

Perverse Incentives in Science

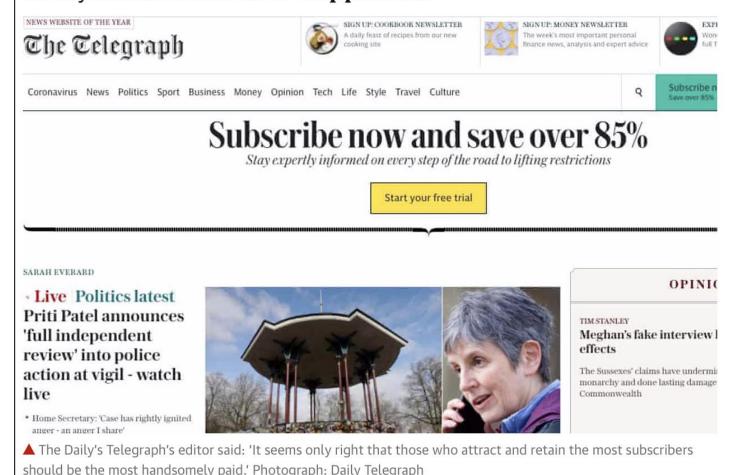
(And a tiny bit about what to do about them)

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Daily Telegraph plans to link journalists' pay with article popularity

Guardian has seen email revealing plan, which is said to have dismayed staff who fear it will warp priorities



The <u>Daily Telegraph</u> wants to link some elements of journalists' pay to the popularity of their articles, an email seen by the Guardian reveals, in a plan

Guardian

Perverse incentives are everywhere

• Clickbait in journalism

• Short-termism in politics

• Cheating in education

• The endless cycle of unproductive rage on social media





Perverse incentives in academia

Academics come to value:

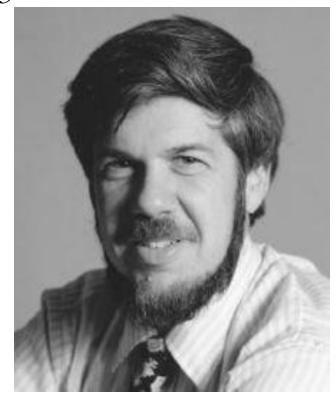
- Publication count
- *Citations (and the* h*-index)*
- Grant money
- "Impact"

- But not necessarily:
 - Quality
 - Rigour
 - Reproducibility

- Excitement/Flashiness/Novelty
- "A good story"
- Attention/fame/plaudits
- Avoiding awkward social interactions

- Replicability
- Openness
- Transparency

- "I suspect that unconscious or dimly perceived finagling, doctoring, and massaging are rampant, endemic, and unavoidable *in a profession that awards status and power for clean and unambiguous discovery.*"
 - Stephen Jay Gould (1978), Science, 200, p.504 [my italics]



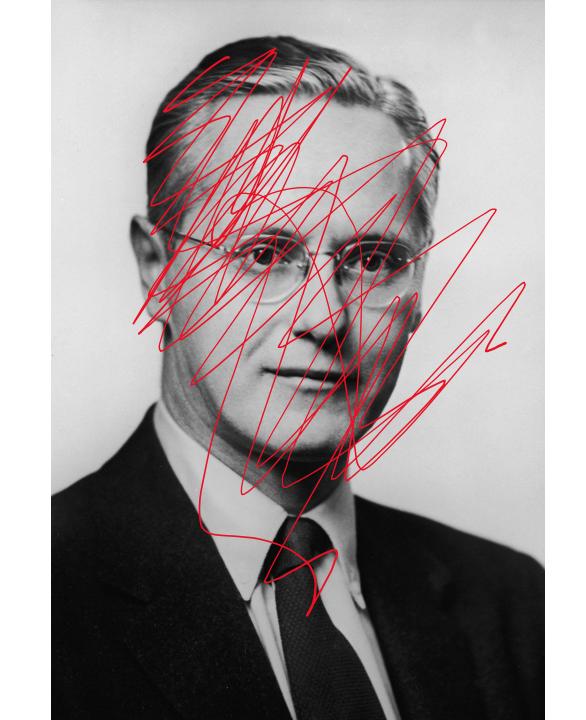
Mertonian Norms

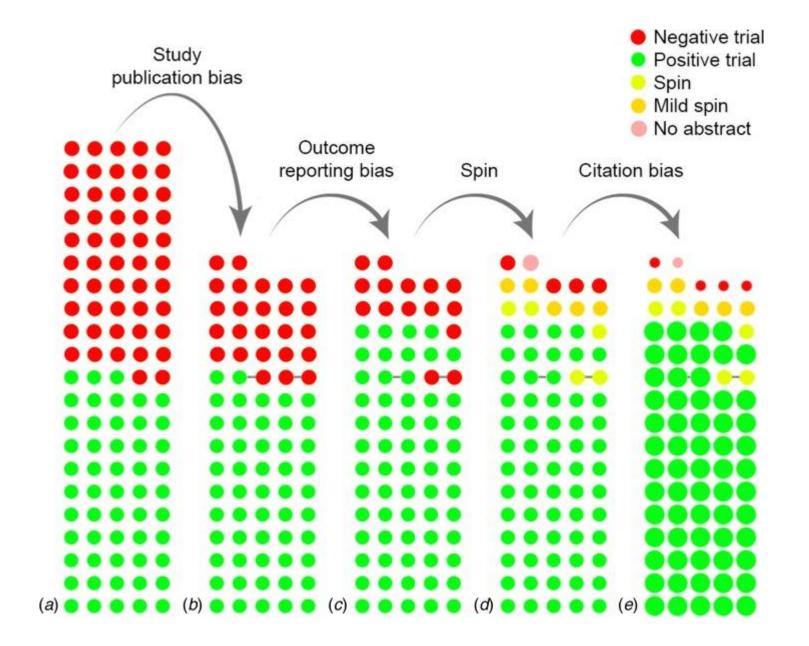
1. Universalism

2. Disinterestedness

3. Communalism

4. Organised scepticism





Disproportionate self-citation

The work that will have the highest impact and receive the most citations is work that can appeal to all three of these elements-that is, work that engenders what I have called consummate or complete love (Sternberg, 1986b). Very few endeavors will produce that kind of effect. To produce such work, a scientist needs to be not only analytically intelligent (Sternberg, 1985b, 1986a, 1997c; Sternberg & Grigorenko, 2002), but also, and more importantly, highly creative (Sternberg, 2016a; Sternberg & Davidson, 1982; Sternberg & Lubart, 1995.) A scientist needs to be socially as well as practically smart-to have a sense of how to produce work that can reach people and possibly change their minds (Kihlstrom & Cantor, 2011; Sternberg, 1997b; Sternberg & Hedlund, 2002; Sternberg & Smith, 1985; Wagner, 2011). It is perhaps ironic, therefore, that graduate schools place so much emphasis on choosing students for analytical skills, because these are probably not the ones that, alone, will propel students to do research that is highly cited (Sternberg & Sternberg, 2017). The tests may identify the best consumers of information but not necessarily the best producers of it (Spear-Swerling & Sternberg, 1994; Sternberg, 1986a). Scientists who reach the top levels of creative work (what has been called "Big C"-Kaufman & Beghetto, 2009) inevitably complement analytical skills with creative and practical ones-analytical skills are

probably necessary but far from sufficient for high levels of scientific success (Sternberg, 2016a, 2016b, 2016c). Most of all, perhaps, the scientist needs luck—that his or her work is timed just right to reach the needs and wants of his or her audience (Gaughan, 2010; Merton & Barber, 2004). And if one has the timing right, an echo chamber can result, whereby a few people citing work can lead to others citing it and then to still others citing it. Creativity always involves a match that continues over some period of time between the work of the individual, the state of the domain of work, and the field of people pursuing work in that domain (Csikszentmihalyi, 1988, 2013; Gardner, 2011).

(Self-)plagiarism

'Self-plagiarism occurs when you fail adequately to cite your own work... *In extreme cases, someone might attempt to publish exactly the same paper twice* without noting that the paper has been previously published.'

-Robert Sternberg (2017)

Retraction notice for "WICS: A new model for school psychology" by Robert J. Sternberg Download PDF 12 Article information ~ At the request of the Journal Editor and SAGE Publishing, the following article has been retracted: Sternberg, R.J. (2010) WICS: A new model for school psychology. School Psychology International, 31(6): 599-616 DOI: 10.1177/0143034310386534 Although the content in the aforementioned article is scientifically valid, the article has substantial unreferenced overlap with the following works by the same author: Sternberg, R.J. (2010) WICS: A new model for cognitive education. Journal of Cognitive Education and Psychology. 9(1): 36-47 DOI 10.1891/1945-8959.9.1.36 Stemberg, R.J. (2002) Individual differences in cognitive development. In Goswami, U. (Ed.), Blackwell Handbook of Childhood Cognitive Development, 1 (pp. 600-620) DOI: 10.1002/9780470996652.ch27 Therefore, this article is retracted for reasons of redundant publication.

-Robert Sternberg (2017)

The Psychologist's Companion

[my italics]

Salami-slicing

Am J Transl Res. 2017 May 15;9(5):2473-2491. eCollection 2017.

A novel relationship for schizophrenia, bipolar and major depressive disorder Part 5: a hint from chromosome 5 high density association screen.

Chen X1, Long F1, Cai B2, Chen X2, Chen G1.

Author information

Curr Mol Med. 2016;16(9):840-854. doi: 10.2174/1566524016666161128115135.

A Novel Relationship for Schizophrenia, Bipolar and Major Depressive Disorder Part 6: A Hint from Chromosome 6 High Density Association Screen.

Chen X, Long F, Cai B, Chen XH, Chen G1.

Author information

Behav Brain Res. 2015 Oct 15;293:241-51. doi: 10.1016/j.bbr.2015.06.043. Epub 2015 Jul 17.

A novel relationship for schizophrenia, bipolar and major depressive disorder Part 7: A hint from chromosome 7 high density association screen.

Chen X1, Long F1, Cai B2, Chen X2, Chen G3.

Author information

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Predatory... book writers?

Dear Dr.Stuart J Ritchie,

I am Lavon Perry, an Editorial assistant from Index of Sciences Ltd. contacting you with the reference from our editorial department. Basing on your outstanding contribution to the scientific community, we would like to write a book for you.

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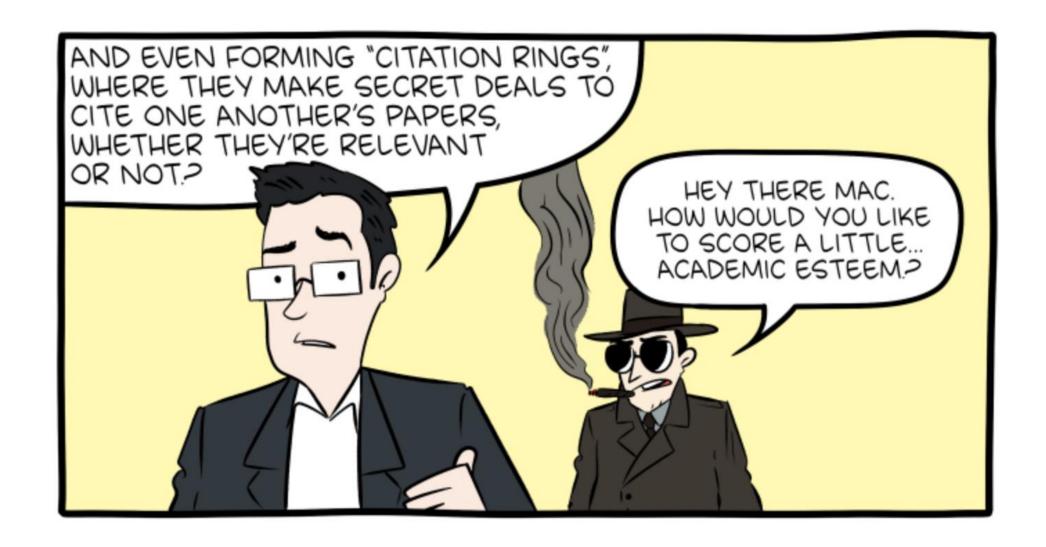
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I will be waiting to hear from you.

Best Regards, Lavon Perry.



Break neophilia

Or, more specifically, break the link between novelty and publication decisions



Reward things we like

We implicitly reward bad behaviours, so let's explicitly reward good ones

Hiring and promotion decisions

Open Science Awards

• A way to reward fraud-checkers and data sleuths?

Use social motivations

Including shame, even if it doesn't sound very nice

- It's bad to make basic statistical errors
- It's bad to not to be open/transparent
- It's bad to write a dumbed-down pop-science book
- It's bad for 40% of your citations to be to your own work
- Etc.
- Scientists often react terribly to criticism maybe they wouldn't if criticism was the norm
- New ways of apportioning credit for scientific research

Harness selfishness

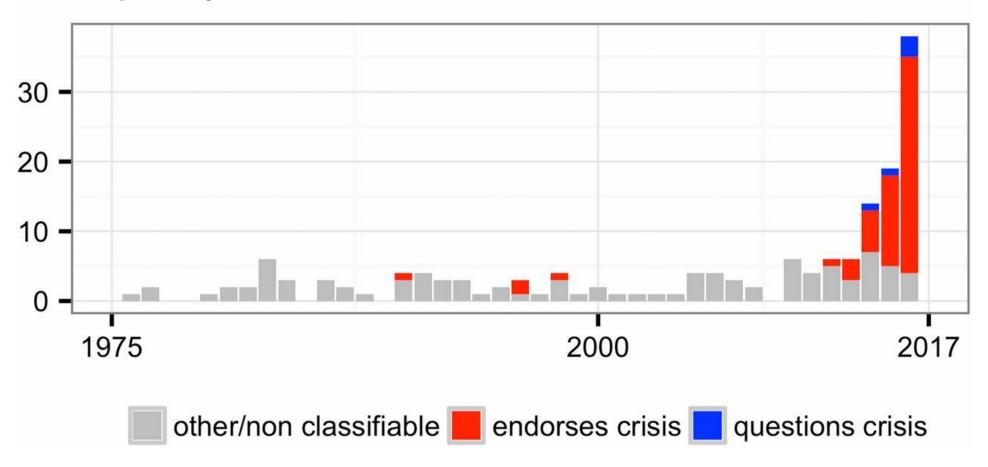
Careerism is unavoidable, but we can show people that more rigorous science can help and not hinder

- "5 selfish reasons to work reproducibly"
 - 1. Reproducibility helps to avoid disaster
 - 2. Reproducibility makes it easier to write papers
 - 3. Reproducibility helps reviewers see it your way
 - 4. Reproducibility enables continuity of your work
 - 5. Reproducibility helps to build your reputation

Spread the word

Have this conversation at all levels of academia – lack of awareness is a huge part of the problem

Frequency of Crisis Narrative in Web of Science Records



Perverse incentives are everywhere

nature > world view > article

WORLD VIEW | 06 July 2021

Beware performative reproducibility



Well-meant changes to improve science could become empty gestures unless underlying values change.











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