

PUBLISHING WITHOUT WALLS

Survey Report

**UNDERSTANDING THE NEEDS OF SCHOLARS IN A
CONTEMPORARY PUBLISHING ENVIRONMENT**

PWW Research Team

November 16, 2017

School of
Information Sciences
The iSchool at Illinois

iprh Illinois Program for
Research in the Humanities

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Table of Contents

Introduction	4
Method.....	4
Demographics.....	5
Results by Question	7
1. About Your Publishing Experience.....	7
1.1. Have you published your scholarly work in print, digitally, both, or neither?	7
1.2. How much have you authored (or co-authored) and published the following categories (regardless of whether digitally, in print, or some other form such as an exhibition or performance)?	8
1.3. Do you share or have you shared or disseminated your research while it is in progress (not final form)? If so, in what forms do you share or disseminate your intermediate work?	10
1.4. Have you ever authored collaboratively, or do you hope to?	12
1.5. In previous print publishing experience, what challenges have you encountered?	12
1.6. In previous digital publishing experience, what challenges have you encountered?	14
2. Publishing Objectives	15
2.1. What are the audiences you most wish to reach with your scholarship?	15
2.2. What are your primary goals for publishing?	16
2.3. In seeking and choosing a medium (e.g., journal article, book, blog post, etc.) for publication, what are you most concerned about?.....	18
2.4. In seeking and choosing a specific venue (e.g., publisher, Web site) for publication, what are you most concerned about?	21
2.5. Would you consider using an open-peer-review or annotation tool to gather feedback or engage a community on your next publication project?	25
2.6. When you consider whether a publication has met your goals, how important are these indicators?	25
3. Tools and Platforms.....	27
3.1. What kinds of content are typically present in your scholarly results, or do you wish to use to publish your results? (please select all that apply)	27
3.2. What is your comfort level with these technologies?	28
3.3. How do you gather feedback on working versions of your research (with collaborators, early reviewers, or editors)? (please choose all that apply)	29
3.4. Which of the following digital publishing tools have you heard of or used?	30

3.5. For each of the following tools, rate your satisfaction with the tool.	31
3.6. Are there digital publishing tools or platforms which you consider important, and which have not been mentioned here?	34
4. Services and Support	35
4.1. When publishing, which of the following services and forms of support are important to you?	35
4.2. Of those services you consider important, how adequate is available support?	36
4.3. How do you prefer to receive publishing services and support?	37
4.4. Are there publishing services or forms of support which you consider important, and which have not been mentioned here?	38
5. Interaction with Others' Scholarship.....	39
5.1. How do you learn about the work of other scholars in your field?	39
5.2. How often do you use the following kinds of digital resources for interacting with others' scholarship for your own research and teaching?	40
5.3. When interacting with others' scholarship, what kinds of content do you find useful? ..	41
5.4. As a researcher or instructor, what features of a digital publication do you most value? (Please rank no more than four).....	42
6. Summary Section	45
6.1. What is your general attitude toward digital scholarly publishing?	45
6.2. Can you share more about your attitudes toward digital publishing?	46
6.3. What do you think the attitude of others in your field is toward digital scholarly publishing?.....	47
Conclusion	49

Introduction

Publishing Without Walls (PWW) is a Mellon-funded initiative at the University of Illinois led by the University Library in partnership with the School of Information Sciences, the department of African American Studies, and the Illinois Program for Research in the Humanities. Our project is developing a scalable, sustainable model for library-based digital scholarly publishing. The model aims to lower publishing barriers – both for scholars new to digital publishing and for institutions with limited resources – while opening publications to the widest possible readership. With a goal of broad adoption in academic libraries, our model locates the humanities scholar at the center of the scholarly communication ecosystem and affords services that are informed by and responsive to scholarly needs.

The research guiding development of this model aims to identify and explore perceived gaps in the current publishing system, including the gap between what and how scholars want to publish and what existing systems accommodate; the gap between the everyday practices of humanities scholars and tools for producing and supporting digital scholarship; and the gap between digital scholarship and publishing opportunities at resource-rich institutions and resource-limited institutions, especially Historically Black Colleges and Universities (HBCUs).

This report gives the results of one piece of an ongoing, multimodal research effort. Through a large-scale survey and a series of interviews with humanities scholars, this effort aims to lay a solid foundation of understanding about scholarly needs in the contemporary publishing environment. This report explains the survey method, gives a summary of participants' self-reported demographics, and details survey results, proceeding question by question. The goal of this report is not to provide interpretation of the meaning or significance of survey results, but to document the results themselves as a foundation for future interpretation, and for informing ongoing research and development of the publishing service model.

Method

This report presents the selected results of a large-scale survey of humanities scholars, inquiring about their publishing practices and perceived needs. The survey aims to identify what scholars hope to achieve through publication, how this informs their choices about modes of publication, why they choose to publish digitally, and how they perceive the success of their publications. Survey results will inform the development of PWW's shareable service model; we anticipate that they will also be relevant to other scholarly publishers and academic libraries, along with scholars engaged in digital publishing. The survey results are intended to serve as a baseline for comparison with the results of a set of subsequent, more in-depth interviews with scholars who participate in the PWW initiative.

From June to October 2016, we conducted a large-scale survey of scholars, especially targeting humanities scholars and scholars at HBCUs in the United States. The survey, developed by the PWW Research Team in spring 2016, comprised 29 questions covering six broad themes: (1)

respondents' experiences with print and digital publishing; (2) respondents' publishing objectives; (3) publishing tools and platforms; (4) publishing services and support; (5) publishing from the scholars' perspective of reader as opposed to author; and (6) general attitudes toward print and digital publishing.

The survey asked various types of questions, including Likert-scale rating questions (usually presented in matrix tables, which asked respondents to rate several items in succession); ranked responses (which asked respondents to place items in rank order, for example, of perceived importance); multiple-choice questions; and open-ended questions. For questions in which survey participants were asked to select from a list of options (e.g., a list of genres, a list of tools and platforms, a list of publishing activities or services, etc.), the PWW research team collectively generated the list of options and compared it for completeness against protocols from prior, published studies on similar topics. The PWW team includes information professionals, scholars, and publishers, who drew on their experience and knowledge of best practices in construction of this protocol. In addition, in each case respondents were given the option to provide additional, free-text responses.

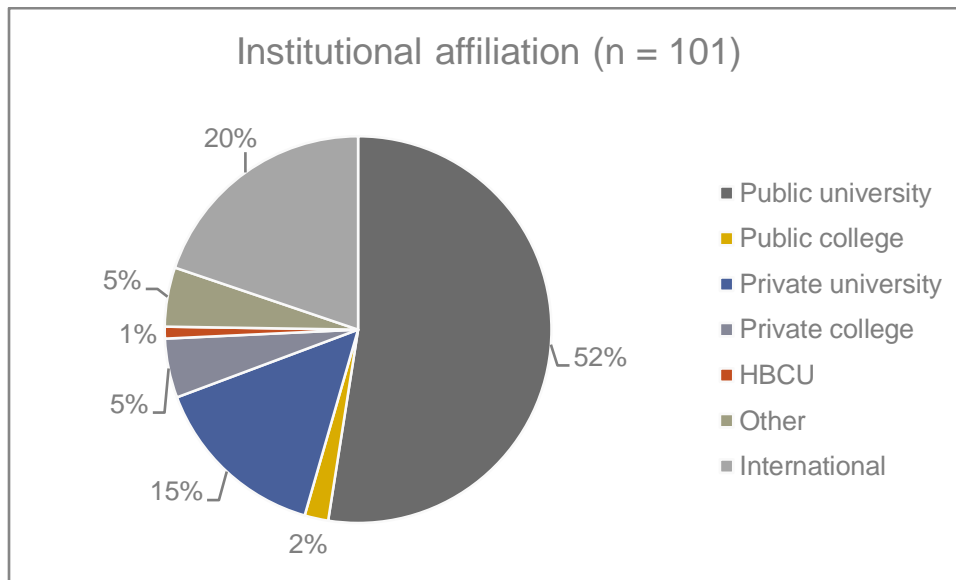
The survey was distributed through listservs and social media venues targeting scholars in the humanities generally, as well as selected niche communities to encourage sufficient responses across disciplines and institutions. The survey received 250 responses.

For each question, this report presents comparisons of the raw counts of respondents who selected each possible response. Where relevant, the report also provides a comparative representation of responses by percentage, relative to the total number of respondents for the question. All percentages have been rounded. For questions that elicited ranked responses, we provide weighted averages in addition to raw counts. Weighted averages are intended to assist the reader in evaluating the overall importance of each option when the full range of ranks is taken into account. For each option, a weighted sum is calculated by taking the number of respondents who selected that option as the highest rank and multiplying that number by the total number of options that people were asked to rank. The next highest rank is then multiplied by the total number of options that people were asked to rank minus one. This is repeated for each ranking until the lowest rank item is simply multiplied by 1. The sum of the products for each option is then divided by the total number of respondents for that question. The number of possible points in a weighted average is directly related to the lesser of the number of options people were asked to rank or the total number of options.

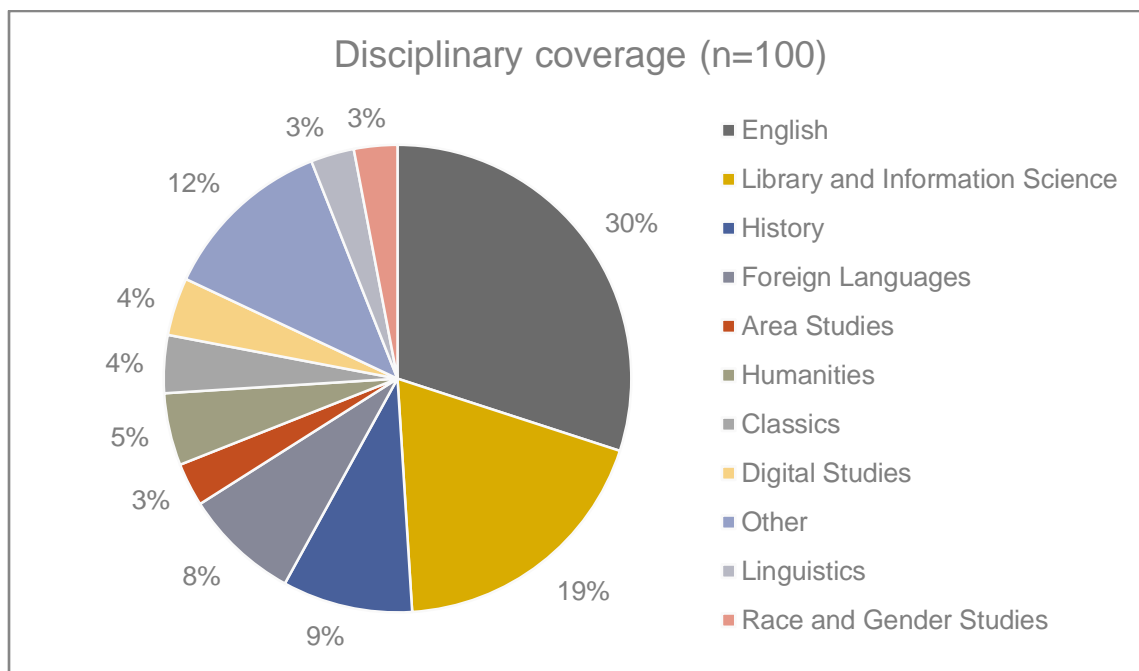
Demographics

No personally identifiable information was collected in the main body of the survey, and demographic information was collected in an optional, separate form. Approximately half of respondents (48%) elected to complete one or more questions on the demographic form. Respondents were asked about their institutional affiliation, departmental affiliation, rank, gender, race/ethnicity, age, and cumulative years of experience.

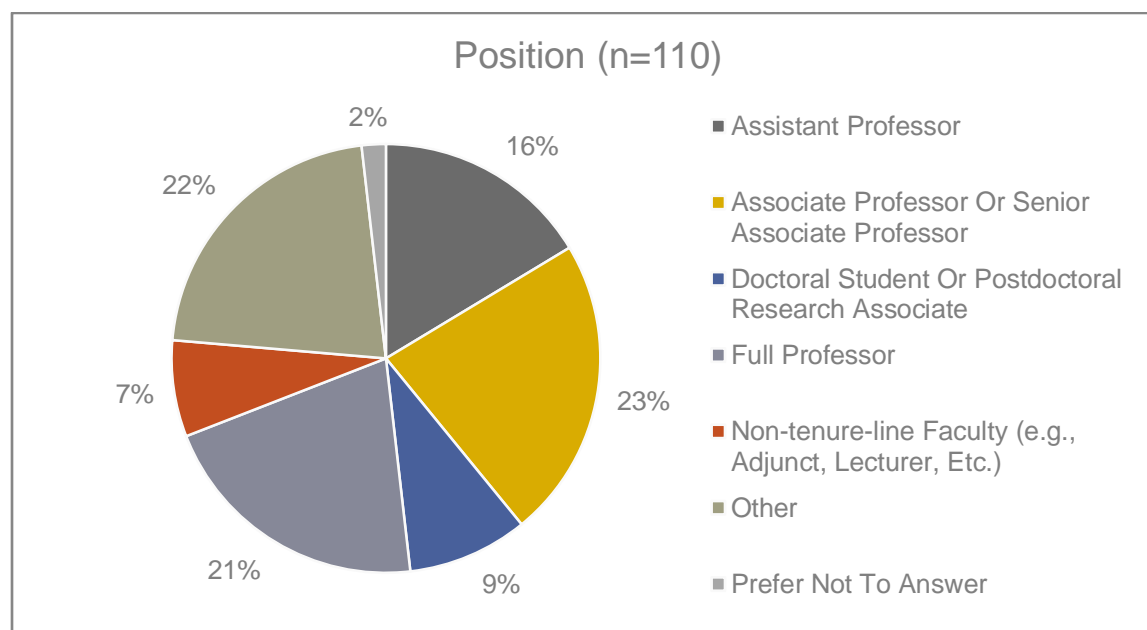
Institutional responses (n=101) were divided into seven categories with public universities being the most frequently selected (54%). Although this survey was targeted toward scholars in the United States, 21% of respondents were affiliated with international institutions.



Using departmental affiliation, responses were divided into 11 disciplinary categories. Despite efforts to target communities to encourage sufficient responses across institutions, disciplines, and professional rank, disciplinary representation is skewed toward English literature (30%) and library and information science (19%).



Respondents were nearly evenly split between those who had achieved tenure (44% of respondents reported a rank of Associate, Senior Associate, or Full professor) and those who had not. Respondents who selected “Other” ranged from professional staff and alt-academic positions to deans and professor emeriti.



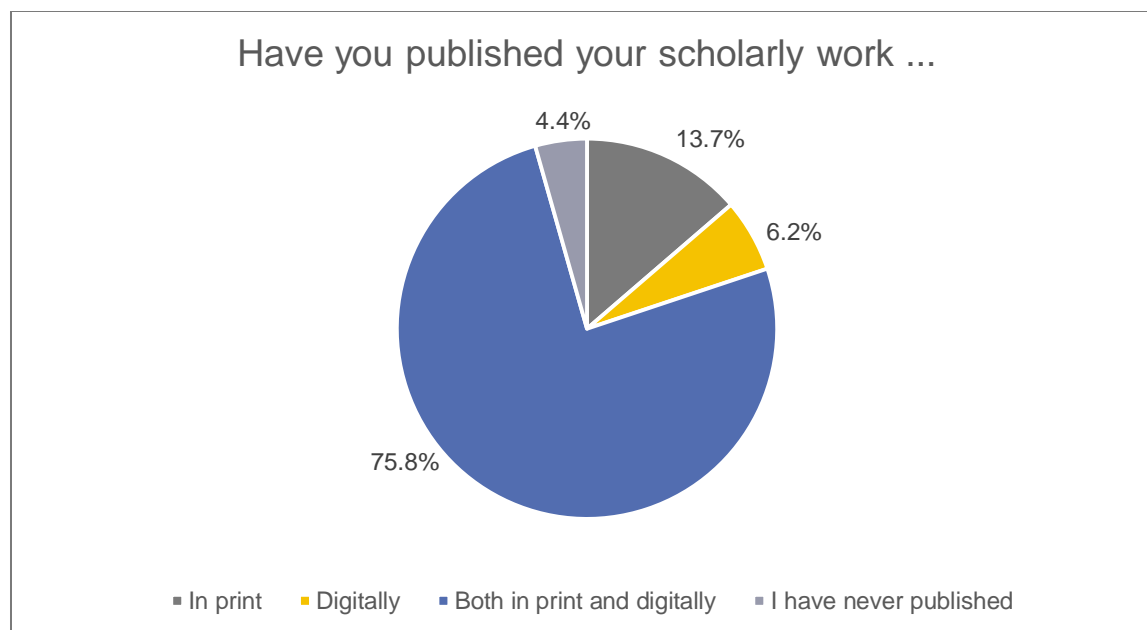
In response to gender identity, 53% of respondents identified as female, 43% identified as male, and 4% selected other or preferred not to answer (n= 114). 83% of respondents identified as Caucasian or white, and most respondents (76%) were between the ages of 30 and 59. Cumulative years of experience in the field were fairly evenly distributed, ranging from less than a year to 64 years. Due to IRB constraints, demographics were collected separately from survey responses and cannot be related to specific results.

Results by Question

1. About Your Publishing Experience

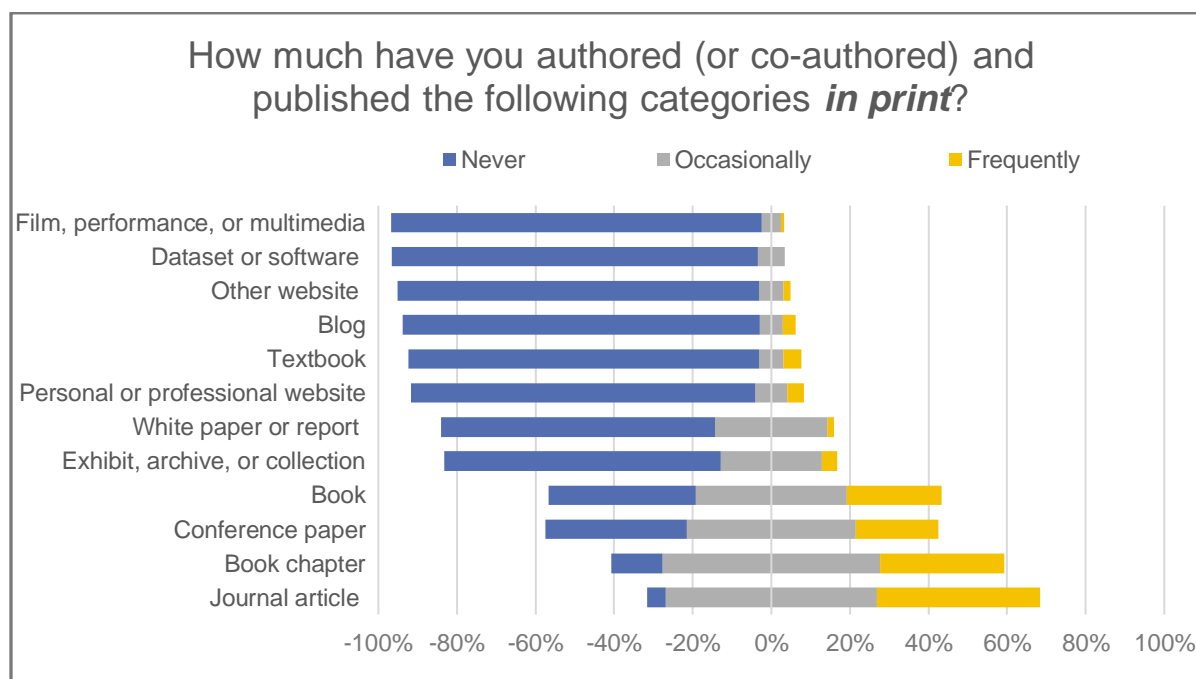
1.1. Have you published your scholarly work in print, digitally, both, or neither?

Of the 227 responses received for this question, 172 respondents (75.8%) have published both in print and digitally. Of those that have published only either in print or digitally, most have published exclusively in print (31, 13.7%), followed by exclusively digitally (14, 6.2%), and only 10 (4.4%) respondents reported that they had never published.

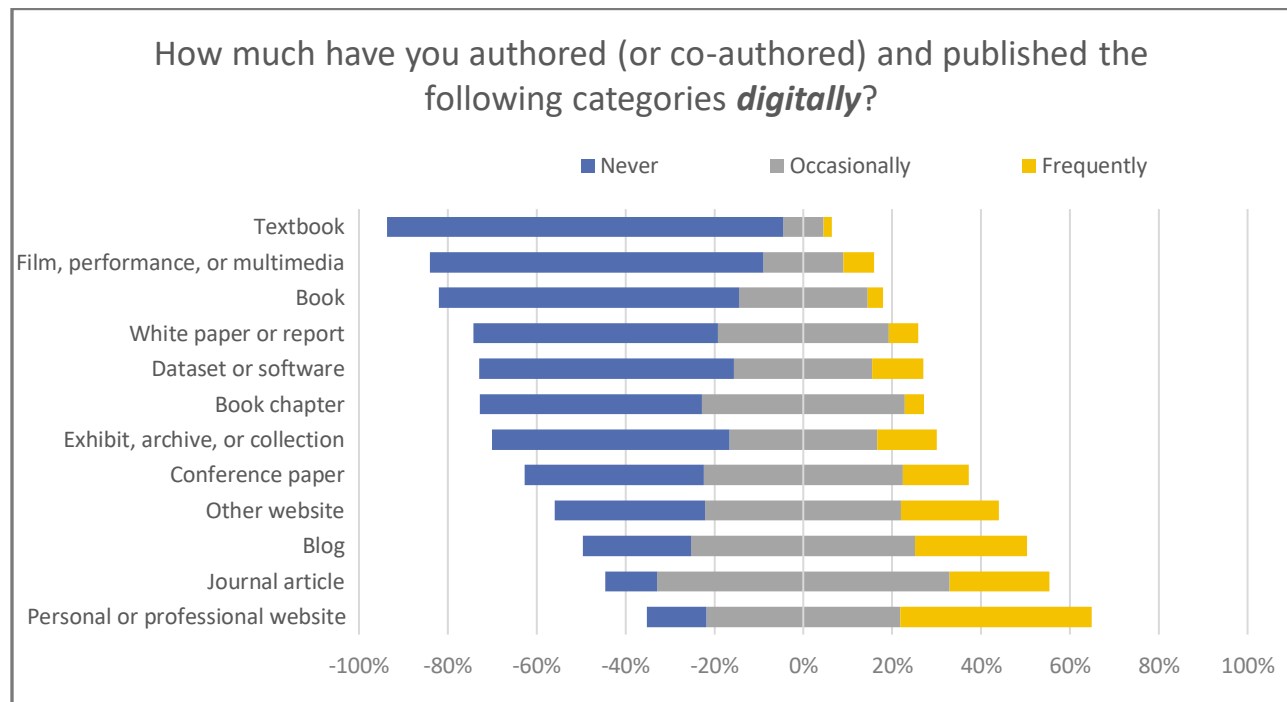


1.2. How much have you authored (or co-authored) and published the following categories (regardless of whether digitally, in print, or some other form such as an exhibition or performance)?

Respondents were asked to indicate how much they had authored and published across twelve categories of genre. Categories were presented as a matrix, with one column for print publishing and one column for digital publishing, where each column was subdivided with options to indicate never, occasionally, or frequently.



	Total	Never	Occasionally	Frequently
Film, performance, or multimedia	123	116	6	1
Dataset or software	117	109	8	0
Other website	113	104	7	2
Blog	120	109	7	4
Textbook	132	118	8	6
Personal or professional website	121	106	10	5
White paper or report	125	88	32	5
Exhibit, archive, or collection	125	87	36	2
Book	141	53	54	34
Conference paper	133	48	57	28
Book chapter	146	19	81	46
Journal article	149	7	80	62



	Total	Never	Occasionally	Frequently
Textbook	110	98	10	2
Film, performance, or multimedia	116	87	21	8
Book	114	77	33	4
White paper or report	122	67	47	8
Dataset or software	122	70	38	14
Book chapter	116	58	53	5
Exhibit, archive, or collection	120	64	40	16
Conference paper	114	46	51	17
Other website	118	40	52	26
Blog	123	30	62	31
Journal article	129	15	85	29
Personal or professional website	128	17	56	55

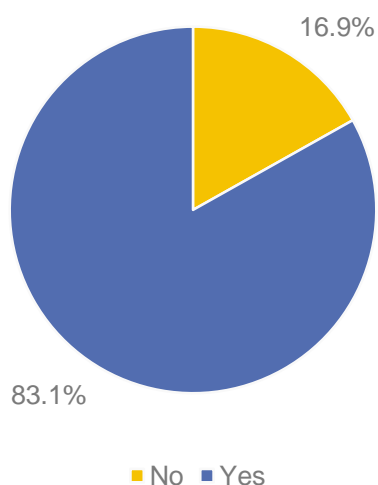
In addition to the provided list of categories, respondents could also select “Other” and specify other categories or genres of publishing in free text. A total of 45 respondents indicated other categories, but only 12 people provided further detail. These included commercial and creative work; book reviews; “living processual works”;¹ institutional repositories; maps; creative works (e.g., poetry and short fiction); encyclopedia entries; games; edited texts; and scalar transmedia.

1.3. Do you share or have you shared or disseminated your research while it is in progress (not final form)? If so, in what forms do you share or disseminate your intermediate work?

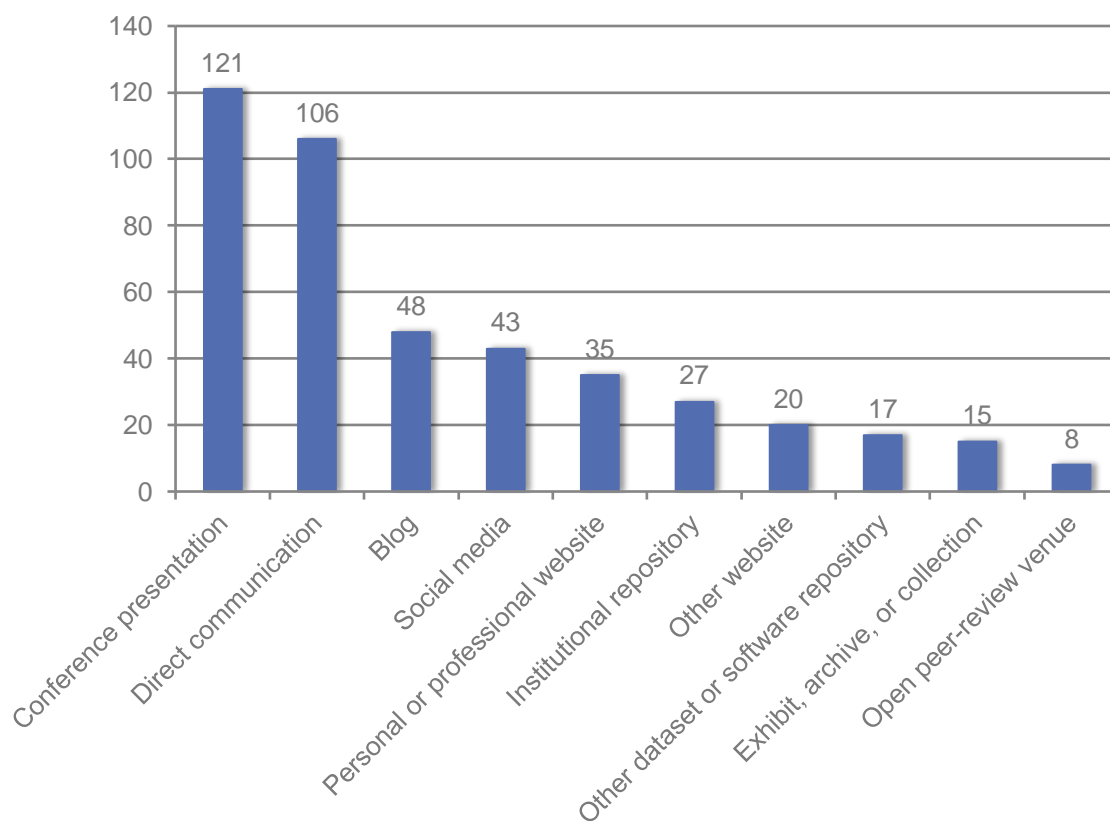
Of the 172 people who responded to this question, 143 (83.1%) share their work in progress. Respondents were permitted to select multiple answers but the most frequent methods of dissemination are conference presentations (121) and direct communication, either electronically or in-person (106). Blogs, social media, and personal or professional websites round out the top five preferred methods for sharing interim phase work, though these are decidedly less prevalent (48, 43, and 35 respectively representing between a quarter and a third of respondents who share interim work in some form). There is little evidence for the use of more structured web-based repositories: institutional repositories (27), data or software repositories (17), and exhibits, archives, or collections (15). Free text comments list Google Docs (1), the academic social networking sites Academia.com [sic] and ResearchGate (1), and professional newsletters (1).

¹ This phrase was ambiguous to the research team but interpreted as publicly available work that is continuous and ongoing.

Do you share research in progress?

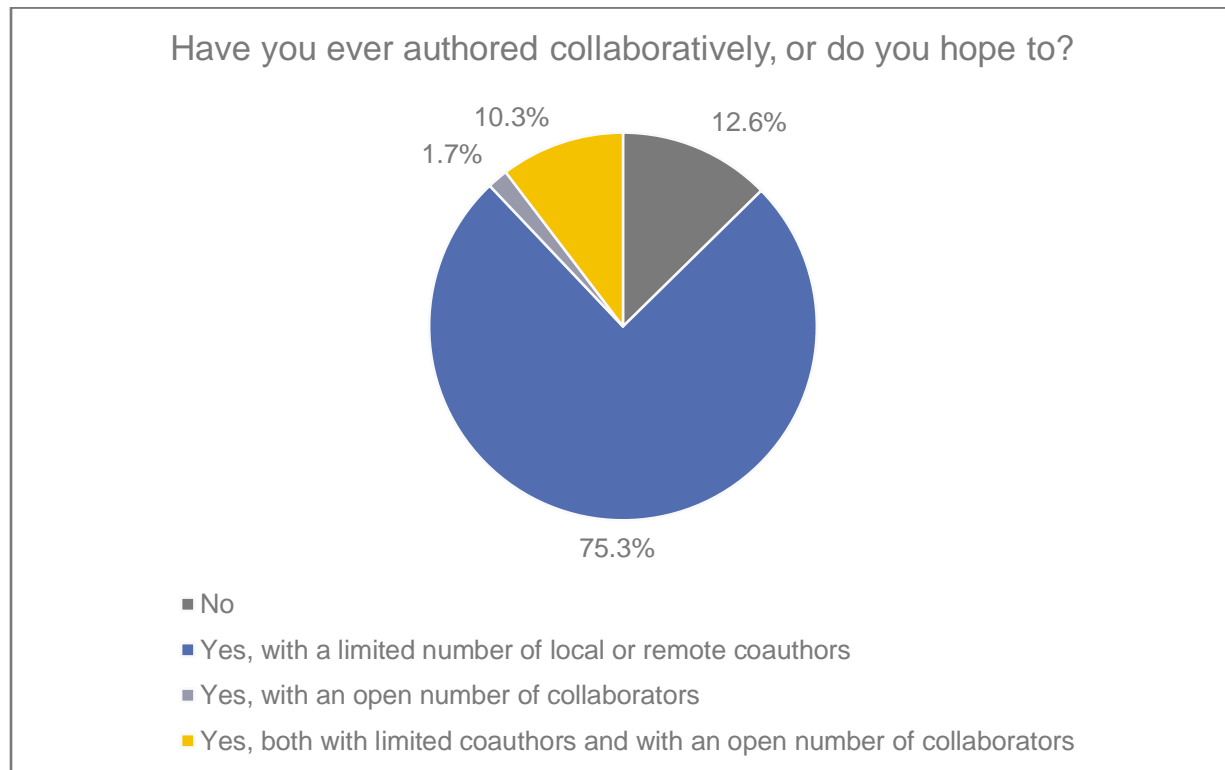


In what forms do you share or disseminate your intermediate work?



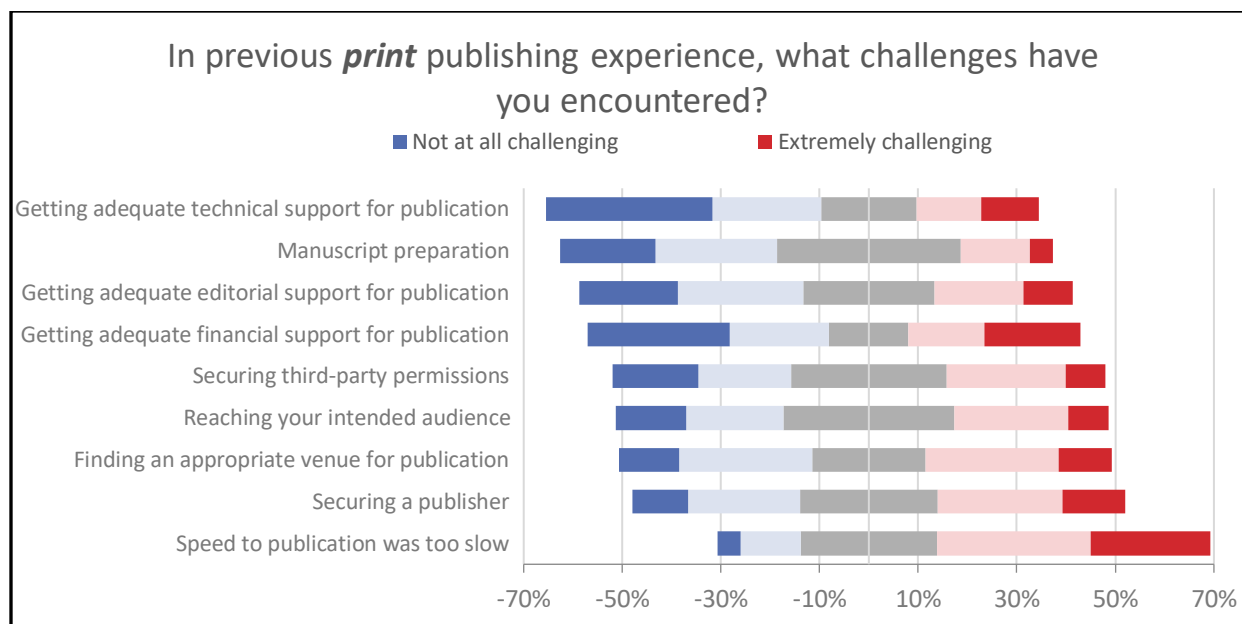
1.4. Have you ever authored collaboratively, or do you hope to?

22 of 174 respondents (approximately 12.6%) indicated that they have no interest in collaborative authorship. As expected, most (75.3%) collaborate with just a limited number of co-authors rather than using some form of collaboration open to wider communities or the public (e.g., through open review, facilitating open annotation, or by employing open wikis).



1.5. In previous *print* publishing experience, what challenges have you encountered?

Using a five point Likert scale ranging from “not at all challenging” to “extremely challenging”, respondents were asked to assess the extent to which each of nine common publishing activities poses a challenge, particularly when publishing in print. Not all respondents ranked all activities, but each activity in this question received between 145 to 150 responses. For each activity, the divergent bar graph below represents the percentage of respondents who chose each option on the Likert scale.



The table below provides the total number of respondents per activity and the number of respondents for each option on a five-point Likert scale from “not at all challenging” on the left to “extremely challenging” on the right.

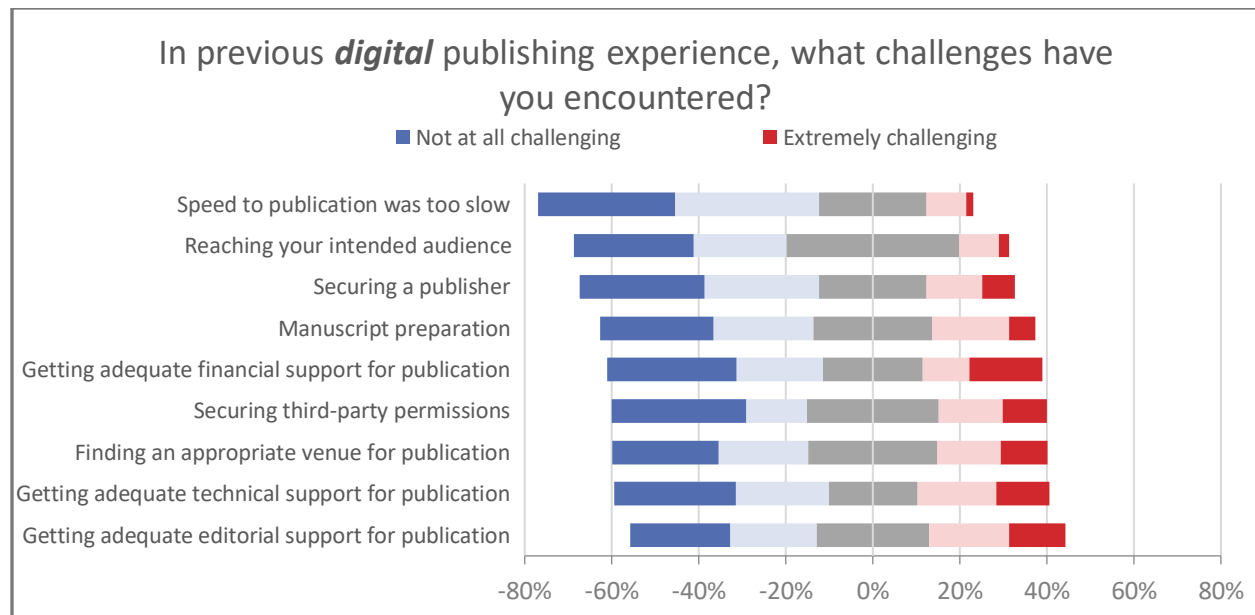
	Total	Likert Scale Counts				
		Not at all challenging → Extremely challenging				
Getting adequate technical support for publication	145	49	32	28	19	17
Manuscript preparation	150	29	37	56	21	7
Getting adequate editorial support for publication	150	30	38	40	27	15
Getting adequate financial support for publication	149	43	30	24	23	29
Securing third-party permissions	149	26	28	47	36	12
Reaching your intended audience	147	21	29	51	34	12
Finding an appropriate venue for publication	148	18	40	34	40	16
Securing a publisher	150	17	34	42	38	19
Speed to publication was too slow	148	7	18	41	46	36

Eight respondents indicated that there were “other” challenges, and seven of those respondents provided further free-text details. These responses revealed high levels of frustration from

“everything, really” to “making it past onerous peer review process”. Others cited “time in writing”, “expense”, social challenges (i.e., “stupid reviewers”). Finally, three respondents cited challenges with the print medium itself: “inclusion of sufficient visual data”, “merging print and digital research”, and “problems with making (version of the) work open source”.

1.6. In previous *digital* publishing experience, what challenges have you encountered?

Using a five point Likert scale from “not at all challenging” to “extremely challenging”, respondents were asked to assess the extent to which each of nine common publishing activities poses a challenge when publishing digitally. Not all respondents ranked all activities, but each activity in this question received between 129 and 133 responses. For each activity, the divergent bar graph below represents the percentage of respondents who chose each option on the Likert scale.



The table below provides the total number of respondents per activity and the number of respondents for each option on a five-point Likert scale from “not at all challenging” on the left to “extremely challenging” on the right.

	Total	Likert Scale Counts				
		Not at all challenging → Extremely challenging				
Speed to publication was too slow	130	41	43	32	12	2
Reaching your intended audience	131	36	28	52	12	3
Securing a publisher	133	38	35	33	17	10
Manuscript preparation	131	34	30	36	23	8

Getting adequate financial support for publication	131	39	26	30	14	22
Securing third-party permissions	129	40	18	39	19	13
Finding an appropriate venue for publication	131	32	27	39	19	14
Getting adequate technical support for publication	132	37	28	27	24	16
Getting adequate editorial support for publication	131	30	26	34	24	17

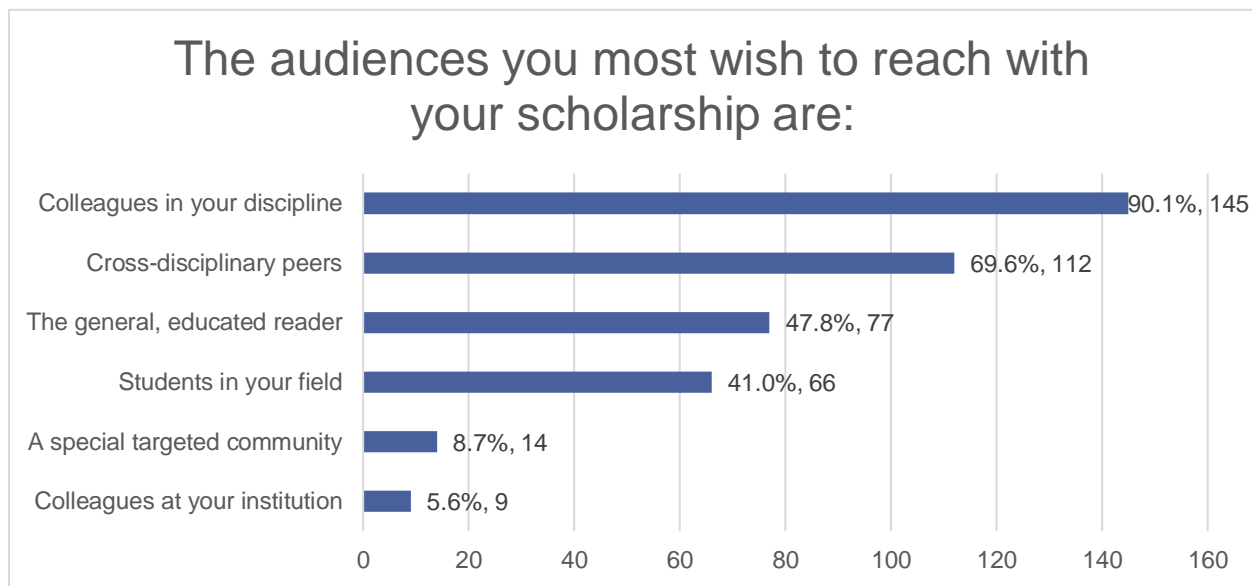
Five respondents indicated that there were “other” challenges, and four respondents provided further free-text details. One respondent lamented, “I’m learning I’m just overall frustrated with publishing in general”, and another repeated the same challenge cited in print publishing: “problems with making (version of the) work open access available”. Two respondents expressed concerns about the “lower quality of most digital publications”, and the “long-term stability of the publication”.

2. Publishing Objectives

2.1. What are the audiences you most wish to reach with your scholarship?

161 survey respondents chose the top audiences they wished to reach with their scholarship, using check boxes to choose three audiences from a total of six categories. 90.1% of respondents say that peers within their discipline are the audience that they most want to reach with their scholarship. Cross-disciplinary peers (69.6%), the general reader (47.8%), and students (41.0%) followed as top target audiences. However, participants were much less concerned with their scholarship reaching some other special targeted community (8.7%) and colleagues at their own institutions (5.6%).

Eleven of the 14 respondents who indicated that they would like to reach a special targeted community provided additional detail. Two respondents indicated an interest in reaching museum and public history practitioners, and other responses covered stakeholders such as grant agencies, policy advocates, and members of the publishing industry. Others listed non-professional and non-academic communities such as “creative writers” and “glbt readers”.

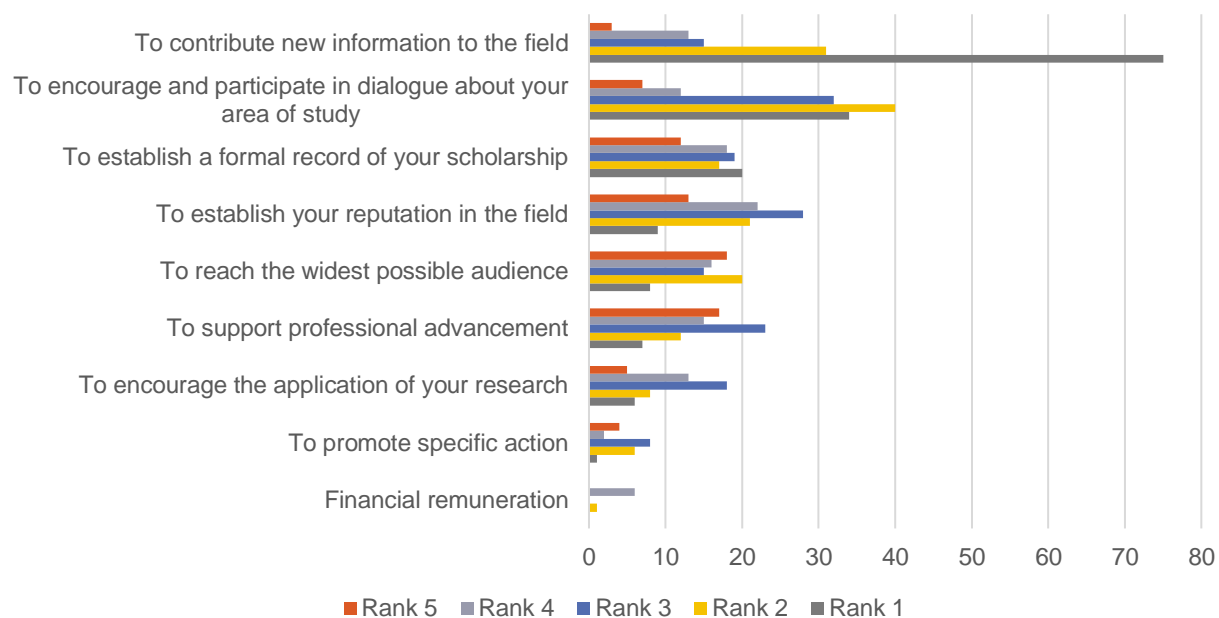


2.2. What are your primary goals for publishing?

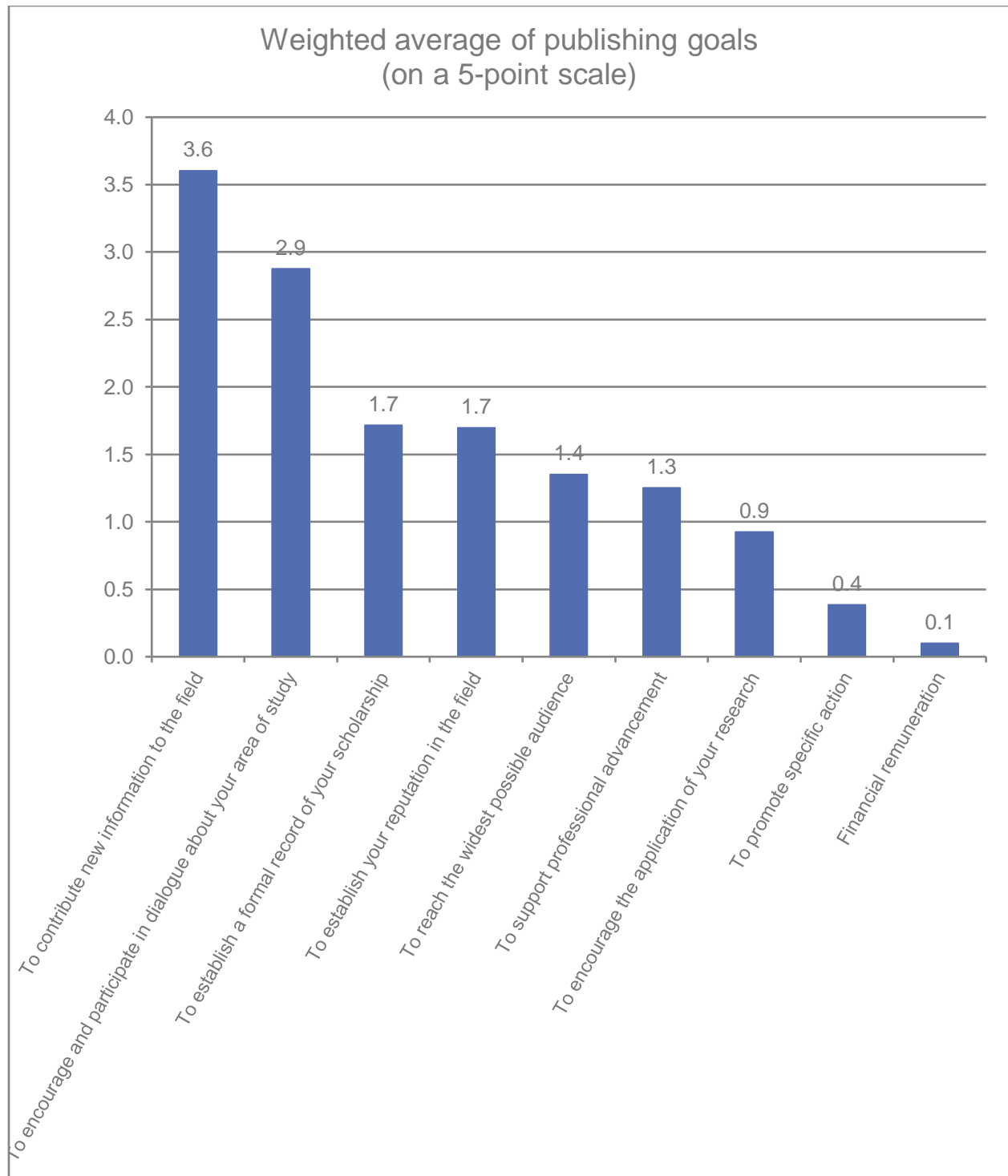
Respondents were asked to rank up to five primary goals for publishing, and drag responses into order of importance. 161 respondents ranked at least one publishing goal. In addition to raw counts, we employed a weighted average method for analyzing ranking of responses, where number-one rankings were weighted by a factor of 5, those ranked second were weighted by a factor of 4, and so on, to those that were ranked the lowest, weighted by a factor of 1. Each goal's score was then divided by the number of respondents who selected it.

The goal most often chosen by respondents is to contribute to new information in the field. The second most important goal is to encourage and participate in dialogue about your area of study. Then the importance of the remaining goals dropped precipitously with establishing a formal record of scholarship and establishing your reputation in the field being very closely ranked to each other at third and fourth as primary goals for publishing. Financial remuneration was by far the least selected option and was not ranked first by any participant. Four respondents indicated that they had other publishing goals, and three provided further detail: “to promote more historically informed practice” (ranked 2), “to challenge serious misunderstandings” (ranked 2), and “to create a permanent record of the knowledge I’ve created for the use of scholars long into the future” (ranked 1).

What are your primary goals for publishing?



	Total	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5
To contribute new information to the field	137	75	31	15	13	3
To encourage and participate in dialogue about your area of study	125	34	40	32	12	7
To establish a formal record of your scholarship	86	20	17	19	18	12
To establish your reputation in the field	93	9	21	28	22	13
To reach the widest possible audience	77	8	20	15	16	18
To support professional advancement	74	7	12	23	15	17
To encourage the application of your research	50	6	8	18	13	5
To promote specific action	21	1	6	8	2	4
Financial remuneration	7	0	1	0	6	0

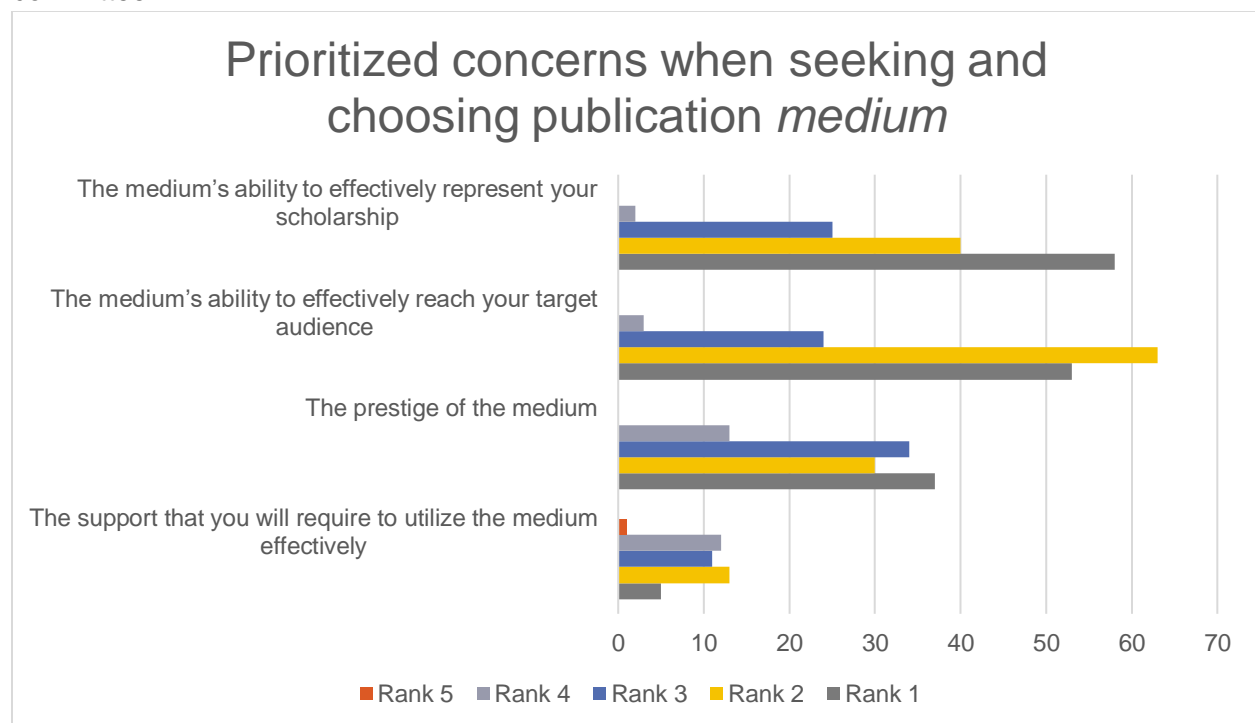


2.3. In seeking and choosing a *medium* (e.g., journal article, book, blog post, etc.) for publication, what are you most concerned about?

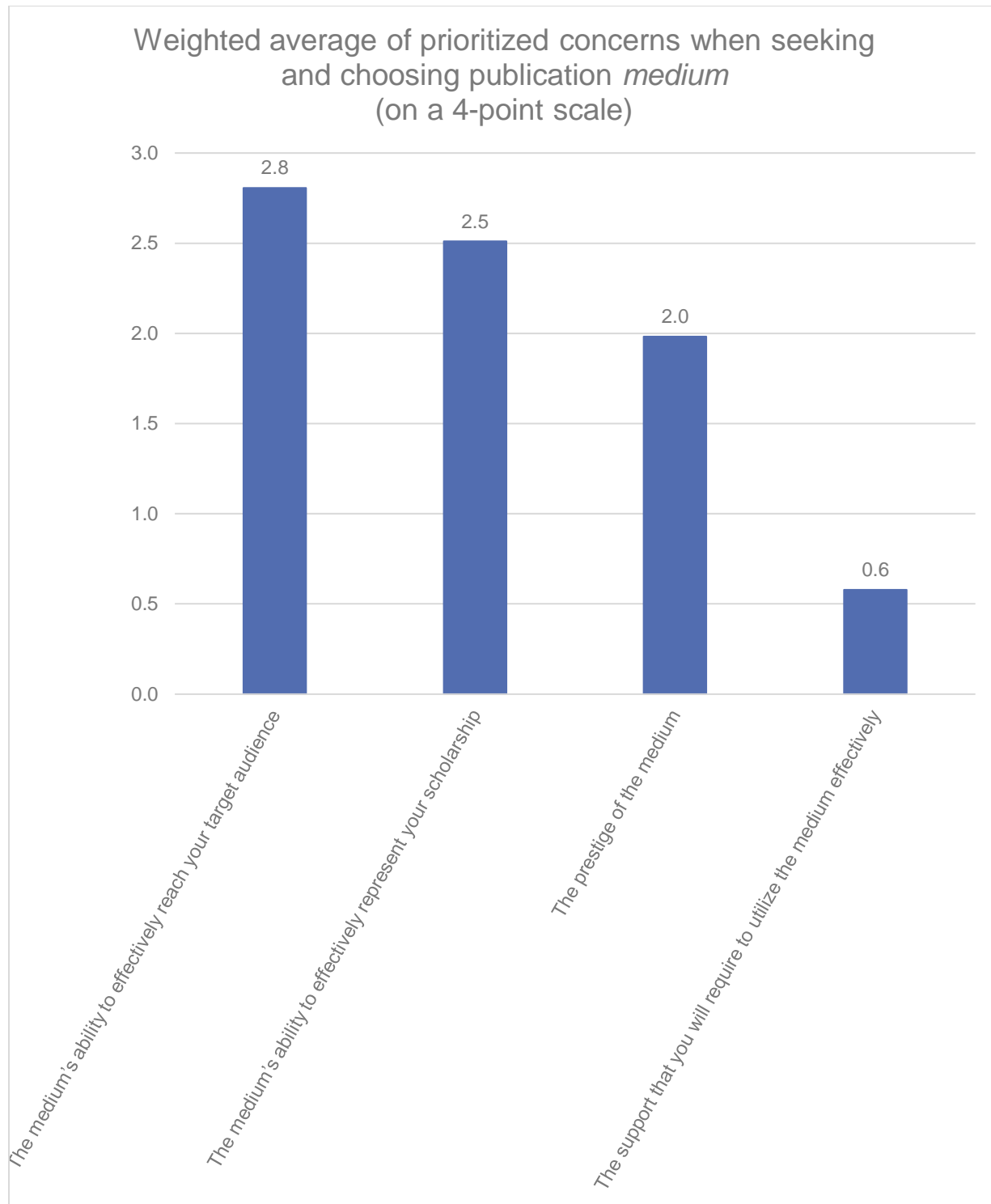
Respondents were asked to rank their concerns when seeking and choosing a medium for publication. They were directed to choose as many concerns as apply, from a list of four common concerns related to choice of medium, and drag responses into order of importance. 161 respondents ranked at least one item. In addition to raw counts, we employed a weighted average method for analyzing ranking of responses, where number-one rankings were weighted by a factor of 4, those ranked second were weighted by a factor of 3, and so on, to those that were ranked the lowest, weighted by a factor of 1. Each factor's score was then divided by the number of respondents who selected it.

Although the medium's ability to effectively represent one's scholarship was the selection most frequently ranked as number one, analysis of the data using a weighted scale revealed that the most important consideration was the medium's ability to effectively reach one's target audience. This attribute was selected by the most respondents, receiving a large majority of number two rankings and was second only to representing scholarship in number one rankings. Neither attribute was given the lowest ranking by any respondent. Respondents were least concerned about the support required to utilize the medium effectively.

Ten respondents indicated additional concerns, with some focused on "the length/form my ideas have taken" and others focused on the material aspects of the medium: the "longevity" and "durability" of the medium, "my level of control over the medium", and "the ability of the medium to put my work into relation with other relevant work (appropriate aggregation, linked open data)". Others focused on dimensions related to evaluation, such as rigorous peer review, impact, open access, the medium's credibility, and whether the final product would be accepted by a tenure committee.



	Total	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5
The support that you will require to utilize the medium effectively	125	5	13	11	12	1
The prestige of the medium	143	37	30	34	13	0
The medium's ability to effectively reach your target audience	114	53	63	24	3	0
The medium's ability to effectively represent your scholarship	42	58	40	25	2	0

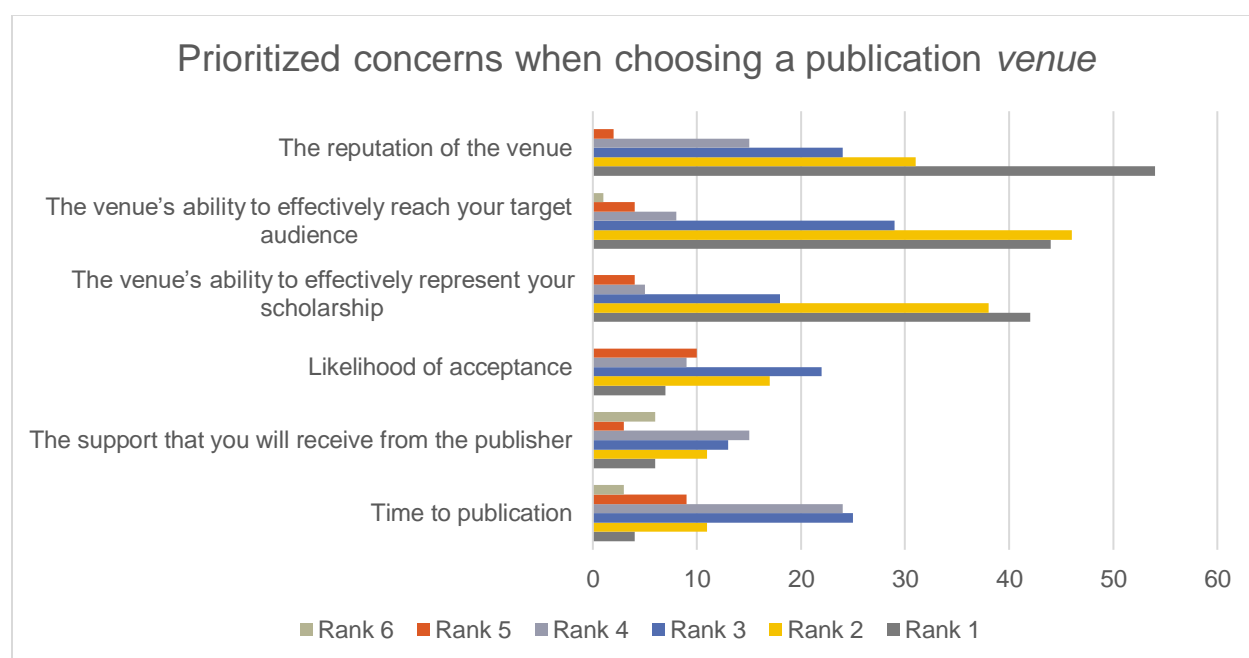


2.4. In seeking and choosing a specific *venue* (e.g., publisher, Web site) for publication, what are you most concerned about?

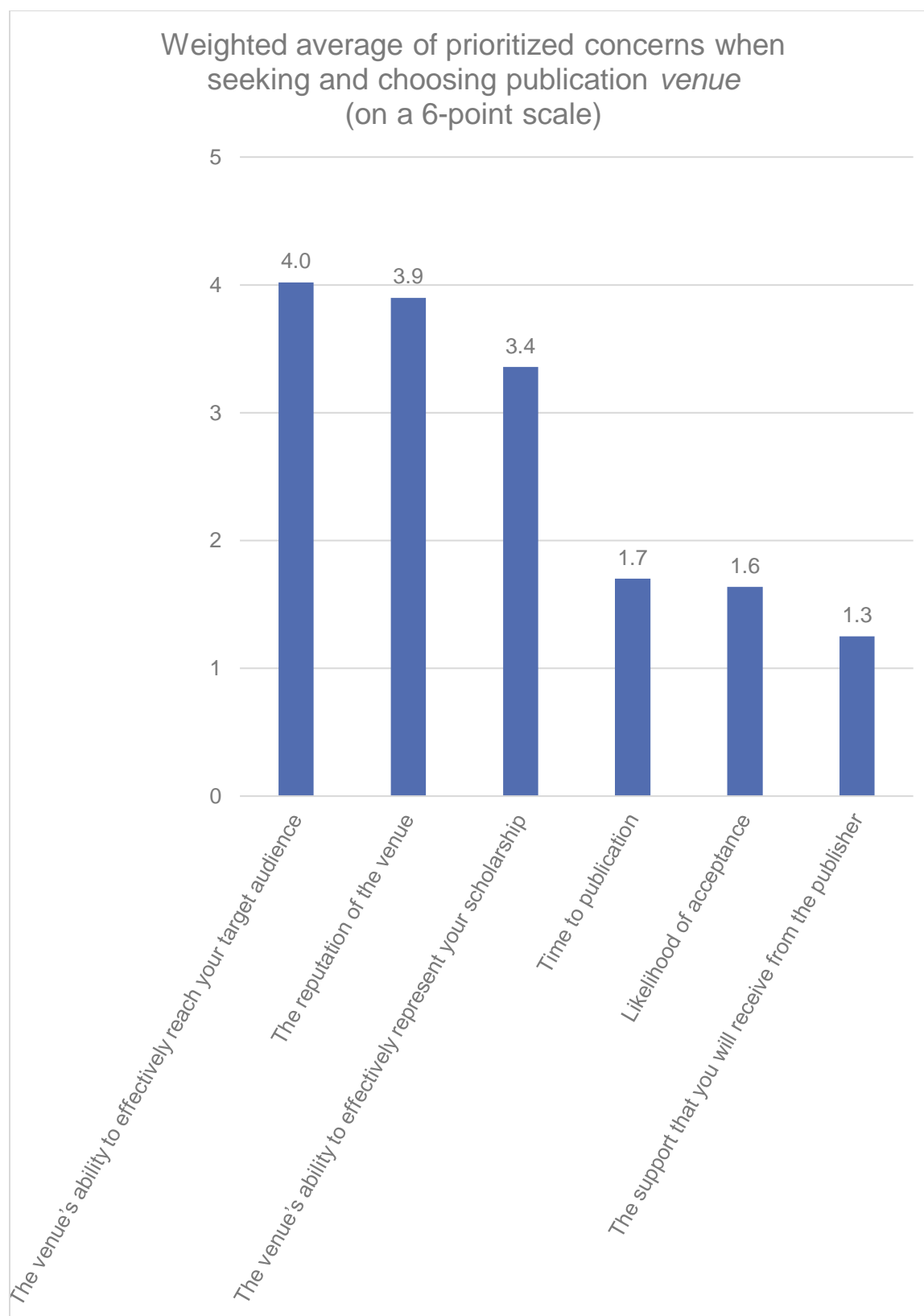
Respondents were asked to rank their concerns when seeking and choosing a venue for publications. They were directed to choose as many as apply, from a list of 6 common concerns about publishing venues, and drag responses into order of importance. 160 respondents ranked at least one item. In addition to raw counts, we employed a weighted average method for analyzing ranking of responses, where number-one rankings were weighted by a factor of 6, those ranked at number two were weighted by a factor of 5, and so on, to those that were ranked the lowest, weighted by a factor of 1. Each factor's score was then divided by the number of respondents who selected it.

The reputation of the venue was most often ranked as the number one consideration. However, when using a weighted sum to analyze the data, the most important concern when seeking and choosing a venue was the venue's ability to effectively reach the target audience. This occurred because more respondents chose effectively reaching your target audience as one of the top three most important considerations than chose reputation as a top three concern. However, reputation still came in as a close second when using a weighted sum to study the data. The venue's ability to effectively represent one's scholarship emerged as the third most important. Time to publication, likelihood of acceptance, and anticipated support were much lower priority.

Six respondents indicated additional concerns and provided further detail. Three respondents cited concerns about whether the venue is open access, and others were concerned about sustaining their individual work in print and the ultimate longevity of the venue itself. As with medium, one respondent cited concerns about acceptance by tenure committee. Another respondent noted a desire to avoid "annoying submission mechanics".

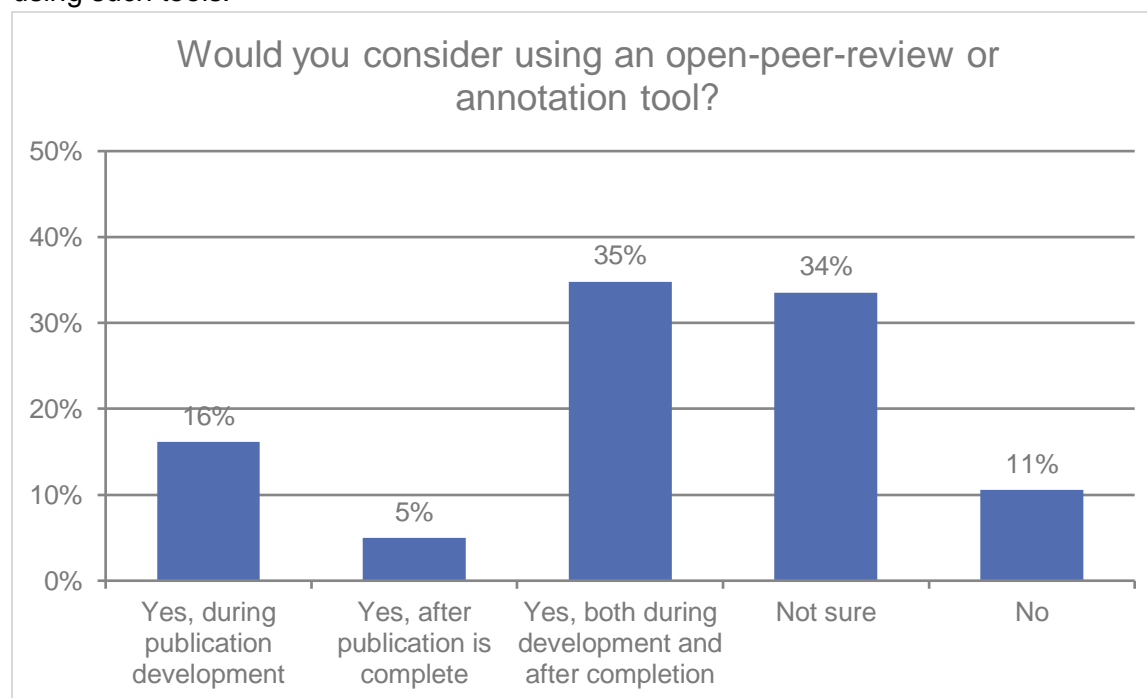


	Total	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6
Time to publication	76	4	11	25	24	9	3
The support that you will receive from the publisher	54	6	11	13	15	3	6
Likelihood of acceptance	65	7	17	22	9	10	0
The venue's ability to effectively represent your scholarship	107	42	38	18	5	4	0
The venue's ability to effectively reach your target audience	132	44	46	29	8	4	1
The reputation of the venue	126	54	31	24	15	2	0



2.5. Would you consider using an open-peer-review or annotation tool to gather feedback or engage a community on your next publication project?

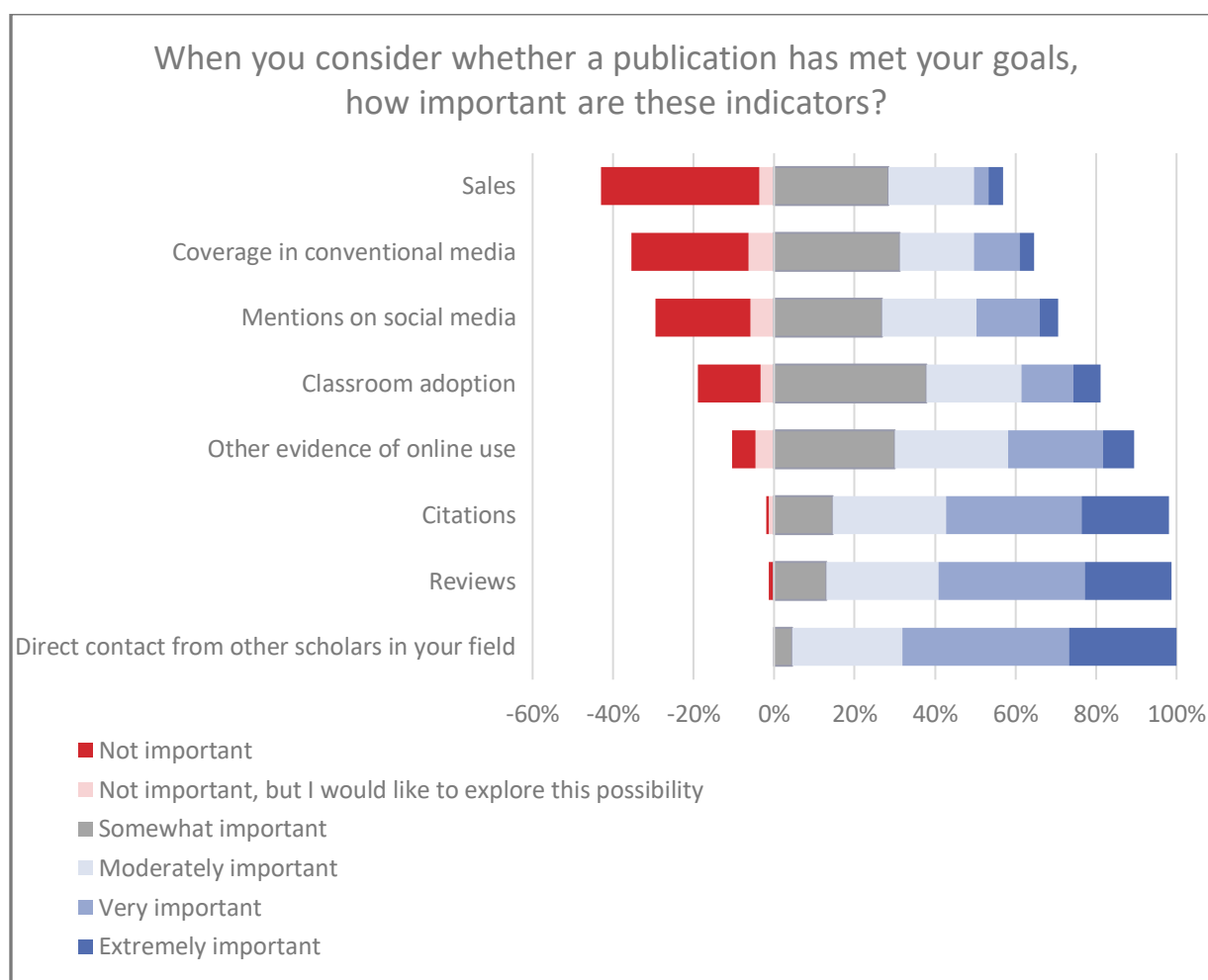
When asked whether they might use an open-peer-review or annotation tool to gather feedback or engage a community in a publication project, respondents were primarily split between those who would consider using an open-peer-review or annotation tool during both the development of and after completion of a project (56, 35%) and those who were unsure (54, 34%). The remainder were more open to using such tools during the publication development phase (26, 16%) than after completion (8, 5%). 17 (11%) respondents answered that they would not consider using such tools.



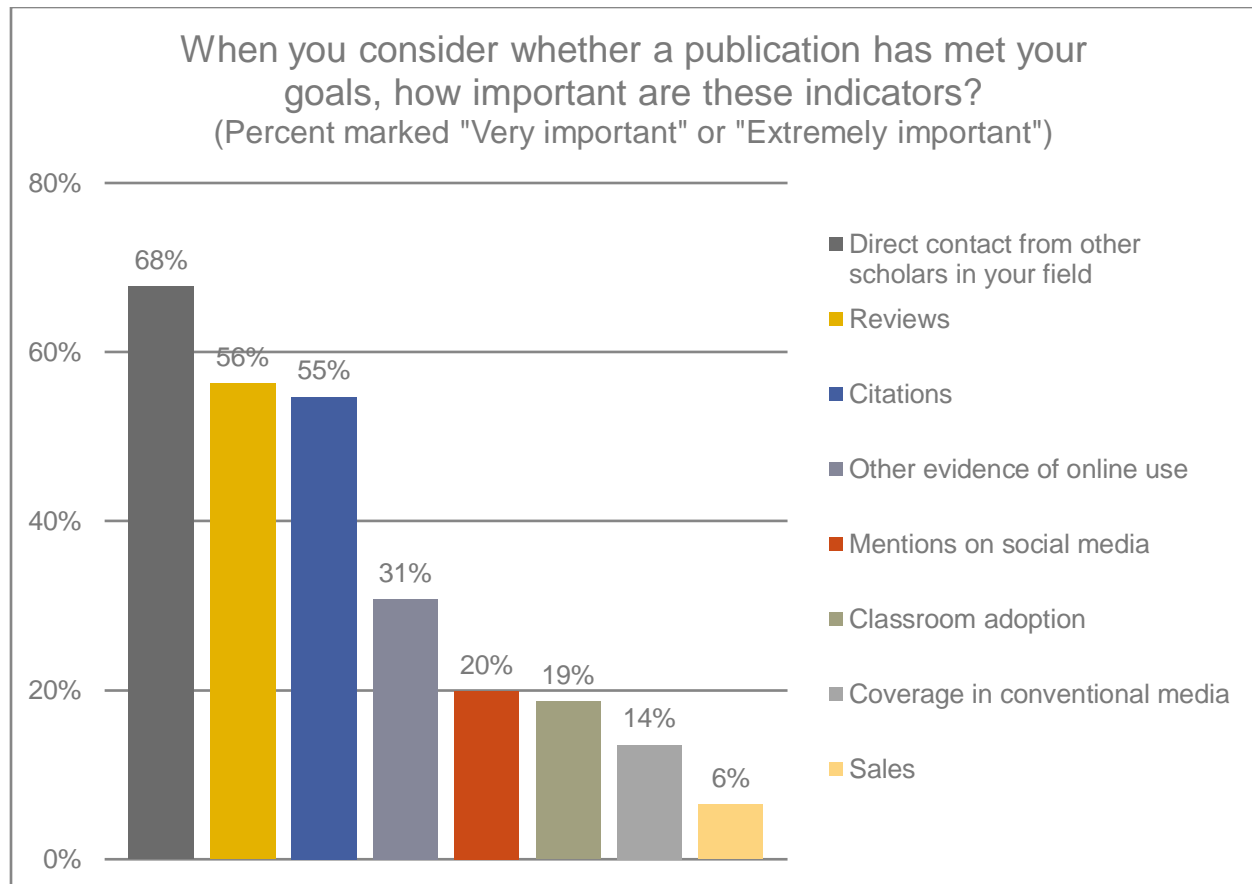
2.6. When you consider whether a publication has met your goals, how important are these indicators?

Given a list of eight indicators, respondents were asked to determine how important each was in determining whether a publication had met their goals. Responses for each indicator ranged from 155 to 159, and the scale for importance included six options and a selection of "not applicable". Direct contact from other scholars in your field, reviews, and citations were the top three indicators, marked "very important" or "extremely important" by 68%, 56%, and 55% of respondents respectively.

Twelve respondents indicated other priority indicators and provided further detail in free text. These included metrics like number of downloads, an invitation to reprint, and "evidence of sustained usage/citation over time." Other responses focused on audience through global reach, the publication's "role in attracting strong students", and interest by "policymakers/activities/non-academic professionals".



			Importance of evaluative indicators:					
	Total	N/A	Not	Not, but could be	Somewhat	Moderately	Very	Extremely
Sales	155	18	54	5	39	29	5	5
Coverage in conventional media	155	14	41	9	44	26	16	5
Mentions on social media	156	3	36	9	41	36	24	7
Classroom adoption	155	7	23	5	56	35	19	10
Other evidence of online use	156	3	9	7	46	43	36	12
Citations	159	2	1	2	23	44	53	34
Reviews	158	4	2	0	20	43	56	33
Direct contact from scholars in your field	158	1	0	0	7	43	65	42

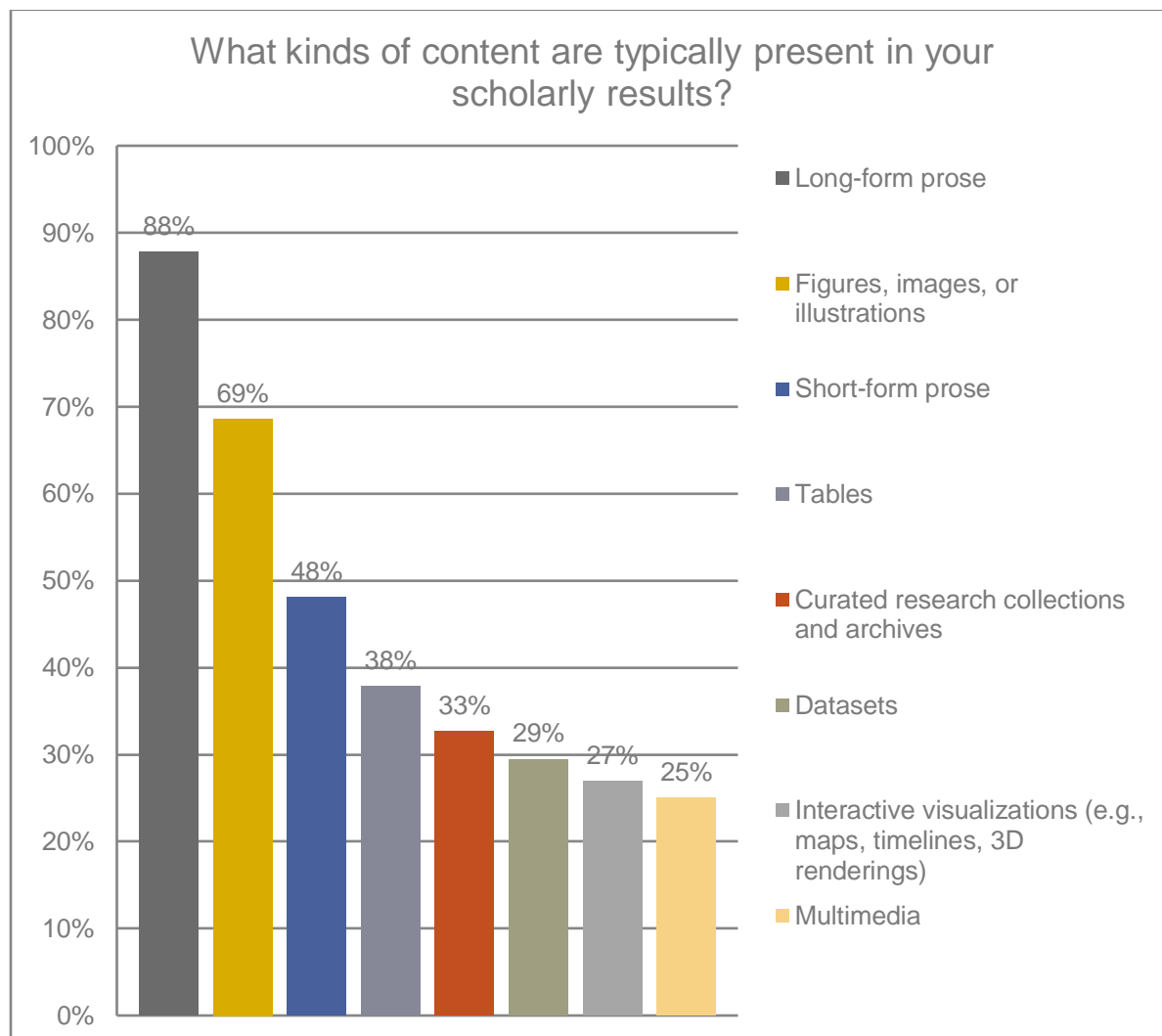


3. Tools and Platforms

3.1. What kinds of content are typically present in your scholarly results, or do you wish to use to publish your results? (please select all that apply)

Using checkboxes, respondents were asked to select among eight items to indicate the kinds of content that are typically present in their scholarly results. They could choose as many as applied, and they could also use a free text field to specify others. A sizable majority of respondents reported use of long-form prose (88%) and figures, images, or illustrations (69%), followed in popularity by short-form prose (48%) and tables (38%). Note that the decision about what constitutes long-form vs. short-form prose was left up to the respondents. A sizable minority also indicated less traditional forms of presentation, including curated research collections and archives (33%), datasets (29%), interactive visualizations (27%), and multimedia (25%).

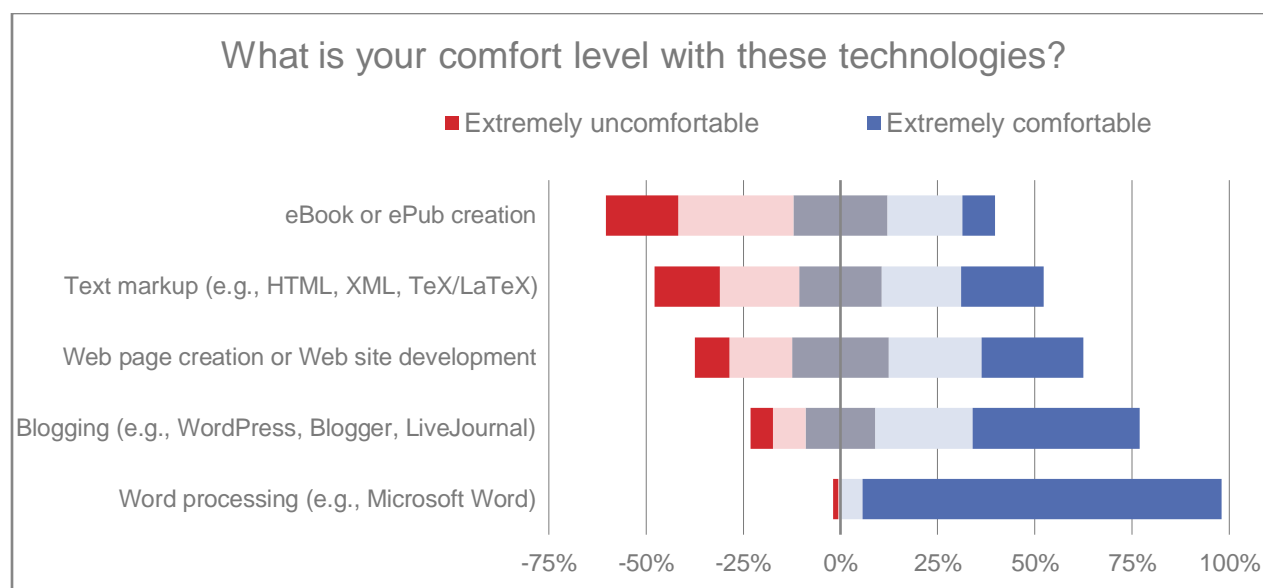
Free text responses from six respondents provided more specificity. Here respondents indicated engagement with scholarly editions in the form of "facsimile editions" and "critical editions/texts (TEI)". Others identified aspects of media like "audio recordings" and "overlays or filters for changing the appearance of text". Others cited a social element to content creation through "wiki", "open-editing content", and "reproducible dynamic search".



3.2. What is your comfort level with these technologies?

Given a list of five types of technologies, respondents were to indicate their comfort level with each using a five-point Likert scale from extremely uncomfortable to extremely comfortable. Responses per technology type ranged from 156 to 157.

92% of participants felt extremely comfortable with word processing software. Comfort levels with blogging, however, are reported at more varied levels. Fewer than half of participants (43.0%) feel extremely comfortable when working with blogging tools, and 25% have reported a comfort rating at the next highest point on the scale. Responses to web page creation and site development, text markup, and eBook or ePub creation were more varied across the scale with overall comfort levels diminishing in that order.

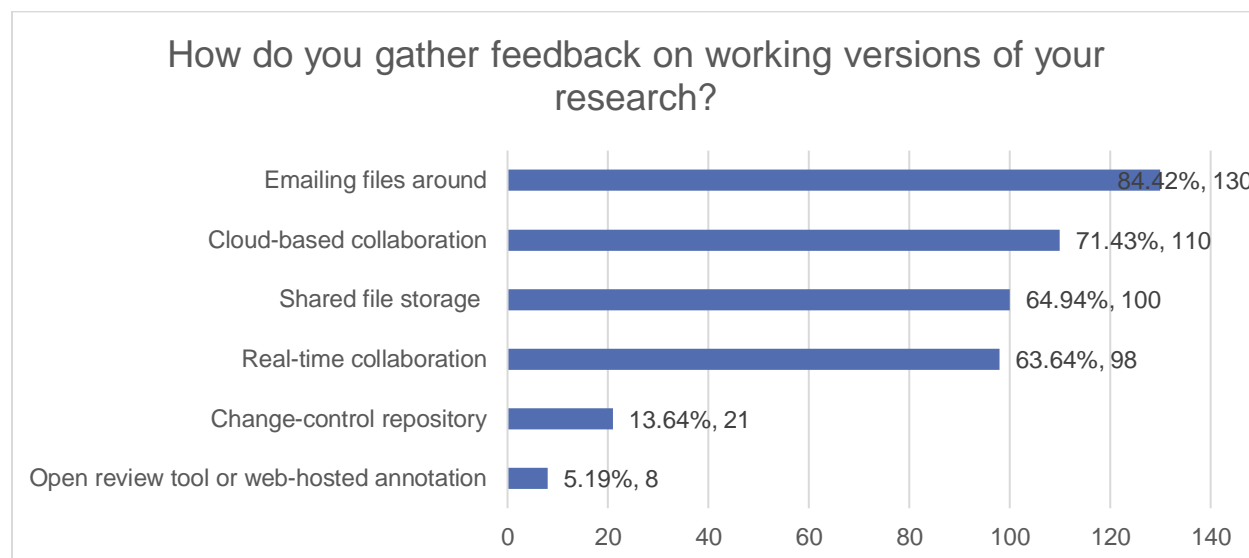


	Total	Likert Scale Counts				
		Extremely uncomfortable		→	Extremely comfortable	
eBook or epub creation	156	29	46	38	30	13
Text markup (e.g., HTML, XML, TeX/LaTeX)	156	26	32	33	32	33
Web page creation or Web site development	156	14	25	39	37	41
Blogging (e.g., WordPress, Blogger, LiveJournal)	156	9	13	28	39	67
Word processing (e.g., Microsoft Word)	157	2	1	0	9	145

3.3. How do you gather feedback on working versions of your research (with collaborators, early reviewers, or editors)? (please choose all that apply)

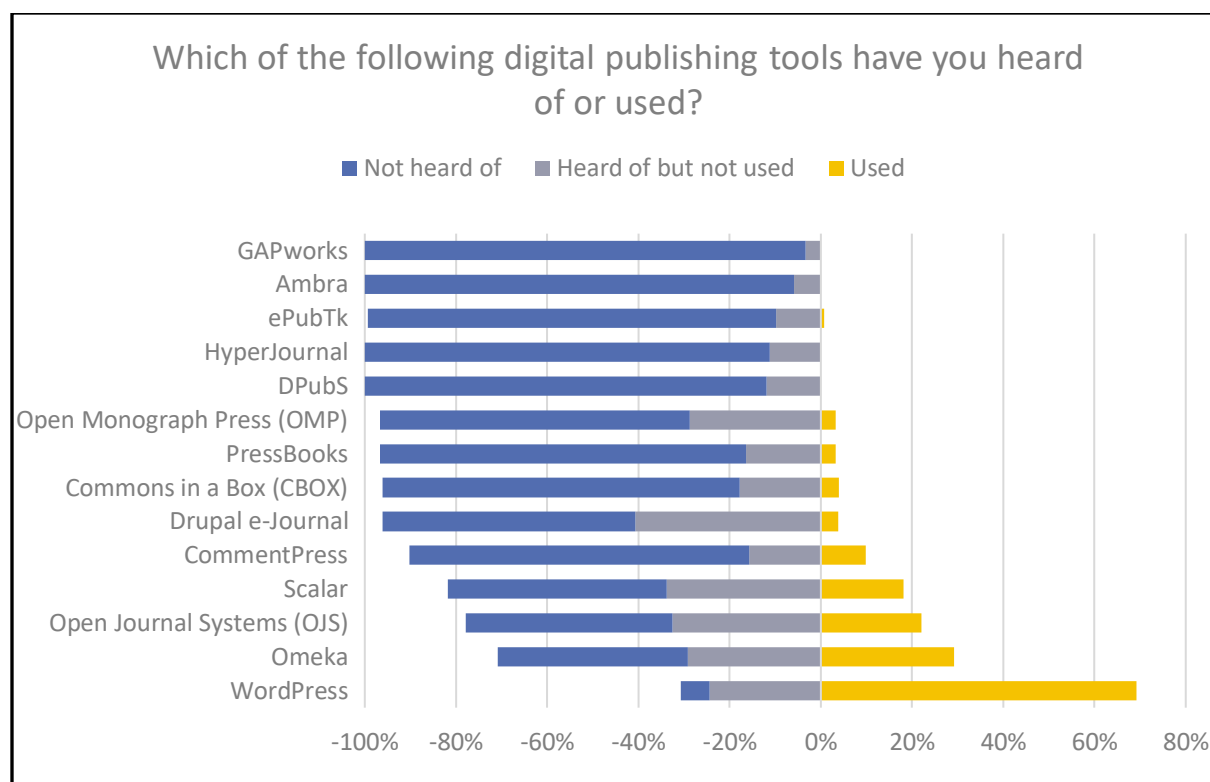
Using checkboxes, respondents were asked to select from six methods to indicate how they gather feedback on working versions of their research. 154 respondents selected at least one method. The most common forms of feedback are email with 130 participants and cloud-based collaboration software such as Google Docs with 110 users. Other common mechanisms for gathering feedback include shared file storage programs such as Dropbox (100 participants) and physical face-to-face meetings (98 participants). Only 21 participants reported using change-control software, such as GitHub or MediaWiki, while 8 participants surveyed use openreview tools or web-hosted annotations, such as CommentPress or Hypothes.is. Ten participants reported having used tools and strategies not included in this question, including contact with peers, various academic and private presentations, and the Shakespeare Pro app. Two participants reported using no strategies for gathering feedback on their research at all, one of

whom wrote: “I don’t. Part of being a competent writer is being able to produce a solid, publishable manuscript that requires minimal editing or revision.”



3.4. Which of the following digital publishing tools have you heard of or used?

Participants were given a list of digital publishing tools and asked to indicate whether they’ve heard of the tool and whether they used it. An overwhelming majority of users had not heard of many of the tools listed for this question. For example, 94% of participants had not heard of Ambra, 75% of participants had not heard of CommentPress, and 97% had not heard of GAPworks. The Omeka tool had the most varied knowledge and indication of use with 45% having used the software, 29% having heard of the software without using it, and 42% never having used it. The Wordpress software was used the most by participants (69%), with only a small margin of people never having heard of it. Participants also had the option to add additional software they had used in free text, and responses included hypothes.is, wiki-software, TAPAS, Moodle, github.io, GIS, Mukurtu, Adobe products, and other print journals that also publish electronically.



	Total	Not heard of	Heard of	Used
GAPworks	152	147	5	0
Ambra	153	144	9	0
ePubTk	153	137	15	1
HyperJournal	152	135	17	0
DPubS	151	133	18	0
Open Monograph Press (OMP)	153	104	44	5
PressBooks	153	123	25	5
Commons in a Box (CBOX)	152	119	27	6
Drupal e-Journal	155	86	63	6
CommentPress	153	114	24	15
Scalar	154	74	52	28
Open Journal Systems (OJS)	154	70	50	34
Omeka	154	64	45	45
WordPress	156	10	38	108

3.5. For each of the following tools, rate your satisfaction with the tool.

For each tool that a respondent indicated having used, a follow up question appeared to gauge their satisfaction. Four tools were dropped from this question as no respondents had used them.

The most frequently used tools were: WordPress (108), Omeka (45), Open Journal System (34), Scalar (27), and CommentPress (15). Only 6 respondents answered for Commons in a Box and Drupal e-Journal, and 5 respondents answered for Open Monograph Press and Pressbooks. ePubTk had only one user.

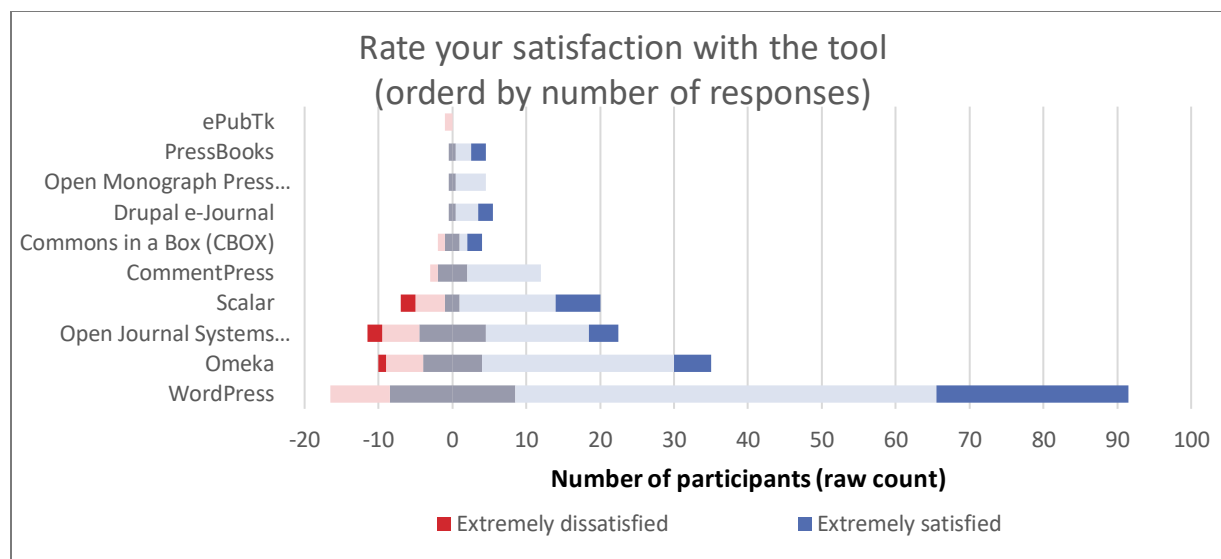
After calculating average satisfaction across responses, Drupal e-Journal, Pressbooks, and Open Monograph Press emerge as mostly satisfactory with no indications of dissatisfaction. While responses are more varied for six of the remaining tools, hovered between 50% and 75%. While ePubTk only had one reported user, that respondent also reported being mostly dissatisfied.

Respondents were also given the opportunity to provide additional free text responses to each of the tools they used. Five tools received additional comments: Wordpress (13), Omeka (8), Open Journal System (4), CommentPress (2), and Scalar (2).

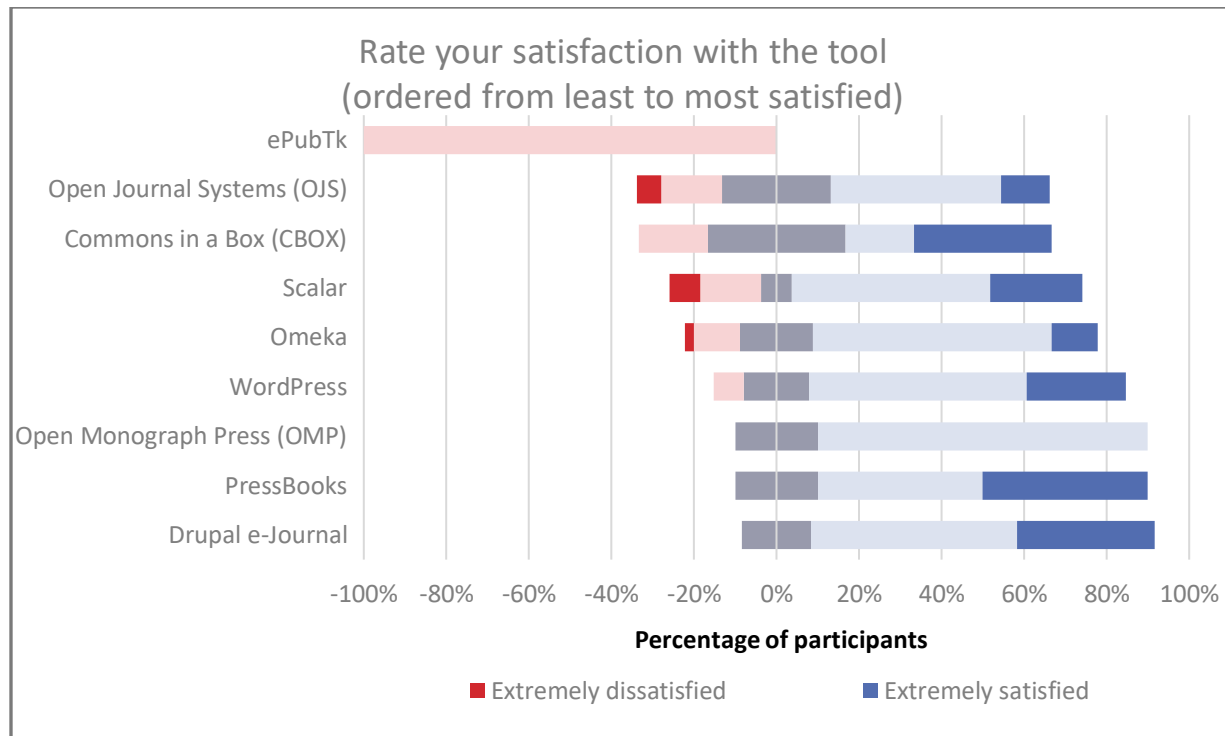
Positive comments about WordPress focused on ease of use, flexibility, and extensibility. Slightly more critical comments noted that it was “fine for blogging, but not really made for scholarship” while others contradicted the positive praise by complaining that it was both too structured and too complicated. The least satisfied respondents complained that WordPress is “a bit clunky and limiting”, easy too use but lacking in design features and desired functionality, and (conversely) “very difficult to use and non-intuitive”.

Positive comments about Omeka uniformly noted how useful it was for publishing collections and exhibitions. Another positively noted its use for collaboration, while one other positive respondent added the caveat that it required a developer to customize and make professional. This caveat is consistent with the concerns of dissatisfied respondents who noted it was too difficult to customize and too complicated for student use. A moderately satisfied respondent also noted that it is “terrible with multimedia”.

Comments about Open Journal Systems uniformly noted design issues, including the need for interface refinement and difficulties with backend navigation. These were consistent across satisfaction levels. Free text for CommentPress was provided by mostly satisfied respondents, noting that it was a useful collaborative tool and “an interesting system for commenting and editing on common document formats.” Though, the latter respondent noted that it didn’t work well for the application they had hoped to use. The two comments regarding Scalar came from a mostly satisfied user and an extremely dissatisfied user. Both comments related to usability with one remarking “Scalar 2.0 is gorgeous. It is also easy to use.” The other was frustrated that Scalar is “template based – you are ‘tied in’ to their patterns”.



	Total	Likert Scale Counts				
		Extremely dissatisfied		→	Extremely satisfied	
ePubTk	1	0	1	0	0	0
Open Monograph Press (OMP)	5	0	0	1	4	0
PressBooks	5	0	0	1	2	2
Drupal e-Journal	6	0	0	1	3	2
Commons in a Box (CBOX)	6	0	1	2	1	2
CommentPress	15	0	1	4	10	0
Scalar	27	2	4	2	13	6
Open Journal Systems (OJS)	34	2	5	9	14	4
Omeka	45	1	5	8	26	5
WordPress	108	0	8	17	57	26



3.6. Are there digital publishing tools or platforms which you consider important, and which have not been mentioned here?

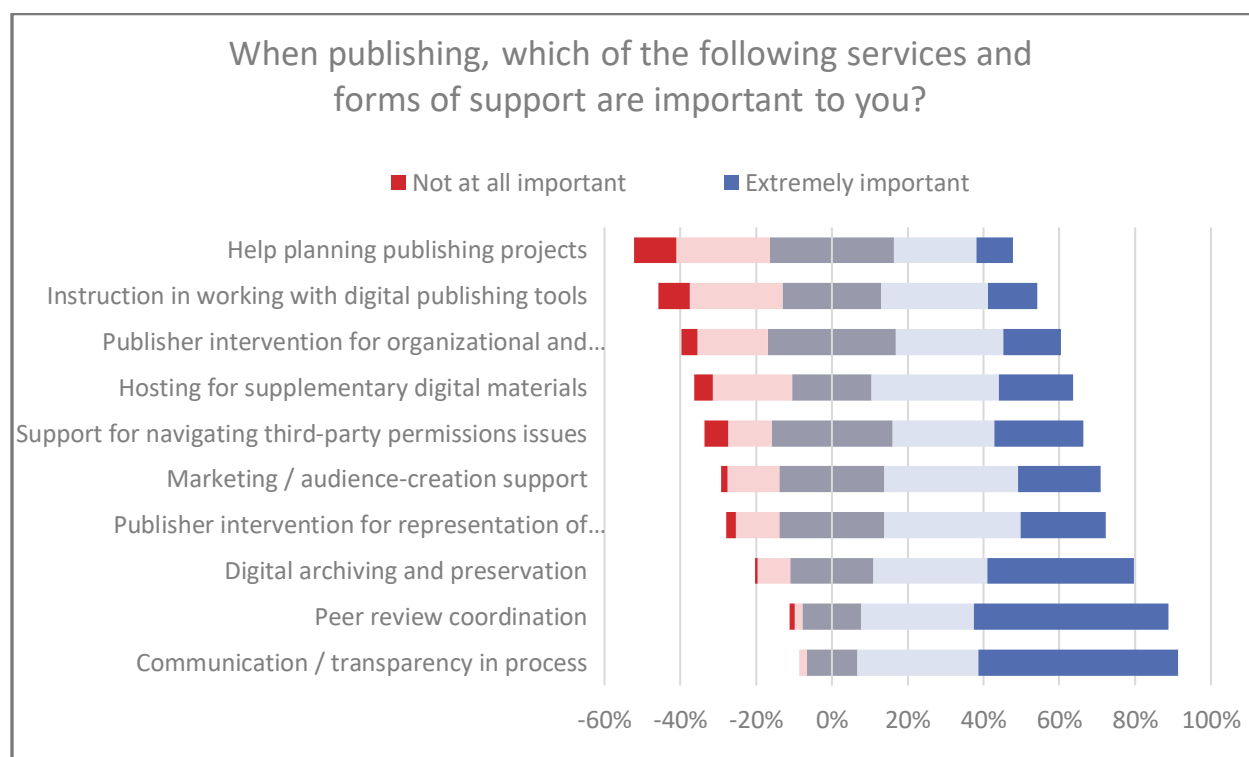
49 participants offered a range of other publishing tools that they considered important, such as social media sites (e.g, LiveJournal, Dreamwidth, Tumblr), GitBook, Adobe publishing products, Pandoc, and others. Five respondents each cited Wikis and Github. Ten respondents said that there were no digital publishing tools or platforms they considered important. The following quotes are exemplary:

- “As someone who has written professionally for many decades, I consider digital publishing tools, like typesetting and layout, my publisher’s job. I produce articles. Editors deal with formatting. Much of the slant of this survey seems to assume that making writers do design work is a good thing. It isn’t. It would be like requiring faculty to clean classrooms and do tech support.”
- “Mukurtu is a CMS that I consider important. It was designed for indigenous communities to share cultural heritage, providing web-based archival options that allow for varying levels of access. That way sensitive items are not necessarily public or available for view by anyone with internet access.”
- “Wiki based sites!”
- “Libre Office, Open Office”
- “I publish regularly with the New York Journal of Books, which is a web-based book review outlet. I also have done a bit of blog-like publishing with the Anthropology Newsletter of the American Anthropological Association.”

4. Services and Support

4.1. When publishing, which of the following services and forms of support are important to you?

On a 5-point Likert scale from “extremely important” to “not at all important,” respondents ranked ten services. 151 participants ranked at least one item. These responses were coded from 1 (“not at all important”) to 5 (“extremely important”). Communication/transparency was clearly most important, followed closely by peer review coordination. More than half of respondents ranked digital archiving and preservation, publisher intervention for representation of content, marketing/audience-creation support, support for navigating third-party permissions, and hosting for supplementary digital materials as either a 4 or a 5 (i.e., important or extremely important). Responses varied considerably for remaining services across the entire range of options.



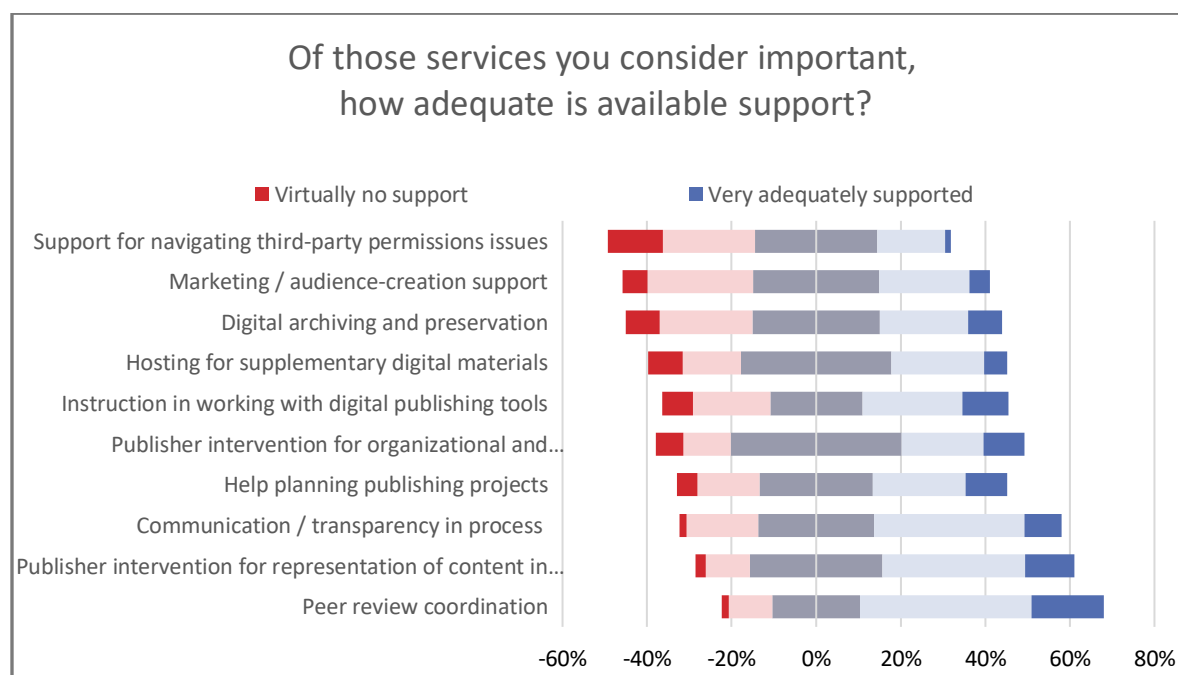
	Total	Likert Scale Counts				
		Not at all important → Extremely important				
Help planning publishing projects	149	30	33	44	29	13
Instruction in working with digital publishing tools	150	23	34	36	39	18
Publisher intervention for organizational and conceptual input on content from editor	151	12	27	49	41	22
Hosting for supplementary digital materials	150	14	30	30	48	28

Support for navigating third-party permissions issues	150	18	16	45	38	33
Marketing / audience-creation support	150	5	20	41	52	32
Publisher intervention for representation of content in professional style / design / structure	151	7	17	41	53	33
Digital archiving and preservation	151	2	13	33	45	58
Peer review coordination	150	4	3	23	44	76
Communication / transparency in process	150	0	3	20	48	79
Help planning publishing projects	149	30	33	44	29	13

4.2. Of those services you consider important, how adequate is available support?

For each service that a respondent considered important (i.e., ranked 4 or 5), a follow up question gauged how adequate they considered current support. The most frequently cited services were: communication / transparency in process (124), peer review coordination (116), digital archiving and preservation (100). The least frequently cited services were instruction in working with digital publishing tools (55) and help planning publishing projects (41).

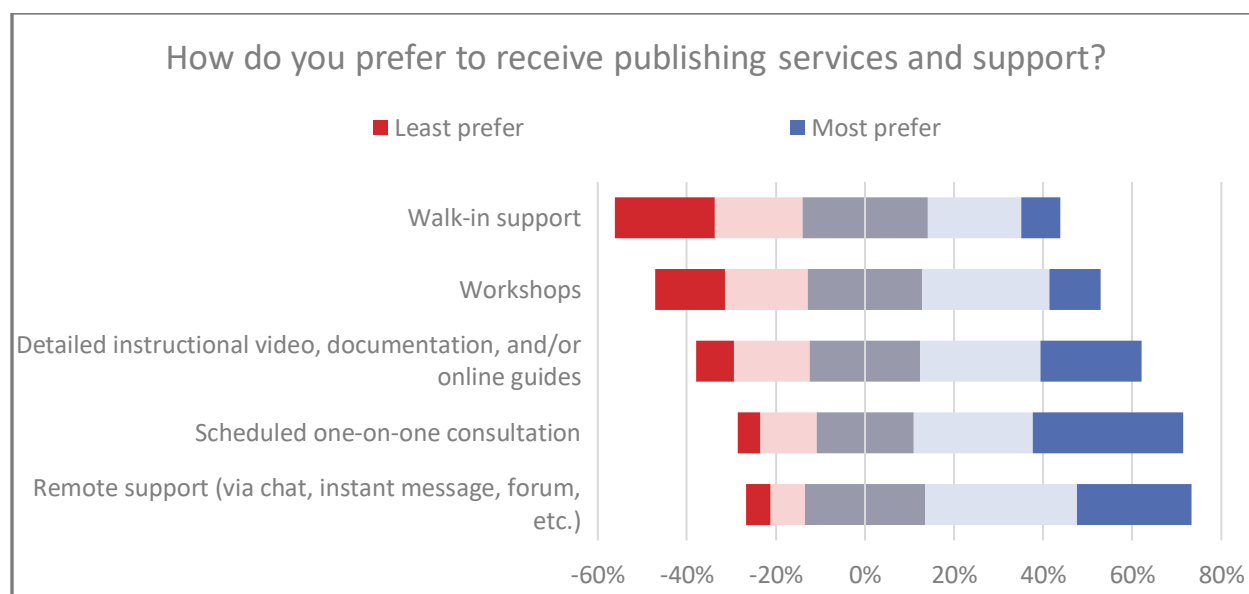
After calculating average satisfaction across responses, more than half of respondents indicated that peer review coordination was either adequately or very adequately supported (58%). Perceived adequacy of support varied considerably across most other categories. A quarter or more of respondents were particularly dissatisfied with the level of support for instruction in working with digital publishing tools (25%), digital archiving and preservation (30%), marketing/audience-creation support (31%), and support for navigating third-party permissions (35%). Responses of “don’t know” were disregarded for numerical analysis.



	Total	Likert Scale Counts				
		Virtually no support → Very adequately supported				
Help planning publishing projects	41	2	6	11	9	4
Instruction in working with digital publishing tools	55	4	10	12	13	6
Publisher intervention for organizational and conceptual input on content from editor	62	4	7	25	12	6
Support for navigating third-party permissions issues	69	9	15	20	11	1
Hosting for supplementary digital materials	73	6	10	26	16	4
Marketing / audience-creation support	84	5	21	25	18	4
Publisher intervention for representation of content in professional style / design / structure	86	2	9	27	29	10
Digital archiving and preservation	100	8	22	30	21	8
Peer review coordination	116	2	12	24	47	20
Communication / transparency in process	124	2	21	34	44	11

4.3. How do you prefer to receive publishing services and support?

Respondents were offered a list of five methods of service provision and asked to indicate their degree of preference for a given service on a 5-point Likert scale from “least prefer” to “most prefer”. 145 participants ranked at least one item. Scheduled one-on-one and remote support were most preferred, but not by large margins. Workshops and walk-in support were least preferred. Respondents were also invited to provide detail about other forms of support that weren’t included. Three respondents identified email correspondence, and one mentioned a preference for online written documentation rather than video tutorials. Yet another scholar expressed disinterest in support services, writing “All of this seems a waste of my time. I send manuscripts to editors. They publish them. If the ms. are commercial, they pay me. End of story.”



	Total	Likert Scale Counts				
		Least prefer → Most prefer				
Walk-in support	138	31	27	39	29	12
Workshops	140	22	26	36	40	16
Detailed instructional video, documentation, and/or online guides	141	12	24	35	38	32
Scheduled one-on-one consultation	142	7	18	31	38	48
Remote support (via chat, instant message, forum, etc.)	144	8	11	39	49	37

4.4. Are there publishing services or forms of support which you consider important, and which have not been mentioned here?

Respondents were prompted to address any other services or forms of support that had not been covered in the survey using free text. There were 16 substantive, non-negative responses (*i.e.*, discounting responses such as, “no,” “none,” etc.):

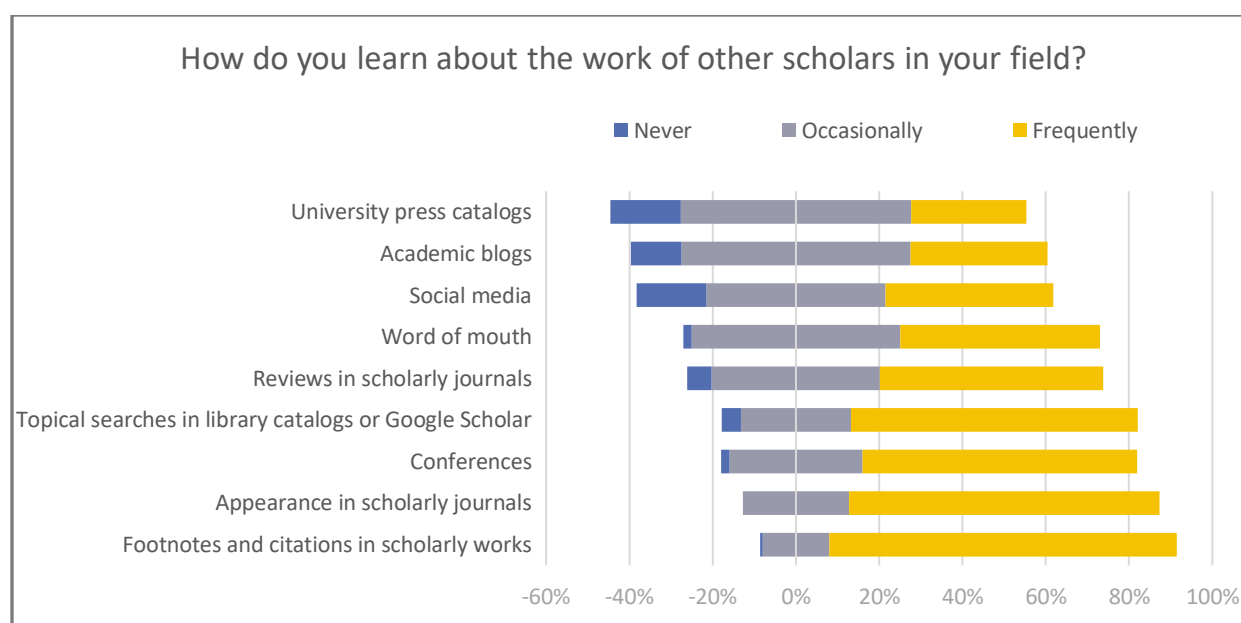
- Email (3 respondents; one also included snail-mail)
- Peer support, user groups, community discussions (3 respondents)
- Preservation (2)
- Curation
- Indexing
- Content/data aggregation platforms
- Proofreading
- Please *not* instructional videos

- One-on-one phone support
- Print-on-demand for ebooks
- Advertising
- Review seeking

5. Interaction with Others' Scholarship

5.1. How do you learn about the work of other scholars in your field?

Respondents were asked to indicate how often they used each of nine different modes of communication to learn about the work of other scholars in their field. Responses ranged from 148 to 151 per category. More than half of respondents frequently utilized sources were footnotes and citations in scholarly works (83.4%), appearance in scholarly journals (74.5%), topical searches in library catalogs or Google Scholar (68.9%), conferences (66.0%), and reviews in scholarly journals (53.6%). Over a quarter of respondents frequently utilized all other sources. Among the lesser-used sources, over fifteen percent of respondents have never utilized social media (16.8%) or university press catalogs (16.9%). Five respondents provided detail about other useful sources, including searches in subject-specific databases, Academia.edu, database research, book exhibits at conferences.

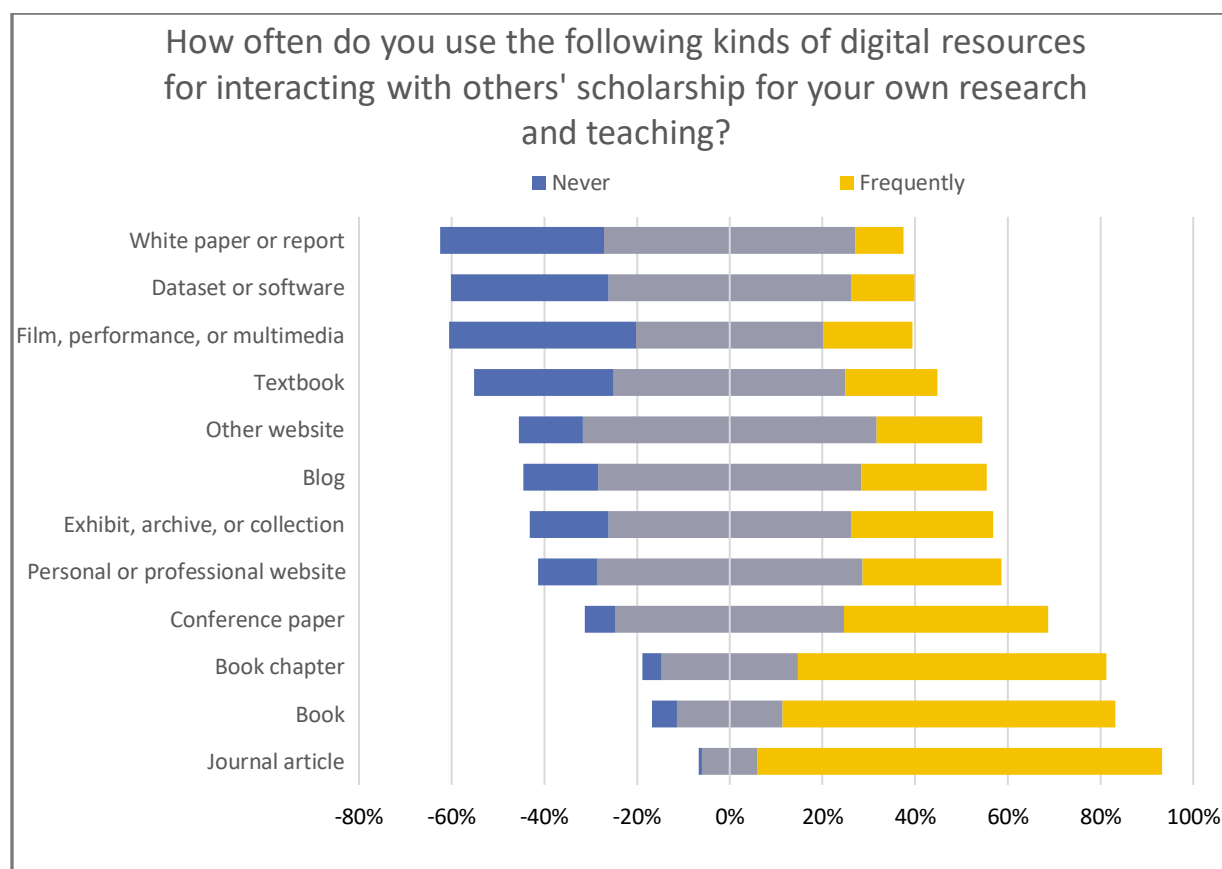


	Total	Never	Occasionally	Frequently
University press catalogs	148	25	82	41
Academic blogs	149	18	82	49
Social media	149	25	64	60
Word of mouth	150	3	75	72
Reviews in scholarly journals	151	9	61	81

Topical searches in library catalogs or Google Scholar	151	7	40	104
Conferences	150	3	48	99
Appearance in scholarly journals	149	0	38	111
Footnotes and citations in scholarly works	151	1	24	126

5.2. How often do you use the following kinds of digital resources for interacting with others' scholarship for your own research and teaching?

Respondents were asked to indicate how often they used each of 12 different kind of digital resources to interact with the work of other scholars in their field. Responses ranged from 144 to 150 per category. More than half of respondents frequently utilized journal articles (87.3%), books (71.8%), and book chapters (66.4%). Over a quarter of respondents frequently utilized conference papers (44.0%); exhibits, archives, or collections (30.6%); personal or professional websites (30.0%); and blogs (27.0%). Among the lesser-used sources, over thirty percent of respondents have never utilized textbooks (30.1%); datasets or software (34.0%); white papers or reports (35.4%); and film, performance, or multimedia (40.4%). One respondent offered an additional digital resource: digital textbases.

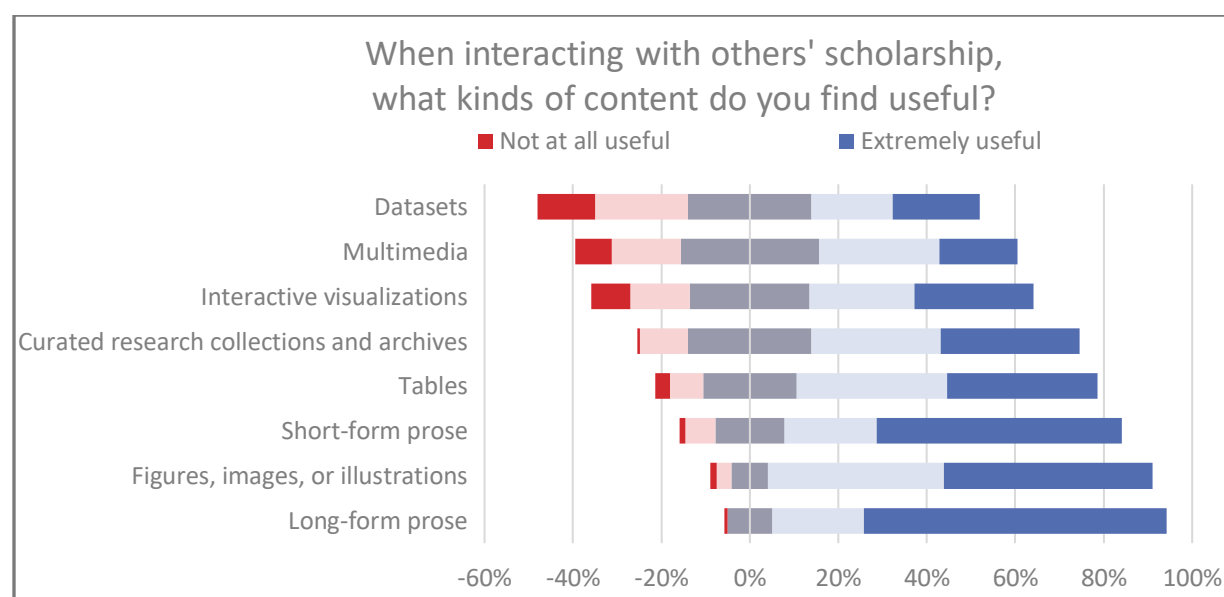


	Total	Never	Occasionally	Frequently
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White paper or report	144	51	78	15
Dataset or software	147	50	77	20
Film, performance, or multimedia	146	59	59	28
Textbook	146	44	73	29
Other website	145	20	92	33
Blog	148	24	84	40
Exhibit, archive, or collection	147	25	77	45
Personal or professional website	150	19	86	45
Conference paper	150	10	74	66
Book chapter	149	6	44	99
Book	149	8	34	107
Journal article	150	1	18	131

5.3. When interacting with others' scholarship, what kinds of content do you find useful?

More than three quarters of respondents indicated the following kinds of content as useful or extremely useful: long-form prose (89.3%); figures, images, or illustrations (87.0%); and short-form prose (76.4%). More than half of respondents indicated that tables (68.0%), curated research collections (60.5%), and interactive visualization (50.7%) were either useful or extremely useful. While the fewest respondents were likely to use datasets, responses were nearly evenly distributed across the scale.



	Total	Likert Scale Counts				
		Not at all useful → Extremely useful				
Short-form prose	148	2	10	23	31	82
Long-form prose	149	1	0	15	31	102
Figures, images, or illustrations	146	2	5	12	58	69
Tables	147	5	11	31	50	50
Curated research collections and archives	147	1	16	41	43	46
Datasets	147	19	31	41	27	29
Multimedia	147	12	23	46	40	26
Interactive visualizations	148	13	20	40	35	40

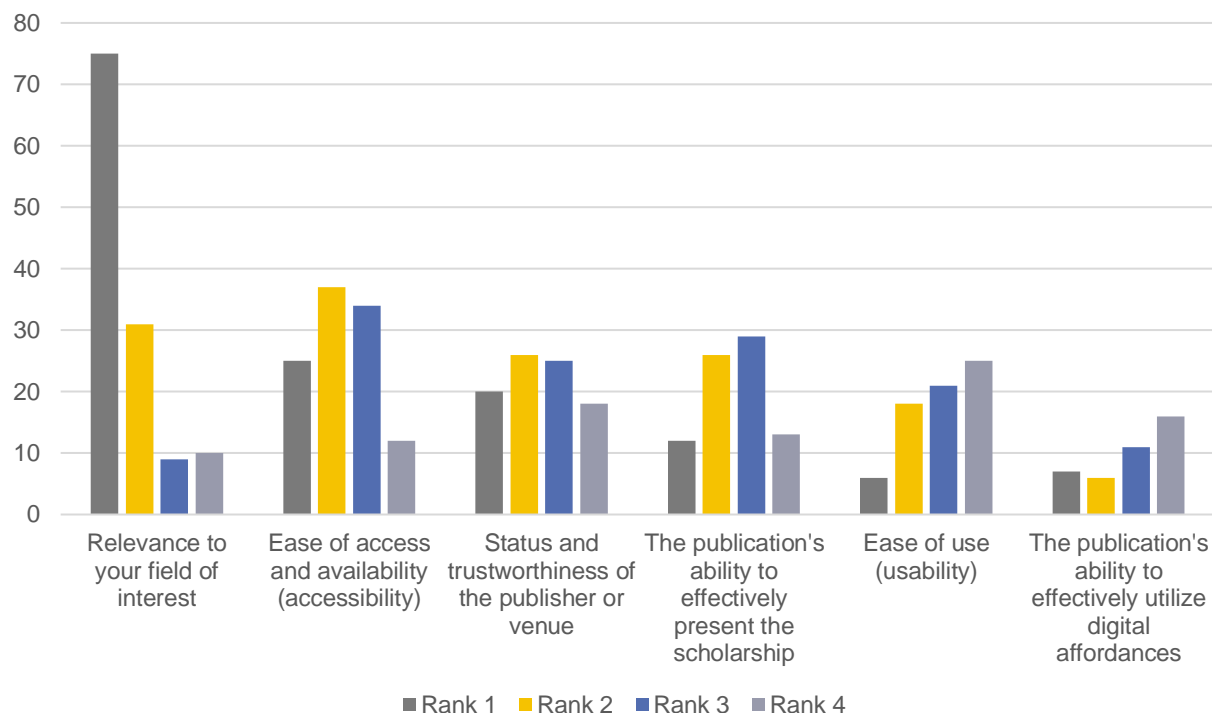
5.4. As a researcher or instructor, what features of a digital publication do you most value? (Please rank no more than four)

Respondents were asked to rank the features of a digital publication that they most value for use as a researcher or instructor. They were directed to choose no more than four and drag responses into order of importance. 147 respondents ranked at least one item.

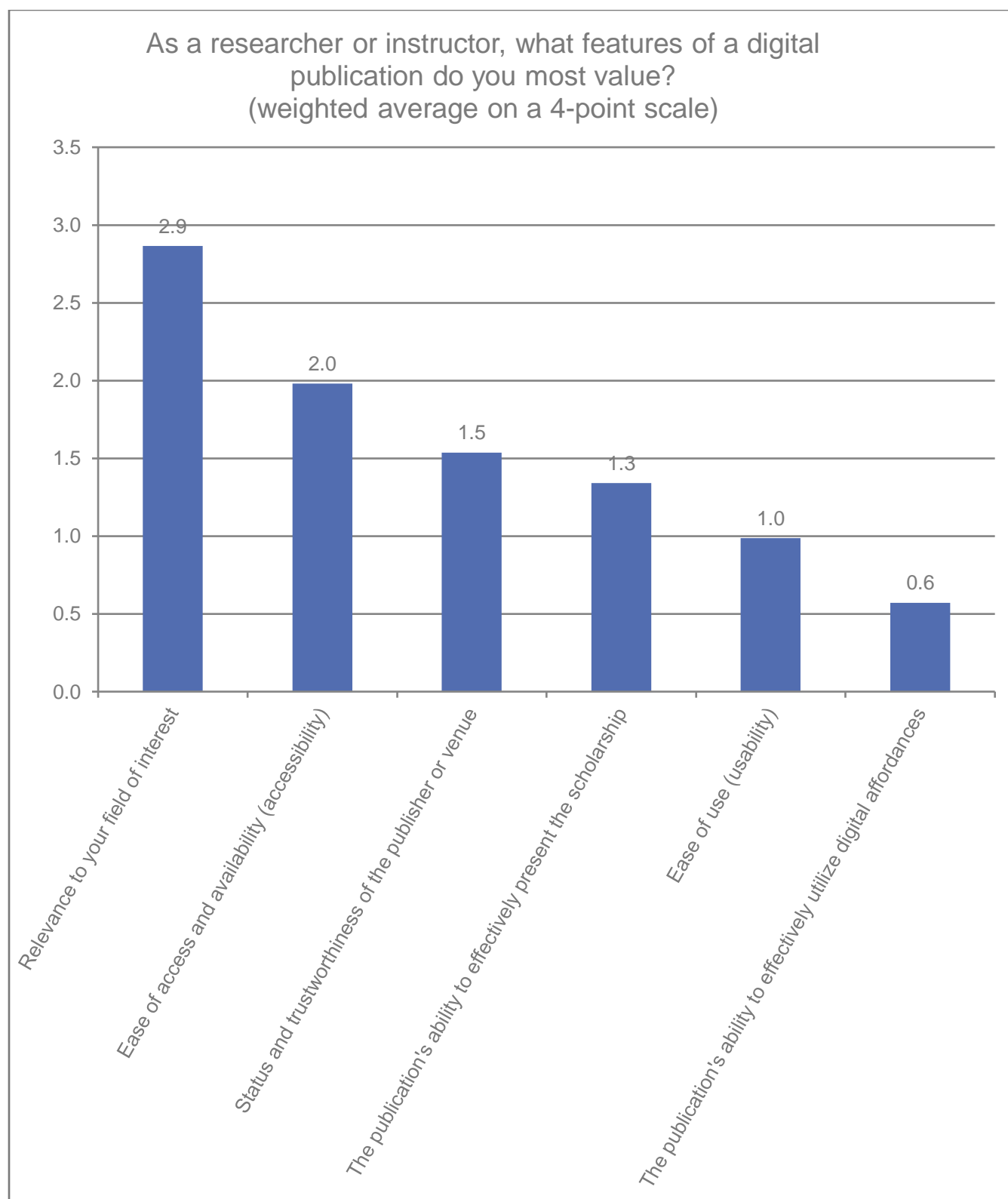
Just over half of all respondents (51%) ranked relevance to your field of interest as their most valued feature in a digital publication, followed by ease of access and availability (17%). These features are also the two most valued when calculating weighted averages across all rankings. Status and trustworthiness of the publisher or venue emerged as the third most important, followed by the publication's ability to effectively present the scholarship. Ease of use and the publication's ability to effectively utilize digital affordances were much lower priority.

Six respondents indicated additional concerns and provided further detail. Two respondents emphasized gratis access: one noted that freely available online editions of texts are particularly useful for students and another emphasized interest in freely available open access raw data. Two other respondents were focused on the quality of the scholarship with one citing peer review as a proxy quality. Two additional respondents were interested in long-term stability and permanence.

As a researcher or instructor, what features of a digital publication do you most value? (ranked)



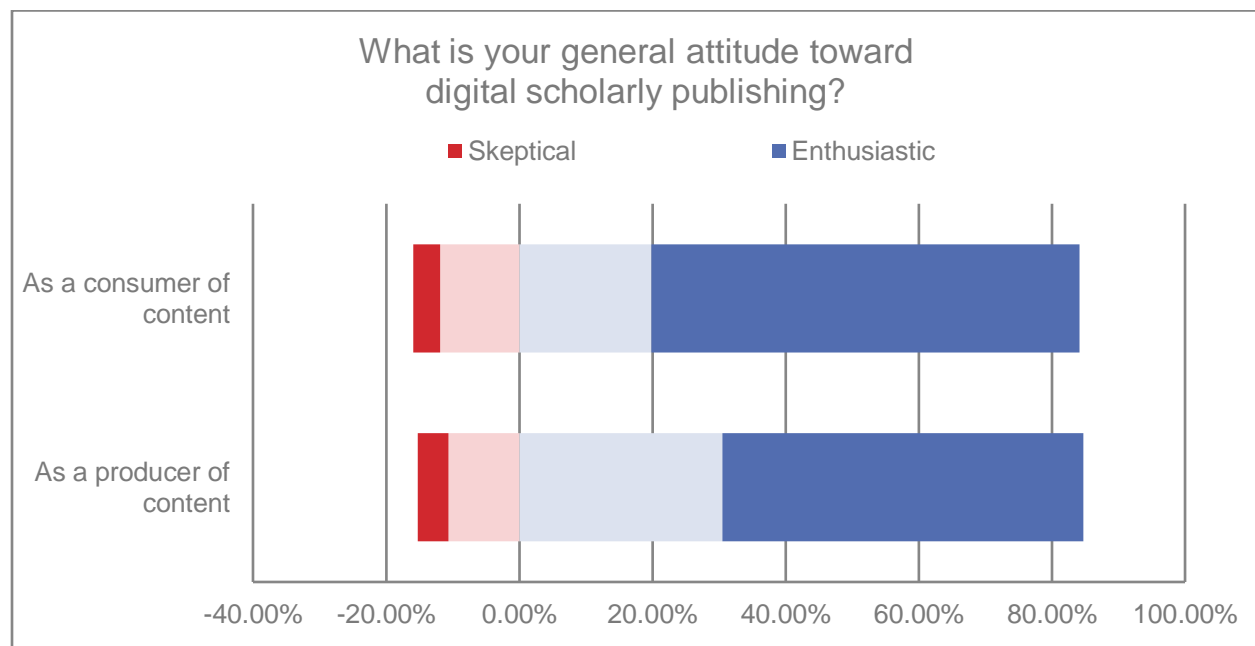
	TOTAL	Rank 1	Rank 2	Rank 3	Rank 4
Relevance to your field of interest	125	75	31	9	10
Ease of access and availability (accessibility)	108	25	37	34	12
Status and trustworthiness of the publisher or venue	89	20	26	25	18
The publication's ability to effectively present the scholarship	80	12	26	29	13
Ease of use (usability)	70	6	18	21	25
The publication's ability to effectively utilize digital affordances	40	7	6	11	16

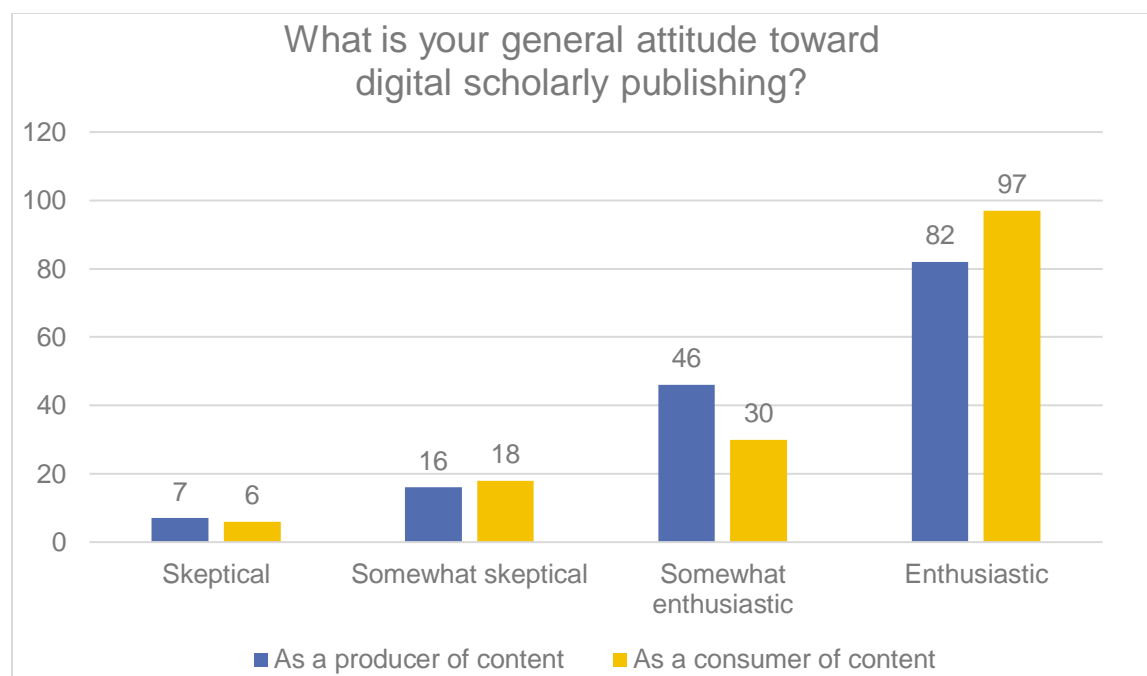


6. Summary Section

6.1. What is your general attitude toward digital scholarly publishing?

Respondents were asked to indicate their general attitude toward digital scholarship on a four-point Likert scale, both as a consumer and as a producer of content. 151 people responded. Slightly more than half of survey respondents marked that they are enthusiastic producers of digital scholarly publishing (54.3%). Only 4.6% of respondents indicated that they were skeptical. An even larger number of respondents noted that they are enthusiastic consumers of digital scholarly publishing (64.2%). Interestingly, more respondents were somewhat enthusiastic producers of digital content than consumers.





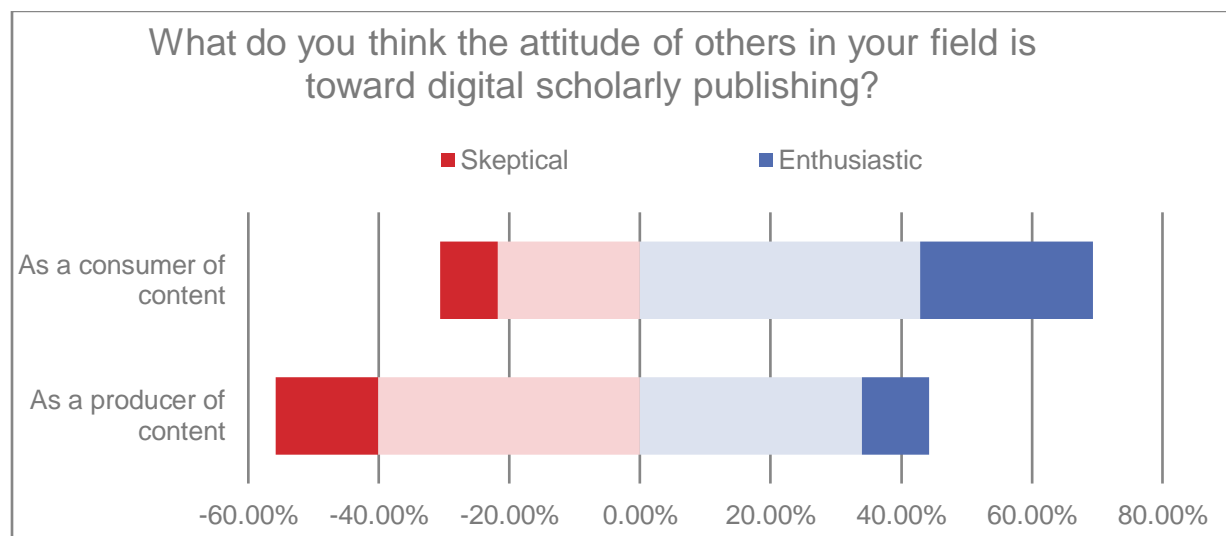
6.2. Can you share more about your attitudes toward digital publishing?

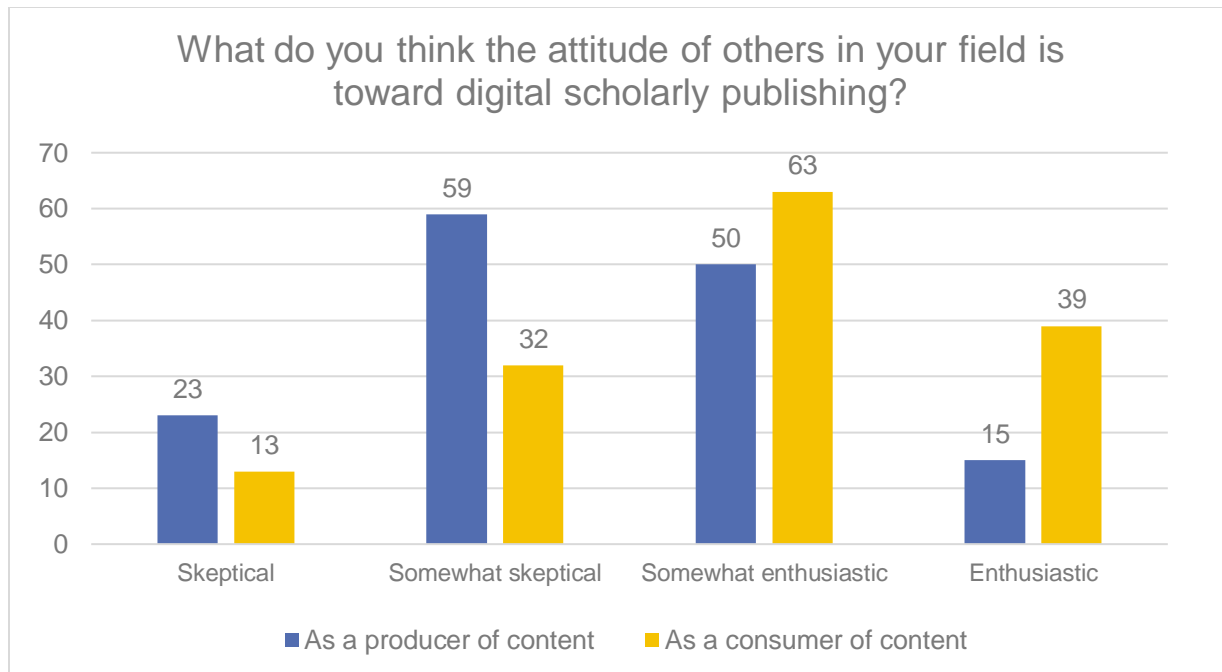
Respondents were provided a free text opportunity to share more information about their attitudes toward digital publishing, and 79 people responded. Overwhelmingly, those who responded to this free text question identified open access as being a major benefit of digital publishing both as a consumer and as a producer of content. Thirty-four of the responses either explicitly mentioned open access or alluded to the benefits of open access. Several scholars stated that they frequently read digital open access scholarship. The negative aspects of digital publishing that were most frequently identified by scholars were lack of prestige, lack of quality, and uncertainty of a publication's durability. Twenty people cited lack of prestige and poor quality as a concern. Eight people mentioned durability, preservation, and concerns over future access as something they worry about as a scholar.

Some respondents expressed concerns regarding the effort of learning new skills and software associated with digital publishing. One wrote, "I feel like there's a steep learning curve, and I don't want to invest a lot of time and energy learning to use a tool that may be supplanted soon after." Views on the trade-offs between print and digital (and when to use which) varied considerably across respondents. An example of these sort of reflections is noted when one respondent wrote: "I value [digital publishing] most for the access it provides. While I personally prefer to read printed materials, I still tend toward acquiring digital texts because I can often get them and store them more easily." Whereas other respondents made efforts to collapse the distinction: "I think we make too big a deal out of whether something is digital or print. I don't care. I just care about the content and sometimes the process, meaning peer review."

6.3. What do you think the attitude of others in your field is toward digital scholarly publishing?

Respondents were asked to indicate the general attitude of others in their field toward digital scholarship on a four-point Likert scale, both as a consumer and as a producer of content. 147 people responded. Respondents believed that about 10.2% of their disciplinary colleagues were enthusiastic producers and about 26.5% were enthusiastic consumers. Compared to their own attitudes, respondents expected others in their field to have a more tempered response, with larger percentages being *somewhat* enthusiastic or *somewhat* skeptical as both consumers and producers. Most respondents believe that others in their field are either skeptical or somewhat skeptical of *producing* content through digital scholarly publishing (55.8%), but that they are more enthusiastic as consumers, with 69.4% being enthusiastic or somewhat enthusiastic.





Can you elaborate on your research colleagues' attitudes toward digital publishing?

Respondents were provided a free text opportunity to elaborate on their research colleagues' attitudes toward digital publishing, and 60 people responded. Resistance to change (24 responses) emerges as a major theme when survey respondents were asked to reflect on their colleagues' attitudes toward digital publishing. Several people stated that others in their field were attached traditional publishing and distrustful of new modes of scholarly publishing. Many respondents did not identify a particular reason their colleagues are skeptical, but rather attributed the skepticism simply to an unwillingness to change and preference for traditional print material. Lack of prestige and quality were also frequently cited as reasons their colleagues were skeptical of digital scholarly publishing. Twenty responses were concerned with prestige and quality. Several respondents described a stigma surrounding digital scholarly publishing and that tenure review favors traditional publishing to digital publishing. Five of the responses portrayed digital publishing as being superficial and fashionable or stated that others in their field feel that way. Twelve respondents discussed open access, which is cited as reason for enthusiasm due to audience reach and discoverability but also for skepticism as some scholars doubt the quality of open access publications.

Reflecting on the faddishness of digital publishing, one respondent notes: "well, everyone has drunk the 'digital humanities' koolaid, haven't they? If you slap the word 'digital' on it, you receive accolades and funding no longer available for traditional publishing or scholarship -- regardless of whether the project has merit." Several others noted degrees of variation within their own departments and across different disciplines. For example, one respondent writes, "I think people in my immediate field (other people who study technology) are enthusiastic, but I'm fairly certain

most people in the broader group of scholars in my field (English) are skeptical. I say this because people in my field still (usually) have to publish a book to earn tenure at an R1. The fact that it's a book seems more important than considering the work itself." On the distinction between scholars as producers and scholars as consumers, one respondent succinctly writes, "They love to get it not as willing to give it."

Conclusion

This report provides a question-by-question summary of survey responses. Interpretive analysis is ongoing, and further results will be disseminated via conference papers and articles. As the project continues, we will be sharing the findings from the survey with interested communities of practice and investigation, such as publishers, librarians and humanities scholars. In the next phase of our investigation, we are conducting in depth interviews to learn more about the goals, ambitions and needs of scholars and how best to help them achieve those goals. The findings of these interviews will also be analyzed in relationship to this survey and will be shared widely.