslie did not provide feedback to Pat on his/her performance. Leslie was determined not to work with Pat again on a publication until the Dean approached Leslie with a request to put Pat's name first on a paper Leslie was working on to help Pat obtain tenure. Along with this request, the Dean offered Leslie a substantial financial incentive as well as a promotion. Both incidents involved gift authorship—giving authorship to a faculty member who had not substantially/significantly contributed to a research project and these articles helped Pat obtain tenure and promotion. Such aid to Pat created a dependency on others to give him/her an authorship byline over the next ten years in which Pat performed primarily clerical and administrative tasks as his/her contribution to the publication process with others.

Teaching Objectives

There are several objectives to be accomplished in this case:

- Illustrate how help or aid in the short-term can create a dependency which has costs for people in the long-term; i.e., how helping can hurt over time
- Provide an opportunity to examine more closely the job responsibilities of higher education instructors and the rising importance of publications that has created a "publish or perish" culture in many universities
- Show how ethical behavior can play out in an educational institution using gift authorship as an example
- Demonstrate organizational politics as displayed by the Dean and the senior professor, Leslie
- Illustrate how lack of performance feedback can have toxic consequences
- Illustrate the idea of social loafing or freeloading

Teaching Suggestions

After reading the case, the Instructor could discuss it by asking the following questions:

- **Who was Santa Claus in this case? Explain your answer.**

  Leslie, the senior faculty member, can be depicted as Santa Claus because he/she gifted Pat with publications in which she/he did not make a substantial contribution to be recognized as an author.

- **Who is a member of a *protected class*? Should the fact that Pat (the junior professor) in this case was a member of a protected class be a factor in helping him/her publish?**

  Major federal equal employment laws have been enacted to prevent discrimination against groups of workers most often affected by unfair employment practices. These groups are referred to as *protected classes*. Defined broadly, the classes include employees (or applicants) of a particular race, color, religion, national origin, sex, age, sexual orientation, and those with physical or mental disabilities. Some individuals hold that members of protected classes be given special treatment (e.g., affirmative action—a practice in organizations that goes beyond discontinuance of discriminatory practices to include proactively engaging those in protected groups, especially when those groups are underrepresented), but providing a helping hand may be harmful. For example, government programs, including programs based on affirmative action, that although could likely be beneficial to the people who receive them, could also result in some of the people feeling dependent

on others and possibly becoming contaminated with the stigma of incompetence (Heilman & Alcott, 2001). Certainly, students could discussion the pros and cons of affirmative action and the idea of preferential treatment.

- **How much help should be given to get faculty published?**

  Although no specific number of articles or amount of time has been determined as appropriate to help faculty publish, it is understood that there are limits to what are generally considered positive phenomenon. Here are several examples. Most individuals believe that choice is good and that the more choice the better but recent meta-analytic evidence suggests that the optimal number of choices appears to fall in the range of two to four (Patall, Cooper, & Robinson, 2008) and that choices beyond this range can have negative effects.

  The final example involves collaboration which is highly valued in much of higher education. Faculty are encouraged to be team players and to serve with others on department, university, and professional committees. Although collaboration can be beneficial, too much collaboration can have a huge negative impact on people's health, stress levels, and relationships because they become overinvolved with collaborating obligations which often lead to burnout (Cross, Rebele, & Grant, 2016; The Economist, 2016).

- **Should the intentions of faculty members providing aid be considered?**

  It looks as if altruistic intentions can be self-justifying; that is, the need to help others releases one of personal responsibility for the consequences of those actions (Mitschow, 2000). There seems to be naive belief in charitable causes and with that, the conviction that if it is an altruistic and compassionate goal, then no explanation is needed for one's action. Compassion, charity, generosity, and other charitable acts can have noble and good intentions, they cannot be considered substitutes for effective assistance that helps individuals. Milton Friedman, the Nobel Prize economist remarked (1975) that:

  > "One of the great mistakes is to judge policies and programs by their
  > intentions rather than their results. We all know a famous road that
  > is paved with good intentions."

  "Good intentions can sometimes have unintended pernicious consequences" (Grant & Schwartz, 2011). When doctors of the ailing George Washington bled him, they were motivated by good intentions; and their unscientific medical practice arguably hastened Washington's death. According to Grazier (2013), military policy revisions that now allow for death benefit payments in cases of suicide have helped produce the current military suicide epidemic. Voegeli (2010) also found American families over the long-term, developed detrimental effects resulting from many welfare programs, despite their good intentions. Similarly, Twenge, Campbell, & Gentile (2012) reported that good-hearted attempts to improve self-esteem have instead, resulted in an increase of narcissistic behavior. In another example, the sub-prime mortgage calamity developed when many higher-risk mortgage borrowers in the sub-prime market were unable to pay their mortgage payments. The borrowers were also unable to sell their house for more than their mortgage loan. Many of the borrowers then defaulted, filed for bankruptcy and wound up with even *greater* financial problems than before purchasing the house. Although the loan program might have been well intended; sometimes good intentions do not translate into positive outcomes (Wade-Benzoni, 2002). In summary, despite our good intentions sometimes attempting to help others can wind up doing more harm than good. Therefore, a thorough examination of potential results is called for before rushing in with help.

- **Should an individual permit a neighbor readily to borrow groceries or tools if this is likely to encourage the neighbor to be in chronic need of assistance in the future? Does extending an unemployment benefit create an incentive not to work, or is it the humane thing to do in a harsh job market? Does a potential aid recipient increase his or her risk of becoming impoverished because they know that a benevolent government will step in to provide relief?**

    These questions all relate to what Nobel Laureate economist James Buchanan (1975) refers to as the Samaritan's Dilemma. The parable of the Good Samaritan in the biblical story (Luke, 10: 25-37) is well known. In traveling from Jerusalem to Jericho, the Samaritan came across and assisted a man who had been robbed and beaten by thieves and "left half dead." Under the circumstances of this event, the Samaritan is properly lauded for his exemplary conduct. However, an unintended consequence of such generosity is that it may induce adverse behavior of other potential aid recipients. Buchanan (1975) illustrated that if the Samaritan decides to assist more unlucky travelers, other journeyers would likely take less care to avoid thieves and other hazards. Buchanan (1975) indicated that "we may simply be too compassionate for our own well-being or for that of an orderly and productive free society" (p. 71) and that such altruism, if left unchecked, would have catastrophic consequences for the entire human race. In our case helping Pat may increase his/her dependency on Leslie (and others) to provide publications. The help from the Samaritan (Leslie and other faculty) insulates Pat from harm and is also sometimes called a moral hazard.

- **Is it appropriate to allow faculty free riders/freeloaders?**

    This scenario illustrates one of the biggest concerns that faculty have about small groups: the contributions of individual members and whether some in the group are riding on the contributions of others (Weimer, 2013). These free riders are "persons who take more than their fair share of benefits for less than their fair share of costs" (Barr, Dixon, & Gassenheimer, 2005, p. 82) and are mostly known in the literature as "social loafers" because they fail to pull their weight, constitute a threat to a vital scholarly community, and are often assumed not to be contributing because they are lazy and happy to have others doing the work. They may spend much of their time on being scholarly, not on producing scholarship. Group work on a research effort can turn into a nightmare for the hard-working members of a team when slackers take advantage of their teammates efforts while contributing little themselves. Students share this concern about nonproductive group members. They regularly list it as one of the main reasons they do not like to participate in group work.

    Freeman and Greenacre (2011), however, believe that an important distinction with respect to social loafing may be that such freeloaders may not be contributing because they are struggling with the material. They are not lazy and are not purposefully jeopardizing the group's success. Instead, they are not up to speed with the content or the task they have been assigned. According to Hart (1955), "free riding" is morally wrong because when people cooperate for the mutual benefit of all, everyone should do their share.

- **Is it ethical to help faculty get published?**

    As a rule, no; however, the answer is dependent on what is meant by helping and for how long. A board of editors from various medical journals, the International Committee of Medical Journal Editors (ICMJE), met in 1978 in Vancouver, BC, Canada to create a unified set of requirements for publication. The ICMJE recommends that authorship be based on 4 criteria which are listed earlier in the paper.

    All those designated as authors should meet all four criteria for authorship, and all who meet the four criteria should be identified as authors; however, it is understood that "substantial" may have different interpretations. In addition to being accountable for the parts of the work he or she has

done, an author should be able to identify which co-authors are responsible for specific other parts of the work. Moreover, authors should have confidence in the integrity of the contributions of their co-authors. Those who do not meet all four criteria should be acknowledged. Examples of activities that alone (without other contributions) do not qualify a contributor for authorship are acquisition of funding; general supervision of a research group or general administrative support; and writing assistance, technical editing, reference formatting, language editing, and proofreading.

Many academics consider *gift authorship* unethical based upon several reasons. The most significant issue is that a publication represents a persons' expertise in a professional field and should not be falsely represented. *Gift authorship* also presents an individual as having more or greater skills than their colleagues who do not have publications. The result of this is an unfair professional advantage when compared to their colleagues whether on job applications or during an employment interview, or when being considered for promotion. Finally, others perceive the *gift authored* individual to have an inaccurate level of expertise and will expect that person to be able to complete tasks that could be beyond the individuals' ability.

Gift authorship violates the character value of honesty. Authorship means that a person has made a significant or substantial intellectual contribution to a paper. Adding a person as an author who has not made an intellectual contribution is lying, plain and simple.

- **What harm is being done if we put Pat's name on an article?**

    A Buddhist axiom goes as follows: "Thousands of candles can be lit from a single candle, and the life of the single candle will not be shortened." This Buddhist saying suggests, when applied to academic publications, that sharing authorship does not decrease its value since credit is given all authors and each author can add a line or two on their vita without hurting others. There is no zero-sum game at play and all authors can benefit.

    When an author is added to an article, there are almost always benefits to the added author and the little or no costs to the other article authors. Generally, each author reports each paper authorship and journal citation as their own. In most instances, journal articles and journal citations are not shared by authors but are instead multiplied by the authors.

    Researchers found that while at the same time the number of authors increased, the merit, credit, and responsibility of authorship have been weakened (Bennett & Taylor 2003; Cronin 2001). In addition, while the relative contribution decreases for each author, we find progressively smaller contributions becoming acceptable for authorship. Many believe this process to be self-reinforcing; therefore, we find that as more authors are added, the minimum requirement for authorship falls even lower, and becomes even easier to justify adding an additional author (Lozano, 2014). Some people regard this as a "victimless crime" (Osborne & Holland, 2009, p. 7).

- **What is considered enough input to put a faculty member on the authorship byline?**

    In answering this question, students are exposed to various activities of the research process. While there are no rules that everyone would accept, Winston (1985) developed a scheme for evaluating author contributions using relative weights of research activities. This is illustrated in Table 1 of the paper. This protocol identifies key activities in the publication process and assigns weights to each endeavor. This can be used as a starting point and adjusted as needed by a research team to better reflect their values and the priorities assigned to each area of the publication process.