FACULTY ATTITUDES AND BEHAVIORS REGARDING SCHOLARLY COMMUNICATION: SURVEY FINDINGS FROM THE UNIVERSITY OF CALIFORNIA

Prepared by
The University of California Office of Scholarly Communication and the California Digital Library eScholarship Program

in association with
Greenhouse Associates, Inc.

August 2007

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[1] Organizational information available at http://osc.universityofcalifornia.edu/responses/osc.html; http://www.cdlib.org/programs/escholarship.html; and http://www.greenhousegrows.com/.

I. EXECUTIVE SUMMARY

The University of California's Office of Scholarly Communication (OSC) promotes and encourages Universitywide planning and action to develop scholarly communication systems that 1) meet the needs of the University's researchers, teachers, and students; 2) are economically sustainable; and, 3) leverage Internet technologies to support innovation in all forms of scholarship.

With the assistance of consultants from Greenhouse Associates, the OSC initiated a multi-phase study in 2006 that aimed to deepen our understanding of faculty perspectives and behavior on a range of issues and developments within the scholarly communication arena. The study explored UC faculty members' sense of the overall health of scholarly communication systems, and their perspective on the role of tenure and promotion processes, copyright, alternative and emerging forms of publication and dissemination, policy interventions, and key services that the University does or could supply, including those of its eScholarship publishing services.

Informed by a set of 37 structured interviews held in the spring of 2006, the OSC in November 2006 invited a random stratified sample of UC's ladder-rank faculty from all ten UC campuses to participate in a 32-question online survey. Using question sub-components, most questions covered several, or many, aspects of an issue. The 1118 respondents – representing 23% of those invited from the sample and 13% of the UC faculty population – came proportionately from all faculty ranks and disciplines.

Results of the survey – available in summary and statistically detailed forms in sections II and IV of the report respectively – reveal a profile of UC's community of scholars where:

- Faculty are strongly interested in issues related to scholarly communication.
- Faculty generally conform to conventional behavior in scholarly publication, albeit with significant beachheads on several fronts.
- Faculty attitudes are changing on a number of fronts, with a few signs of imminent change in behaviors.
- The current tenure and promotion system impedes changes in faculty behavior.
- On important issues in scholarly communication, faculty attitudes vary inconsistently by rank, except in general depth of knowledge and on issues related to tenure and promotion.
- Faculty tend to see scholarly communication problems as affecting others, but not themselves.
- The disconnect between attitude and behavior is acute with regard to copyright.
- University policies mandating change are likely to stir intense debate.
- Scholars are aware of alternative forms of dissemination but are concerned about preserving their current publishing outlet.

- Scholars are concerned that changes might undermine the quality of scholarship.
- Outreach on scholarly communication issues and services has not yet reached the majority of faculty.
- The Arts and Humanities disciplines may be the most fertile disciplines for University-sponsored initiatives in scholarly communication.
- Senior faculty may be the most fertile targets for innovation in scholarly communication.

The OSC is sharing these results openly and widely, as a contribution to campus and University-wide strategic planning, and in the hope that they will inform the scholarly communication program planning of non-UC stakeholders. Within UC, the results are being made available to various segments and stakeholders in order to assist ongoing efforts to:

- Contribute to strategic planning and implementation of a range of publishing services made available to faculty, departments, and research centers;
- Redirect and fine-tune outreach and education activities that deepen scholars' understanding and inform their actions with regards to disseminating and using research results;
- Inform the University's contributions and responses to policy proposals and other environmental developments;
- Organize and prioritize faculty attention through ad hoc as well as formal governance venues.

II. SUMMARY OF FINDINGS

A. SUMMARY

In November 2006 the University of California's Office of Scholarly Communication sent an invitation to 4,870 of its 8,000+ ladder-rank faculty members inviting them to participate in a 32-item online survey that would allow the University to "better understand trends in scholarly publishing, so that ultimately the University can continue to support and respond to changes in this essential endeavor." Replies were received from 1,118 respondents (22.9%), making this survey one of the largest of its kind,[2] and providing rich data to help inform the University's strategic and practical planning to support its scholars' use and dissemination of research results.

The survey results show a gap between attitude and behavior on the part of University of California ladder-rank faculty. The UC faculty largely conform to conventional behavior regarding scholarly communication, such as publishing in traditional venues, but widely express a need for change in the current systems of scholarly communication.

While faculty evidence interest in learning about new scholarship and dissemination activities occurring across the scholarly community, their awareness of alternative scholarly communication opportunities is generally low, and they express varying levels of concern about issues relating to commercial and society publishers, publishing costs, and copyright.

Faculty consistently do express concern about the existing promotion and tenure processes at UC. They believe that such processes are not keeping up with the evolution of scholarly communication, although few faculty members at this time express interest in actively changing their own behavior or in fomenting change within the responsible institutions. Indeed, they identify the obstacle to change as the existing reward systems of tenure/promotion (and even grant-making), which favor traditional publishing forms and venues.

In addition, it appears that the faculty is under-informed on a range of issues and initiatives designed to foster innovation in scholarly communication, including some that emanate from their own governance structure and from UC's eScholarship programs and services. Faculty indicate that the best way to inform and educate them on such issues is through direct communication from the Office of Scholarly Communication, campus library and librarians, and departmental meetings.

[2] Notable among these are: 1) Swan, Alma and Sheridan Brown. *Open Access Self-Archiving: An Author Study.* Key Perspectives Ltd. 2005. http://www.keyperspectives.co.uk/openaccessarchive/reports/ (Sponsored by JISC; 1296 respondents); and 2) Rowlands, Ian, Dave Nicholas, and Paul Huntingdon. *Scholarly Communication in the Digital Environment: What Do Authors Want? Findings of an International Survey of Author Opinion: Project Report*. London: Centre for Information Behaviour and the Evaluation of Research, Department of Information Science, City University, 2004. http://www.ucl.ac.uk/ciber/ciber-pa-report.pdf (sponsored by UK Publishers' Association; 3787 respondents).

B. SPECIFIC CONCLUSIONS

Faculty are strongly interested in issues related to scholarly communication

Faculty across all ranks and disciplines are interested in scholarly communication and in learning more about the new forms it is taking. One indication is the relatively high response rate to the survey itself (20%+), and the relatively low rate of "abandonment" (24%) by respondents who failed to complete the 32-item survey once they had started it. Another indicator of interest is the number of respondents who took extra time to add optional comments, many of them lengthy, in several places throughout the survey. Thematic highlights of these comments are available in Appendix A.

University of California faculty generally conform to conventional behavior in scholarly publication, albeit with significant beachheads on several fronts

Faculty see their own and their peers' publishing as the critical currency of scholarship and academic success, and in so doing overwhelmingly rely on traditional forms of publishing, such as peer-reviewed journals and monographs. Faculty also tend to believe in traditional measures such as citations and impact factor as proxies for the value of research. They also believe in peer review as an effective mechanism for maintaining the quality of published scholarship. There is limited but significant use of alternative forms of scholarship, with 21% of faculty having published in open-access journals, and 14% having posted peer-reviewed articles in institutional repositories or disciplinary repositories.[3] Such publishing appears to be seen as supplementing rather than substituting for traditional forms of publication. Furthermore, the large majority of faculty authors readily cede their copyright rights to scholarly societies and to commercial publishers. However, 7% of faculty authors have modified the copyright terms of a publication contract, and 4% have refused to agree to terms and thereby have forgone the opportunity to publish in a significant journal.[4]

While faculty attitudes are changing on a number of fronts, there are few signs of imminent change in behaviors

Survey results highlight an apparent disconnect between the faculty's expressed level of concern and willingness to take action. Even on issues where faculty express substantial concern, such as copyright or the price of journals, faculty show little evidence of changing behavior. Indeed, notwithstanding their expression of concern about the present, when projecting their future behavior, about 75% of faculty indicate that their publishing activities are likely to remain largely unchanged.[5] The majority's lack of motivation to alter behavior appears to be connected on the one hand to the tradition-bound tenure and review process, and on the other hand to the need for explicit forms of assistance, such as in the management of copyright.

The current tenure and promotion system impedes changes in faculty behavior

Repeatedly, respondents indicated both in survey responses and free-form comments that the current tenure and promotion system drives them to focus on conventional publishing activities

[3] See findings from Question 19.
[4] See findings from Questions 7 and 8.
[5] See findings from Question 20.

that are accorded the most weight toward their professional advancement.[6] Assistant Professors tend to feel the most constrained by impositions of the tenure and promotion system, although Associate Professors also exhibit some of the same attitudes and behaviors, albeit to a lesser extent.

Faculty appear to consider the act of publishing itself to be sufficient for accomplishing their goals. Once an article or monograph has been published (presumably by a publisher with a solid reputation), scholars are less concerned about the process of dissemination, and whether its impact is measured directly rather than via the surrogate of the publication venue. In large measure, this lack of concern is due to the tenure and promotion system, which rewards publication over broader dissemination.

Furthermore, UC faculty appear to believe that nearly all published materials eventually appear online through the efforts of publishers or aggregators, and are accessible to almost anyone on the Internet. Such is not the case, however, as many published materials are legally accessible only by subscription or with the explicit author/institutional act of alternative or supplementary dissemination. These misconceptions may well stem from the UC faculty's access to an unusually rich set of subscriptions and resource-sharing services managed by the University's libraries.[7]

On important issues in scholarly communication, faculty attitudes vary inconsistently by rank, except in general depth of knowledge and on issues related to tenure and promotion

Chi-squared analyses and Analysis of Variance indicate that Full, Associate, and Assistant Professors tend to have similar views about key issues, such as the roles of scholarly societies and commercial publishers, the cost of journals, and the management of copyright. With two exceptions, responses that do vary on different issues by faculty rank tend to reflect a matter of degree rather than fundamental differences.

On matters of tenure and promotion Assistant Professors show consistently more skepticism about the ability of tenure and promotion processes to keep pace with or foster new forms of scholarly communication. On many issues, Assistant Professors more often admitted uncertainty or lack of knowledge.

Faculty tend to see scholarly communication problems as affecting others, but not themselves

While faculty often acknowledge problems with the current system of scholarly communication, they tend to disassociate themselves from these issues. For example, while faculty members see a large adverse impact on their institutions and on other scholars resulting from high journal prices, relatively few say that the problem affects them.[8] Similarly, while they feel that too much research is being published, they do not believe that they are publishing more than they ought to. In free-form comments, several faculty members said that the issues addressed by the survey might have more relevance to disciplines other than their own.

[6] See especially findings from Question 2f and 5 and selected quotes in Appendix A, "Impact of Promotion and Tenure Processes."

[7] While this observation was not necessarily evident from the survey, it was shown in a previous phase of research conducted through interviews with UC faculty.

[8] See findings for Question 3d-f.

The disconnect between attitude and behavior is acute with regard to copyright

While faculty tend to agree that management of copyright is an important factor in the evolution of scholarly publishing, fewer than half report that it is an important factor in their own scholarly publishing, and even fewer take action to retain copyright rights.[9]

University policies mandating change are likely to stir intense debate

In May 2006, a special committee of the UC Academic Council proposed that faculty routinely grant to the University a limited, nonexclusive license to place their scholarly publications in a noncommercial, publicly accessible online repository.[10] Under the proposal, granting this license would be the default situation, but faculty could choose to opt out. Despite full faculty governance review and discussion, the survey revealed that the vast majority of the faculty was unaware of the proposal. Asked to opine, based on a short précis of the proposal, 50% of the respondents expressed; support was tempered by concerns about implementation and impact.

Among those whose free-form comments supported the proposal, the two main reasons were a perceived right of the University to lay claim to its faculty members' output, and a view that the University would have the clout to force change on publishers such that individual scholars would not have to do it individually.

Among those whose free-form comments opposed the proposal, key issues included whether the University should be involved in fostering new forms of scholarly communication; the need for University involvement, given that other parties, such as discipline-specific bodies and government agencies, already have undertaken such efforts; and whether the University has competence in these areas. Several respondents were concerned that the proposed policy might adversely affect their relationships with publishers, publishers' financial viability, or publishers' willingness to publish works from UC faculty. While many of these concerns appear to emanate from respondents who do not understand the UC proposal and its implications (indeed, 75% reported that they had not previously heard of the proposal), these reactions reveal a strong reliance on existing publishers.

Scholars are aware of alternative forms of dissemination but are concerned about preserving their current publishing outlets

Approximately two-thirds of faculty respondents reported being aware of or knowledgeable about open-access journals and repositories of open-access content.[11] Faculty appear unwilling to undertake activities, such as forcing changes on publishers, that might undermine the viability of the system or threaten their personal success as traditionally evaluated. Again, revealing a gap between attitudes and behaviors, few respondents indicated personal dissatisfaction in terms of content, access, or economics of their own publishing, despite relatively high levels of general concern. There is no dominant view about the potential impact of open-access publishing. However, a number of free-form comments highlighted concern that new forms of

[9] See findings for Questions 6 through 11 and selected quotes in Appendix A, "Copyright Issues."
[10] See "Draft UC Open Access Policy and Working Group Report at http://osc.universityofcalifornia.edu/openaccesspolicy/; see findings for Questions 14 and 15.
[11] See findings for Question 17 and selected quotes in Appendix A, "New Forms of Scholarly Communication."

scholarly communication might come at the expense of existing publishers. For example, with regard to open access, some respondents voiced concern that it would undermine the financial viability of societies or commercial publishers, or that new payment models might simply shift the cost burden from institutions to individual faculty authors.[12]

Scholars are concerned that changes might undermine the quality of scholarship

Consistently throughout the survey's free-form comments, faculty indicated that they want to preserve the quality of published works, regardless of the form or venue.[13] Many respondents voiced concerns that new forms of scholarly communication, such as open-access journals or repositories, might produce a flood of low-quality output. Faculty showed broad and strong loyalty to the current peer-review system as the primary means of ensuring the quality of published works now and in the future, regardless of form or venue.

Outreach on scholarly communication issues and services has not yet reached the majority of faculty

A striking finding of the survey was the lack of faculty knowledge about the potential change in University policy (mentioned above): the University Senate's proposed requirement that every faculty member routinely grant the University a limited, nonexclusive license to place their scholarly publications in a non-commercial, publicly accessible online repository. The lack of awareness among faculty is noteworthy, both because of the proposal's potential impact and because at the time of the survey it had been under discussion in Senate forums for more than a year.

Similarly, respondents were overwhelmingly unaware of eScholarship services, a University-wide set of tools and electronic publishing services for enabling the electronic creation and dissemination of published and unpublished works. This is an interesting contrast to the relative success of eScholarship, as evidenced by the significant quantity, quality, and regularity of contributions and the heavy use that content receives.[14]

Despite a broad range of Universitywide and campus-based web information and outreach – sponsored in large part by the Office of Scholarly Communication and the campus libraries – as well as focused Academic Senate attention,[15] the faculty remain largely unaware of and disengaged from m scholarly communications issues, University policies, and the tools and services that are available to foster innovation and potentially alter the measures of their professional success. Although the survey uncovered faculty preferences in how to be informed, further study is needed to determine whether the lack of awareness stems from a lack of communication overall, ineffective communication methods and venues, or other causes.

[12] See findings for Question 18 and selected quotes in Appendix A, "New Forms of Scholarly Communication."
[13] See selected quotes in Appendix A, "Perceived Importance of Peer Review."
[14] As of this writing, the eScholarship Repository included 17,500 faculty vetted articles contributed by over 200 research units and departments; the cumulative 5.6 million articles downloaded represent an average of more than 25,000 articles uses per week. eScholarship also hosts 19 open-access journals and peer-reviewed series and, through its collaboration with the UC Press, nearly 2,000 electronic books.
[15] See http://osc.universityofcalifornia.edu; http://libraries.universityofcalifornia.edu/scholarly/; http://www.universityofcalifornia.edu/senate/committees/scsc/; and http://www.universityofcalifornia.edu/senate/committees/ucolasc/

The Arts and Humanities disciplines may be the most fertile disciplines for University-sponsored initiatives in scholarly communication

The survey indicates that there is generally more appetite for change among faculty in Arts and Humanities than within the Social Sciences, Life & Medical Sciences, or the Physical Sciences. Arts and Humanities also evidence the most concern about copyright and its impact on scholarly communication, in general and in their own related activities. The sciences have been seen as the leading disciplines in adopting new forms of scholarly communication, as evidenced by their use of disciplinary repositories and their shift away from monographs toward more rapid forms of dissemination such as on-line journals. Ironically, it may be because these practices are so well entrenched that respondents in the sciences voice limited support for University-sponsored initiatives. In contrast, Arts and Humanities scholarship and the subsequent dissemination of such scholarship are inherently different than the experiences of the sciences overall, and, as such, Arts and Humanities faculty express greater interest in alternatives, the need for change, and a call for discussion and help.

Senior faculty may be the most fertile targets for innovation in scholarly communication

Although perhaps counterintuitive, given the perception that once faculty achieve tenure and a more senior rank they become more resistant to change, the survey results overall suggest that senior faculty may actually be more open to innovation than younger faculty. Senior faculty are free from tenure concerns, and although many are still driven by a desire for promotion, they appear more willing to experiment, more willing to change behavior, and more willing to participate in new initiatives. Therefore, senior faculty may well serve as one starting point for fostering change. Furthermore, because senior faculty are both involved in making academic policy and serving as role models for junior faculty, their efforts at innovation are likely to have broader influence within their departments.

II. STATISTICAL METHODOLOGY AND ASSUMPTIONS

Statistical significance tests have been used throughout this analysis of survey results to evaluate whether a relationship between respondent answers and classifications of faculty rank, and separately academic discipline, and where appropriate, a difference in an average is likely to have resulted purely by chance via the sampling process or whether such differences indicate a real relationship or difference among categories in the subject population of this survey. A 5.0% (.05) criterion has been used throughout; that is, in order for a difference to be statistically significant, there must be a 5.0% or lower chance that the difference resulted from the sampling process. When a percentage difference meets the standard for statistical significance, it is concluded, given that level of significance, that there exists a real relationship or a real difference in the population represented by the data. In the tables and charts that follow, any significant relationships are highlighted in bold.

Statistical relationship and difference depend on two primary factors: (1) sample sizes; and (2) variability of responses within the groups, and subgroups where applicable, being compared. Sample sizes and variability of responses differ comparison by comparison; thus, the same absolute difference in value or percentage may be significant in one case, yet insignificant in another. As the sample size increases, small differences in values or percentages may increasingly become more statistically significant; and, as sample sizes decrease, large differences in values or percentages may increasingly become more statistically insignificant.

Statistically-significant differences noted herein may or may not be managerially significant. Such statistically-significant differences may be used by management for consideration.

Prior to fully analyzing survey results, frequency distributions of responses were preliminarily examined. Where applicable, response categories for certain questions were grouped, or collapsed, in order to make the final analysis more robust. Such analysis is labeled, where applicable, as “Grouped Analysis.”

In cases where a response option included a level of indifference (i.e. “No opinion,” “Don’t know,” “Not sure,” etc.), the “Grouped Analysis” excluded respondents who answered with the indifference response option. In cases where an indifference response option exists and where “Grouped Analysis” was not appropriate, a “Secondary Analysis” was conducted in which respondents who answered with the indifference response option were excluded.

Approximately 40 respondents chose their faculty rank as “Other.” Where possible, these respondents were reclassified as “Assistant Professor,” “Associate Professor,” or “Full Professor” based upon the details of their positions each respondent provided. Approximately 35 respondents were not able to be reclassified; these respondents, in addition to the fewer than 5 respondents who provided a null response to their faculty rank and who provided no additional detail regarding their rank, were omitted from analysis conducted with regard to faculty rank, but, where applicable, were included in analysis with regard to academic discipline.

Approximately 150 respondents chose their academic discipline as “Other.” Where possible, these respondents were reclassified as “Arts,” “Humanities,” “Life & Medical Sciences,” “Physical Sciences,” or “Social Sciences” faculty based on the details of their discipline that each respondent provided. Fewer than 5 respondents were not able to be reclassified; these

respondents, in addition to the approximately 5 respondents who provided a null response to their academic discipline and who provided no additional detail regarding their discipline, were omitted from analysis conducted with regard to academic discipline, but, where applicable, were included in analysis with regard to faculty rank.

In the final analysis, a chi-squared analysis was used to evaluate statistical significance in cross-classification, or contingency, tables ($p \leq .05$). That is, a relationship between respondent answers and classifications of faculty rank, and, separately, academic discipline, was considered to be statistically significant only when it could have been produced by chance less than or equal to 5.0% of the time. In cases where a chi-squared analysis determined that a statistically-significant relationship exists, individual items which affected the overall chi-squared statistic of the contingency table were noted for purposes of evaluation. That is, individual deviations between expect and observed responses were analyzed, and large deviations which contributed to the overall chi-squared statistic were noted (in bold).

In cases of questions where an interval level of measurement could be assumed, means were computed and analysis of variance (ANOVA) was used in conjunction with Bonferroni tests to assess the significance (also with $p \leq .05$) of variations in responses. That is, a difference in individual means was considered to be statistically significant only when it could have been produced by chance less than or equal to 5.0% of the time.

In some questions, the overall averages will differ slightly between the charts shown for faculty by rank and by academic discipline. The reason why these overall averages vary slightly in some questions is that the discipline and faculty rank populations are not identical. Some respondents were not able to be classified by discipline but were able to be classified by faculty rank, and vice versa. Therefore, when the responses in a given category are divided by the total number of the population in question, the resulting overall averages may vary slightly. This is further amplified in certain questions by the decision to round the numbers for presentation purposes. When rounded, averages that only differ slightly appear to vary more significantly (e.g. 49.499% and 49.500% would be reported as 49% and 50% when they only differed by .001%). In the narrative text for each question, whenever there is a difference between the overall averages by faculty rank and academic discipline, our convention is to reference the overall average from the chart that shows faculty by academic discipline.

IV. FINDINGS

Note: Throughout this document, whenever a statistically-significant relationship exists as defined in the preceding "Statistical Methodology and Assumptions", it is highlighted in bold as an aid to the reader.

QUESTION 1 - How would you characterize the general health of the current scholarly communication system within your discipline?

GENERAL ANALYSIS: Among all faculty respondents, 72% agreed that minor or substantial changes need to be made; 5% had no opinion. A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Physical Sciences (28%) and Life & Medical Sciences (27%) compared to the overall average (23%) and to faculty in the Humanities (16%) said that no changes need to be made.
- A greater proportion of faculty in the Physical Sciences (53%) compared to the overall average (46%) and to faculty in the Humanities (33%) said that some minor changes need to be made.
- A greater proportion of faculty in the Humanities (43%) compared to the overall average (26%) and to faculty in the Life & Medical Sciences (20%) and Physical Sciences (17%) said that substantial changes need to be made.
- A greater proportion of faculty in the Humanities (8%) compared to the overall average (5%) and to faculty in the Physical Sciences (2%) had no opinion.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**45**	**212**	**260**	**255**	**341**	**1113**
No changes need to be made	13%	**16%**	**27%**	**28%**	21%	23%
Some minor changes need to be made	49%	**33%**	49%	**53%**	46%	46%
Substantial changes need to be made	36%	**43%**	**20%**	**17%**	26%	26%
No opinion	2%	**8%**	4%	**2%**	6%	5%
Total	100%	100%	100%	100%	100%	100%

GROUPED ANALYSIS: (Excludes the 5% of respondents who had no opinion, and combines respondents who said "some minor changes need to be made" or "substantial changes need to be made" into a single group who said "some changes need to be made.") A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Physical Sciences (29%) and Life & Medical Sciences (28%) compared to the overall average (24%) and to faculty in the Humanities (17%) and Arts (14%) said that no changes need to be made.
- A greater proportion of faculty in the Humanities (83%) compared to the overall average (76%) said that some changes need to be made.
- A greater proportion of Full Professors (25%) compared to the overall average (23%) and to Associate Professors said that no changes need to be made.

- A greater proportion of Associate Professors (84%) compared to the overall average (77%) said that some changes need to be made.

GROUPED ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**44**	**196**	**250**	**249**	**319**	**1058**
No changes need to be made	**14%**	**17%**	**28%**	**29%**	23%	24%
Some changes need to be made*	86%	**83%**	72%	71%	77%	76%
Total	100%	100%	100%	100%	100%	100%

GROUPED ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**190**	**193**	**642**	**1025**
No changes need to be made	24%	**16%**	**25%**	23%
Some changes need to be made*	76%	**84%**	75%	77%
Total	100%	100%	100%	100%

QUESTION 2 - To what extent do you agree or disagree with the following statements?

(a) Too much research is being published.
(b) I publish more than I ought to.
(c) Citations are a good indicator of the usefulness of research.
(d) The number of article downloads is a good indicator of the usefulness of research.
(e) Journals have become too specialized.
(f) Tenure and promotion drive my interest in disseminating my work more than any other factor.

(2a) Too much research is being published.

GENERAL ANALYSIS: Among all faculty respondents, 50% strongly agreed or agreed somewhat; 3% don't know. A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Humanities and Physical Sciences (each 17%) compared to the overall average (12%) and to faculty in the Social Sciences (10%) and Life & Medical Sciences (7%) strongly agreed.
- A smaller proportion of faculty in the Arts (20%) compared to the overall average (38%) agreed somewhat.
- A smaller proportion of faculty in the Arts (16%) compared to the overall average (25%) disagreed somewhat.
- A greater proportion of faculty in the Arts (44%) and Life & Medical Sciences (25%) compared to the overall average (22%) and to faculty in the Physical Sciences (12%) strongly disagreed.
- A greater proportion of faculty in the Social Sciences (4%) compared to the overall average (3%) and to faculty in the Life & Medical Sciences (2%) don't know.
- A greater proportion of Full Professors (23%) compared to the overall average (22%) and to Assistant Professors (17%) strongly disagreed.

- A greater proportion of Assistant Professors (6%) compared to the overall average (3%) and to Full Professors (2%) don't know.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**45**	**212**	**259**	**255**	**340**	**1111**
Strongly agree	9%	**17%**	**7%**	**17%**	**10%**	12%
Agree somewhat	**20%**	34%	40%	42%	39%	38%
Disagree somewhat	**16%**	23%	26%	28%	25%	25%
Strongly disagree	**44%**	23%	**25%**	**12%**	22%	22%
Don't know	11%	2%	**2%**	2%	**4%**	3%
Total	100%	100%	100%	100%	100%	100%

GENERAL ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**205**	**204**	**669**	**1078**
Strongly agree	13%	13%	12%	12%
Agree somewhat	38%	35%	39%	38%
Disagree somewhat	27%	27%	24%	25%
Strongly disagree	**17%**	20%	**23%**	22%
Don't know	**6%**	4%	**2%**	3%
Total	100%	100%	100%	100%

GROUPED ANALYSIS: (Excludes the 3% of respondents who don't know, and combines "strongly" and "somewhat" responses into totals of "agree" and "disagree.") A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Physical Sciences (60%) compared to the overall average (52%) and to faculty in the Arts (33%) agreed.
- A greater proportion of faculty in the Arts (68%) compared to the overall average (48%) and to faculty in the Physical Sciences (40%) disagreed.

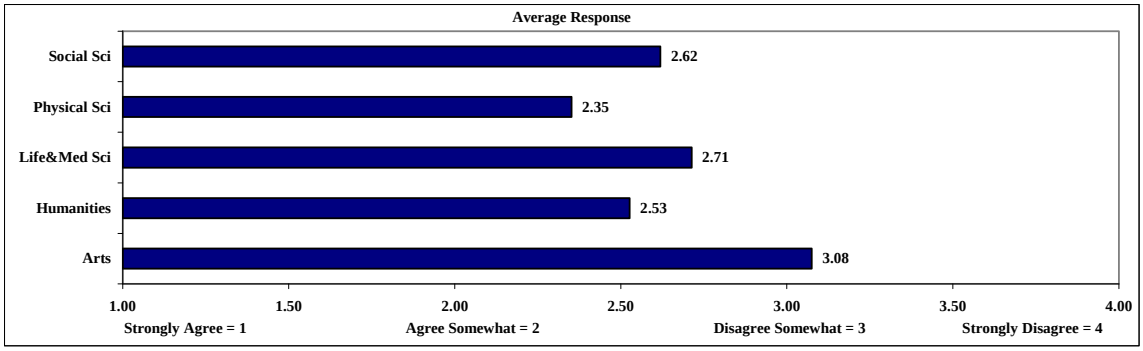
GROUPED ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**40**	**207**	**255**	**250**	**326**	**1078**
Agree*	**33%**	53%	47%	**60%**	51%	52%
Disagree*	**68%**	47%	53%	**40%**	49%	48%
Total	100%	100%	100%	100%	100%	100%

ANOVA/F-TEST ANALYSIS: (Calculated using a value scale from [1] strongly agreed to [4] strongly disagreed). A statistically-significant relationship exists between the following groups:

- Arts faculty and
  - Humanities faculty
  - Physical Sciences faculty
  - Social Sciences faculty
- Life & Medical Sciences faculty and
  - Physical Sciences faculty

ANOVA / F TEST ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Total
Number of Respondents	40	207	255	250	326	1078
Average*	3.08	2.53	2.71	2.35	2.62	2.58
Variance	*1.15*	*1.09*	*0.87*	*0.82*	*0.91*	

***Analysis calculated using value scale from 1 (Strongly Agree) to 4 (Strongly Disagree)**



(2b) I publish more than I ought to.

GENERAL ANALYSIS: Among all faculty respondents, 82% strongly or somewhat strongly disagreed; 4% don't know. No statistically-significant relationship exists between faculty responses and rank, or between faculty responses and discipline.

(2c) Citations are a good indicator of the usefulness of research.

GENERAL ANALYSIS: Among all faculty respondents, 57% strongly or somewhat strongly agreed; 2% don't know. A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Life & Medical Sciences (12%) compared to the overall average (10%) and to faculty in the Humanities (7%) strongly agreed.
- A smaller proportion of faculty in the Humanities (36%) compared to the overall average (47%) and to faculty in the Physical Sciences (56%) agreed somewhat.
- A greater proportion of faculty in the Humanities (32%) compared to the overall average (26%) and to faculty in the Physical Sciences (23%) disagreed somewhat.
- A greater proportion of faculty in the Arts and Humanities (each 22%) compared to the overall average (15%) and to faculty in the Physical Sciences (8%) strongly disagreed.
- A greater proportion of Full Professors (12%) compared to the overall average (10%) and to Assistant Professors (7%) and Associate Professors (6%) strongly agreed.
- A greater proportion of Associate Professors (3%) compared to the overall average and to Full Professors (each 1%) don't know.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**45**	**212**	**259**	**255**	**339**	**1110**
Strongly agree	0%	**7%**	**12%**	11%	10%	10%
Agree somewhat	44%	**36%**	47%	**56%**	47%	47%
Disagree somewhat	27%	**32%**	24%	**23%**	27%	26%
Strongly disagree	**22%**	**22%**	16%	**8%**	14%	15%
Don't know	7%	4%	0%	1%	1%	2%
Total	100%	100%	100%	100%	100%	100%

GENERAL ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**204**	**204**	**669**	**1077**
Strongly agree	**7%**	**6%**	**12%**	10%
Agree somewhat	48%	50%	47%	48%
Disagree somewhat	28%	28%	25%	26%
Strongly disagree	16%	13%	15%	15%
Don't know	1%	**3%**	**1%**	1%
Total	100%	100%	100%	100%

GROUPED ANALYSIS: (Excludes the 2% who don't know, and combines "strongly" and "somewhat" responses into totals of "agree" and "disagree.") A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Physical Sciences (68%) compared to the overall average (58%) and to faculty in the Humanities (45%) agreed.
- A greater proportion of faculty in the Humanities (55%) and the Arts (52%) compared to the overall average (42%) and to faculty in the Physical Sciences (32%) disagreed.

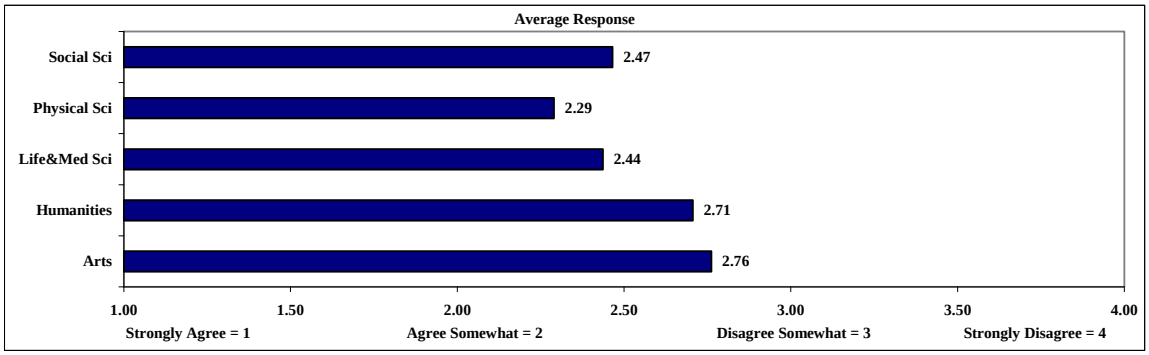
GROUPED ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**42**	**204**	**259**	**252**	**335**	**1092**
Agree*	48%	**45%**	60%	**68%**	58%	58%
Disagree*	**52%**	**55%**	40%	**32%**	42%	42%
Total	100%	100%	100%	100%	100%	100%

ANOVA/F-TEST ANALYSIS: (Calculated using a value scale from [1] strongly agreed to [4] strongly disagreed.) A statistically-significant relationship exists between the following groups:

- Arts faculty and
  - Physical Sciences faculty
- Humanities faculty and
  - Life & Medical Sciences faculty
  - Physical Sciences faculty
  - Social Sciences faculty

ANOVA / F TEST ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**42**	**204**	**259**	**252**	**335**	**1092**
Average*	2.76	2.71	2.44	2.29	2.47	2.47
Variance	*0.67*	*0.81*	*0.81*	*0.60*	*0.73*	

***Analysis calculated using value scale from 1 (Strongly Agree) to 4 (Strongly Disagree)**



(2d) The number of article downloads is a good indicator of the usefulness of research.

GENERAL ANALYSIS: Among all faculty respondents, 49% strongly or somewhat agreed; 6% don't know. A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Life & Medical Sciences (10%) compared to the overall average (6%) strongly agreed.
- A greater proportion of faculty in the Physical Sciences (56%) and Life & Medical Sciences (49%) compared to the overall average (43%) and to faculty in the Humanities (28%) agreed somewhat.
- A greater proportion of faculty in the Social Sciences (35%) compared to the overall average (27%) and to faculty in the Life & Medical Sciences (22%) and Physical Sciences (20%) disagreed somewhat.
- A greater proportion of faculty in the Arts (31%) and Humanities (28%) compared to the overall average (18%) and to faculty in the Physical Sciences (13%) strongly disagreed.
- A greater proportion of faculty in the Humanities (10%) compared to the overall average (6%) don't know.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**45**	**212**	**259**	**255**	**342**	**1113**
Strongly agree	2%	4%	**10%**	7%	5%	6%
Agree somewhat	33%	**28%**	**49%**	**56%**	40%	43%
Disagree somewhat	20%	30%	**22%**	**20%**	**35%**	27%
Strongly disagree	**31%**	**28%**	15%	**13%**	15%	18%
Don't know	13%	**10%**	4%	4%	4%	6%
Total	100%	100%	100%	100%	100%	100%

GROUPED ANALYSIS: (Excludes the 6% of respondents who don't know, and combines "strongly" and "somewhat" responses into totals of "agree" and "disagree.") A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Physical Sciences (66%) and Life & Medical Sciences (61%) compared to the overall average (53%) and to faculty in the Social Sciences (48%), Arts (41%), and Humanities (36%) agreed.
- A greater proportion of faculty in the Humanities (64%), Arts (59%), and Social Sciences (52%) compared to the overall average (47%) and to faculty in the Life & Medical Sciences (39%) and Physical Sciences (34%) disagreed.

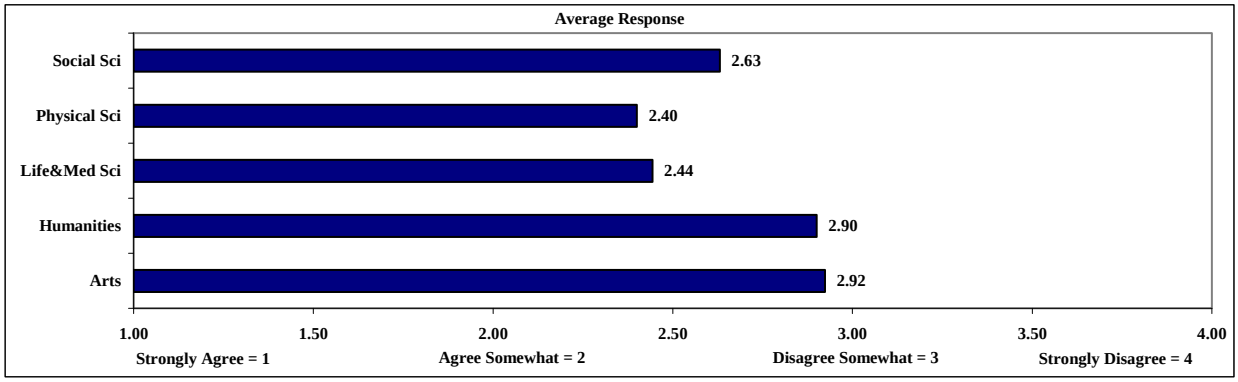
GROUPED ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**39**	**191**	**248**	**245**	**328**	**1051**
Agree*	**41%**	**36%**	**61%**	**66%**	**48%**	53%
Disagree*	**59%**	**64%**	**39%**	**34%**	**52%**	47%
Total	100%	100%	100%	100%	100%	100%

ANOVA/F-TEST ANALYSIS: (Calculated using a value scale from [1] strongly agreed to [4] strongly disagreed.) A statistically-significant relationship exists between the following groups:

- Arts faculty and
  - Life & Medical Sciences faculty
  - Physical Sciences faculty
- Humanities faculty and
  - Life & Medical Sciences faculty
  - Physical Sciences faculty
  - Social Sciences faculty
- Physical Sciences faculty and
  - Social Sciences faculty

ANOVA / F TEST ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**39**	**191**	**248**	**245**	**328**	**1051**
Average*	2.92	2.90	2.44	2.40	2.63	2.59
Variance	*0.86*	*0.81*	*0.78*	*0.65*	*0.67*	

***Analysis calculated using value scale from 1 (Strongly Agree) to 4 (Strongly Disagree)**



(2e) Journals have become too specialized.

GENERAL ANALYSIS: Among all faculty respondents, 60% strongly or somewhat disagreed; 4% don't know. No statistically-significant relationship exists between faculty responses and discipline, or between faculty responses and rank.

(2f) Tenure and promotion drive my interest in disseminating my work more than any other factor.

GENERAL ANALYSIS: Among all faculty respondents, 30% strongly agreed or agreed somewhat; none (0%) don't know. A statistically-significant relationship exists between faculty responses and rank, and between faculty responses and discipline.

- A greater proportion of faculty in the Humanities (15%) compared to the overall average (9%) strongly agreed.
- A greater proportion of faculty in the Life & Medical Sciences (25%) compared to the overall average (21%) and to faculty in the Humanities (17%) agreed somewhat.
- A smaller proportion of faculty in the Humanities (23%) compared to the overall average (31%) disagreed somewhat.
- A greater proportion of faculty in the Humanities (44%) compared to the overall average (38%) and to faculty in the Social Sciences (35%) strongly disagreed.
- A greater proportion of Assistant Professors (19%) and Associate Professors (12%) compared to the overall average (9%) and to Full Professors (6%) strongly agreed.
- A greater proportion of Assistant Professors (34%) and Associate Professors (26%) compared to the overall average (22%) and to Full Professors (16%) agreed somewhat.
- A greater proportion of Full Professors (47%) compared to the overall average (38%) and to Associate Professors (26%) and Assistant Professors (17%) strongly disagreed.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**45**	**213**	**259**	**255**	**341**	**1113**
Strongly agree	7%	**15%**	9%	7%	7%	9%
Agree somewhat	22%	**17%**	**25%**	21%	22%	21%
Disagree somewhat	24%	**23%**	29%	35%	35%	31%
Strongly disagree	47%	**44%**	37%	37%	**35%**	38%
Don't know	0%	0%	0%	1%	0%	0%
Total	100%	100%	100%	100%	100%	100%

GENERAL ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**205**	**204**	**671**	**1080**
Strongly agree	**19%**	**12%**	**6%**	9%
Agree somewhat	**34%**	**26%**	**16%**	22%
Disagree somewhat	31%	35%	30%	31%
Strongly disagree	**17%**	**26%**	**47%**	38%
Don't know	0%	**1%**	0%	0%
Total	100%	100%	100%	100%

GROUPED ANALYSIS: (Excludes the 6% of respondents who don't know, and combines "strongly" and "somewhat" responses into totals of "agree" and "disagree.") A statistically-significant relationship exists between faculty responses and rank, but not between faculty responses and discipline.

- A greater proportion of Assistant Professors (53%) and Associate Professors (38%) compared to the overall average (31%) and to Full Professors (22%) agreed.
- A greater proportion of Full Professors (78%) compared to the overall average (69%) and to Associate Professors (62%) and Assistant Professors (47%) disagreed.

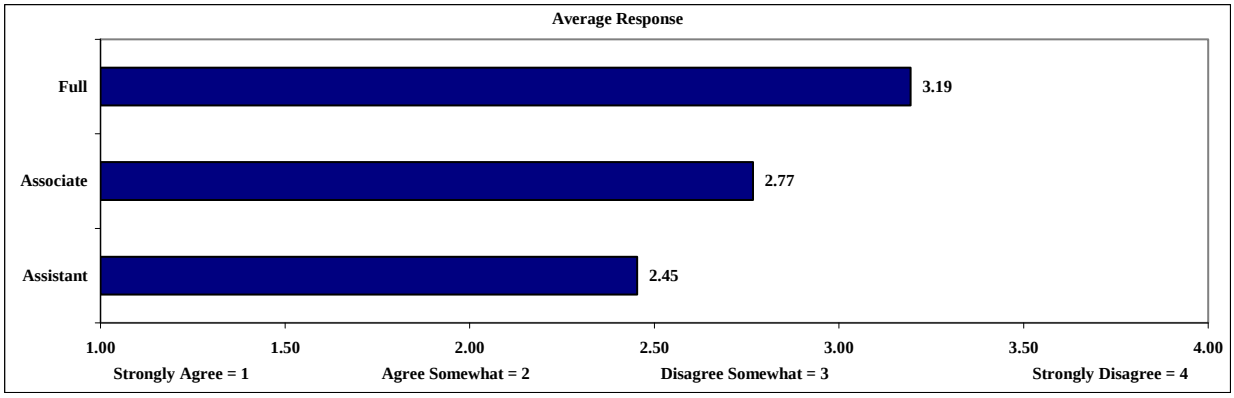
GROUPED ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**205**	**202**	**669**	**1076**
Agree*	**53%**	**38%**	**22%**	31%
Disagree*	**47%**	**62%**	**78%**	69%
Total	100%	100%	100%	100%

ANOVA/F-TEST ANALYSIS: (Calculated using a value scale from [1] strongly agreed to [4] strongly disagreed.) A statistically-significant relationship exists between the following groups:

- Assistant Professors and
  - Associate Professors
- Assistant Professors and
  - Full Professors
- Associate Professors and
  - Full Professors

ANOVA / F TEST ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**205**	**202**	**669**	**1076**
Average*	2.45	2.77	3.19	2.97
Variance	*0.95*	*0.96*	*0.84*	

***Analysis calculated using value scale from 1 (Strongly Agree) to 4 (Strongly Disagree)**



QUESTION 3 - To what extent do you agree or disagree with the following statements?

(a) Scholarly societies in my discipline generate more revenue from publishing than is required to cover their publishing costs.
(b) Commercial publishers in my discipline control scholarly dissemination to the detriment of my discipline.
(c) Universities should do more to support publishing of scholarly books.
(d) The rise in journal prices increasingly is a burden to my institution.
(e) High journal prices have made it difficult for me to access the literature I need.
(f) High journal prices may make it difficult for others to access the literature I produce.
(g) As an author, I deliberately publish in journals that are affordable to readers.

(3a) Scholarly societies in my discipline generate more revenue from publishing than is required to cover their publishing costs.

GENERAL ANALYSIS: Among all faculty respondents, 43% disagreed strongly or somewhat, while (41%) aren't sure. A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Life & Medical Sciences (22%) and Physical Sciences (21%) compared to the overall average (16%) and to faculty in the Humanities (6%) and Arts (4%) agreed.
- A greater proportion of faculty in the Humanities (65%) and Arts (62%) compared to the overall average (43%) and to faculty in the Physical Sciences (37%) and Life & Medical Sciences (33%) disagreed.
- A greater proportion of faculty in the Social Sciences (45%) compared to the overall average (41%) aren't sure.
- A greater proportion of Full Professors (18%) compared to the overall average (16%) and to Associate Professors (13%) and Assistant Professors (12%) agreed.
- A greater proportion of Full Professors (47%) compared to the overall average (43%) and to Assistant Professors (26%) disagreed.
- A greater proportion of Assistant Professors (62%) compared to the overall average (41%) and to Full Professors (34%) aren't sure.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**45**	**212**	**260**	**256**	**341**	**1114**
Agree	**4%**	**6%**	**22%**	**21%**	15%	16%
Disagree	**62%**	**65%**	**33%**	**37%**	40%	43%
Not Sure	33%	29%	45%	43%	**45%**	41%
Total	100%	100%	100%	100%	100%	100%

GENERAL ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**205**	**205**	**671**	**1081**
Agree	**12%**	**13%**	**18%**	16%
Disagree	**26%**	44%	**47%**	43%
Not Sure	**62%**	43%	**34%**	41%
Total	100%	100%	100%	100%

SECONDARY ANALYSIS: (Excludes the 41% of respondents who don't know.) A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Life & Medical Sciences (41%) and Physical Sciences (36%) compared to the overall average (27%) and to faculty in the Humanities (8%) and Arts (7%) agreed.
- A greater proportion of faculty in the Arts (93%) and Humanities (92%) compared to the overall average (73%) and to faculty in the Physical Sciences (64%) and Life & Medical Sciences (59%) disagreed.

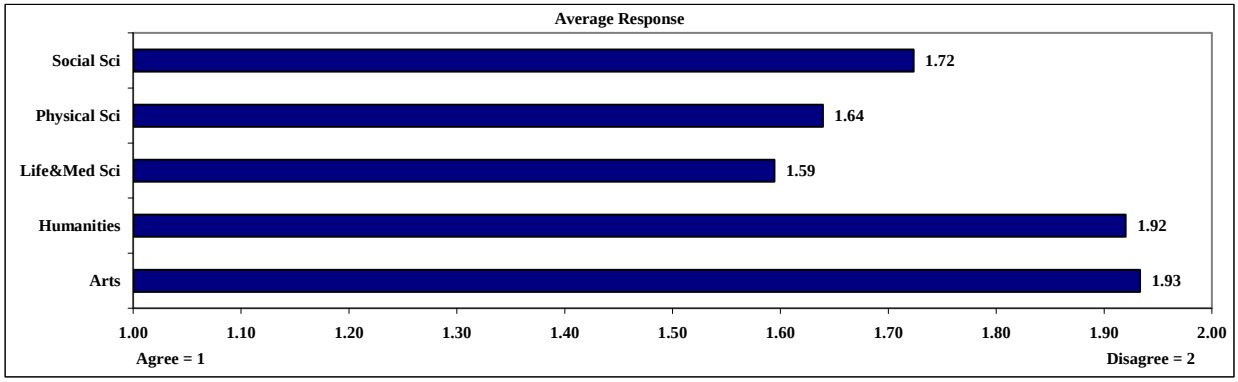
SECONDARY ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**30**	**150**	**143**	**147**	**188**	**658**
Agree	**7%**	**8%**	**41%**	**36%**	28%	27%
Disagree	**93%**	**92%**	**59%**	**64%**	72%	73%
Total	100%	100%	100%	100%	100%	100%

ANOVA/F-TEST ANALYSIS: (Calculated using a value scale from [1] agreed to [4] disagreed.) A statistically-significant relationship exists between the following groups:

- Arts faculty and
  - Life & Medical Sciences faculty
  - Physical Sciences faculty
- Humanities faculty and
  - Life & Medical Sciences faculty
  - Physical Sciences faculty
  - Social Sciences faculty

ANOVA / F TEST ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**30**	**150**	**143**	**147**	**188**	**658**
Average*	1.93	1.92	1.59	1.64	1.72	1.73
Variance	*0.06*	*0.07*	*0.24*	*0.23*	*0.20*	

***Analysis calculated using value scale from 1 (Agree) to 2 (Disagree)**



(3b) Commercial publishers in my discipline control scholarly dissemination to the detriment of my discipline.

GENERAL ANALYSIS: Among all faculty respondents, 48% disagreed, while 21% aren't sure. A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Arts (44%) and Humanities (38%) compared to the overall average (31%) and to faculty in the Social Sciences (28%) agreed.
- A greater proportion of faculty in the Physical Sciences and Social Sciences (each 53%) compared to the overall average (48%) and to faculty in the Life & Medical Sciences (39%) disagreed.
- A greater proportion of faculty in the Life & Medical Sciences (29%) compared to the overall average (21%) and to faculty in the Arts (11%) aren't sure.
- A greater proportion of Associate Professors (37%) compared to the overall average (31%) and to Assistant Professors (24%) agreed.
- A greater proportion of Full Professors (53%) compared to the overall average (48%) and to Associate Professors (36%) disagreed.
- A greater proportion of Assistant Professors (32%) and Associate Professors (27%) compared to the overall average (21%) and to Full Professors (16%) aren't sure.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**45**	**212**	**259**	**254**	**340**	**1110**
Agree	**44%**	**38%**	32%	28%	**28%**	31%
Disagree	44%	44%	**39%**	**53%**	**53%**	48%
Not Sure	**11%**	18%	**29%**	19%	19%	21%
Total	100%	100%	100%	100%	100%	100%

GENERAL ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**205**	**204**	**668**	**1077**
Agree	**24%**	**37%**	32%	31%
Disagree	44%	**36%**	**53%**	48%
Not Sure	**32%**	**27%**	**16%**	21%
Total	100%	100%	100%	100%

SECONDARY ANALYSIS: (Excludes the 21% of respondents who aren't sure.) A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Arts (50%), Humanities (46%), and Life & Medical Sciences (45%) compared to the overall average (40%) and to faculty in the Physical Sciences and Social Sciences (each 34%) agreed.
- A greater proportion of faculty in the Social Sciences (66%) compared to the overall average (60%) and to faculty in the Humanities (54%) disagreed.
- A greater proportion of Associate Professors (51%) compared to the overall average (40%) agreed.

- A smaller proportion of Associate Professors (49%) compared to the overall average (60%) disagreed.

SECONDARY ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**40**	**173**	**184**	**206**	**276**	**879**
Agree	**50%**	**46%**	**45%**	**34%**	**34%**	40%
Disagree	50%	**54%**	55%	66%	**66%**	60%
Total	100%	100%	100%	100%	100%	100%

SECONDARY ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**140**	**149**	**563**	**852**
Agree	36%	**51%**	38%	40%
Disagree	64%	**49%**	62%	60%
Total	100%	100%	100%	100%

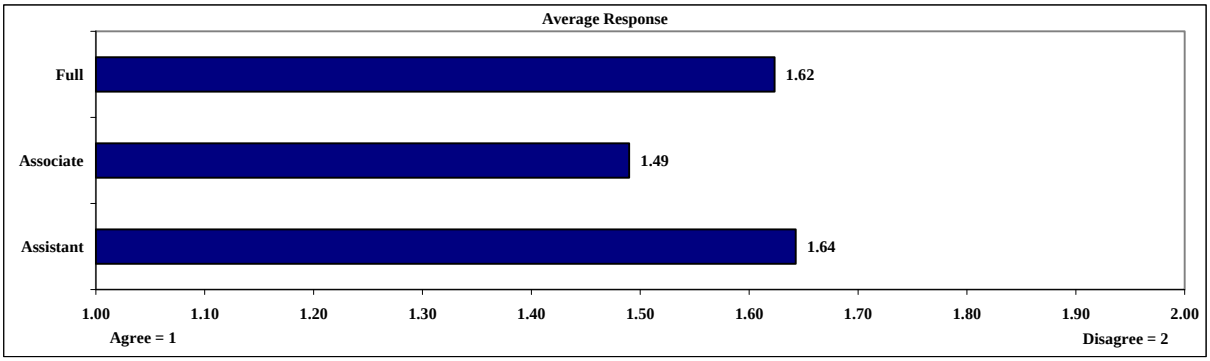
ANOVA/F-TEST ANALYSIS: (Calculated using a value scale from [1] strongly agreed to [4] strongly disagreed.) A statistically-significant relationship exists between the following groups:

- Assistant Professors and
  - Associate Professors

- Associate Professors and
  - Full Professors

ANOVA / F TEST ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**140**	**149**	**563**	**852**
Average*	1.64	1.49	1.62	1.60
Variance	*0.23*	*0.25*	*0.24*	

***Analysis calculated using value scale from 1 (Agree) to 2 (Disagree)**



(3c) Universities should do more to support publishing of scholarly books.

GENERAL ANALYSIS: Among all faculty respondents, 55% agreed; 27% aren't sure. A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Arts (87%), Humanities (84%), and Social Sciences (60%) compared to the overall average (55%) and to faculty in the Physical Sciences (38%) and Life & Medical Sciences (37%) agreed.

- A greater proportion of faculty in the Physical Sciences (27%) and Life & Medical Sciences (22%) compared to the overall average (18%) and to faculty in the Arts (7%) and Humanities (5%) disagreed.
- A greater proportion of faculty in the Life & Medical Sciences (40%) and Physical Sciences (34%) compared the overall average (27%) and to faculty in the Social Sciences (24%), Humanities (11%), and Arts (7%) aren't sure.
- A greater proportion of Full Professors (21%) compared to the overall average (18%) and to Associate Professors (13%) and Assistant Professors (12%) disagreed.
- A greater proportion of Assistant Professors (37%) compared to the overall average (27%) and to Full Professors (24%) aren't sure.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**45**	**212**	**259**	**255**	**341**	**1112**
Agree	**87%**	**84%**	**37%**	**38%**	**60%**	55%
Disagree	**7%**	**5%**	**22%**	**27%**	16%	18%
Not Sure	**7%**	**11%**	**40%**	**34%**	**24%**	27%
Total	100%	100%	100%	100%	100%	100%

GENERAL ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**204**	**205**	**670**	**1079**
Agree	51%	58%	55%	55%
Disagree	**12%**	**13%**	**21%**	18%
Not Sure	**37%**	30%	**24%**	27%
Total	100%	100%	100%	100%

SECONDARY ANALYSIS: (Excludes the 27% of respondents who aren't sure.) A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Humanities (95%) and Arts (93%) compared to the overall average (76%) and to faculty in the Life & Medical Sciences (63%) and Physical Sciences (58%) agreed.
- A greater proportion of faculty in the Physical Sciences (42%) and Life & Medical Sciences (37%) compared to the overall average (24%) and to faculty in the Social Sciences (21%), Arts (7%), and Humanities (5%) disagreed.
- A greater proportion of Full Professors (28%) compared to the overall average (25%) and to Assistant Professors (19%) and Associate Professors (18%) disagreed.

SECONDARY ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**42**	**188**	**155**	**168**	**259**	**812**
Agree	**93%**	**95%**	**63%**	**58%**	79%	76%
Disagree	**7%**	**5%**	**37%**	**42%**	**21%**	24%
Total	100%	100%	100%	100%	100%	100%

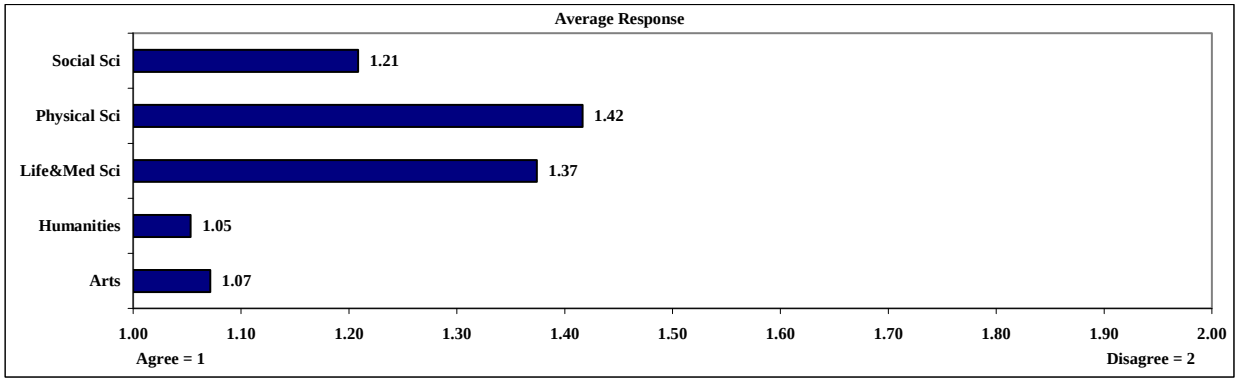
SECONDARY ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**129**	**144**	**511**	**784**
Agree	81%	82%	72%	75%
Disagree	**19%**	**18%**	**28%**	25%
Total	100%	100%	100%	100%

ANOVA/F-TEST ANALYSIS: (Calculated using a value scale from [1] agreed to [2] disagreed.)
A statistically-significant relationship exists between the following groups:

- Arts faculty and
  - Life & Medical Sciences faculty
  - Physical Sciences faculty
- Humanities faculty and
  - Life & Medical Sciences faculty
  - Physical Sciences faculty
  - Social Sciences faculty
- Life & Medical Sciences faculty and
  - Social Sciences faculty
- Physical Sciences faculty and
  - Social Sciences faculty
- Associate Professors and
  - Full Professors

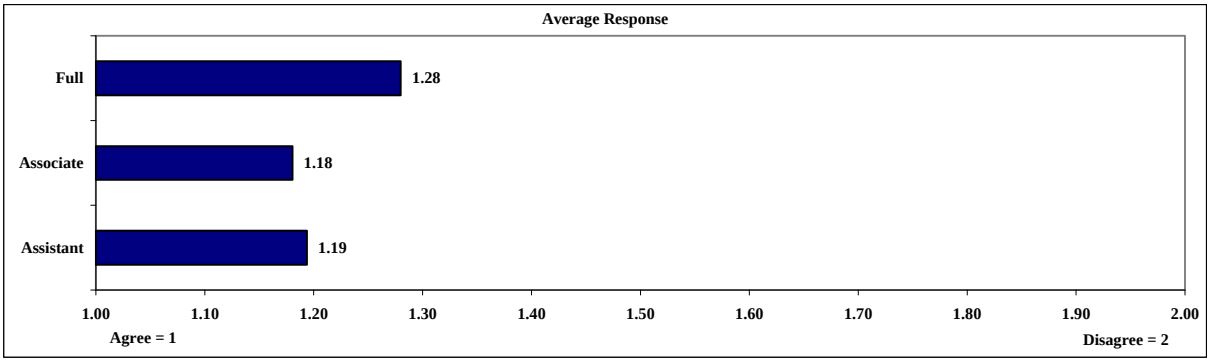
ANOVA / F TEST ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**42**	**188**	**155**	**168**	**259**	**812**
Average*	1.07	1.05	1.37	1.42	1.21	1.24
Variance	*0.07*	*0.05*	*0.24*	*0.24*	*0.17*	

***Analysis calculated using value scale from 1 (Agree) to 2 (Disagree)**



ANOVA / F TEST ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**129**	**144**	**511**	**784**
Average*	1.19	1.18	1.28	1.25
Variance	*0.16*	*0.15*	*0.20*	

***Analysis calculated using value scale from 1 (Agree) to 2 (Disagree)**



(3d) The rise in journal prices increasingly is a burden to my institution.

GENERAL ANALYSIS: Among all faculty respondents, 75% agreed; 16% aren't sure.
A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses, and between faculty responses and rank.

- A greater proportion of faculty in the Humanities (83%) compared to the overall average (75%) agreed.
- A greater proportion of faculty in the Arts (13%) compared to the overall average (8%) disagreed.
- A greater proportion of faculty in the Social Sciences (21%) compared to the overall average (16%) and to faculty in the Life & Medical Sciences (14%) and Humanities (10%) aren't sure.
- A greater proportion of Full Professors (83%) compared to the overall average (75%) and to Assistant Professors (52%) agreed.
- A greater proportion of Assistant Professors (13%) compared to the overall average (8%) and to Full Professors (7%) disagreed.
- A greater proportion of Assistant Professors (35%) compared to the overall average (16%) and to Full Professors (10%) aren't sure.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**45**	**211**	**258**	**254**	**342**	**1110**
Agree	71%	**83%**	79%	72%	71%	75%
Disagree	**13%**	7%	7%	9%	8%	8%
Not Sure	16%	**10%**	**14%**	18%	**21%**	16%
Total	100%	100%	100%	100%	100%	100%

GENERAL ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**203**	**205**	**669**	**1077**
Agree	**52%**	74%	**83%**	75%
Disagree	**13%**	7%	**7%**	8%
Not Sure	**35%**	19%	**10%**	16%
Total	100%	100%	100%	100%

SECONDARY ANALYSIS: (Excludes the 16% of respondents who aren't sure.) A statistically-significant relationship exists between faculty responses and rank, but not between faculty responses and discipline.

- A smaller proportion of Assistant Professors (80%) compared to the overall average (90%) agreed.
- A greater proportion of Assistant Professors (20%) compared to the overall average (10%) and to Associate Professors (9%) and Full Professors (7%) disagreed.

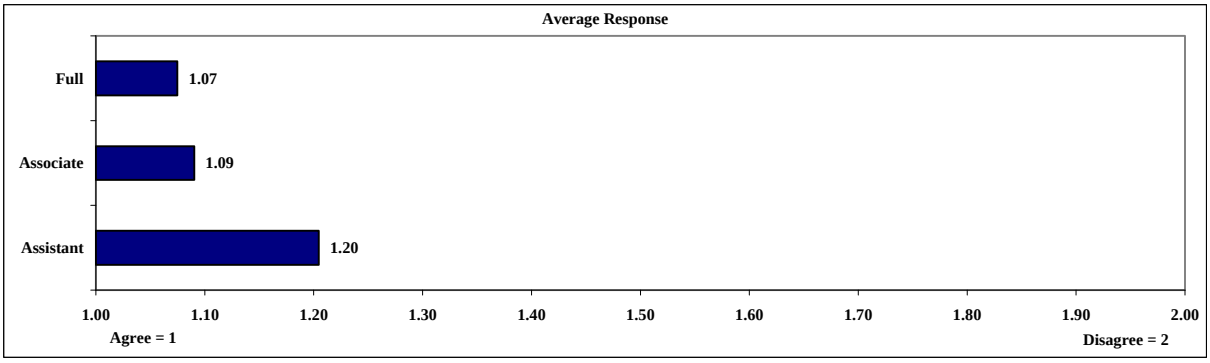
SECONDARY ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**132**	**166**	**602**	**900**
Agree	**80%**	91%	93%	90%
Disagree	**20%**	**9%**	**7%**	10%
Total	100%	100%	100%	100%

ANOVA/F-TEST ANALYSIS: (Calculated using a value scale from [1] agreed to [2] disagreed.) A statistically-significant relationship exists between the following groups:

- Assistant Professors and
  - Associate Professors
- Assistant Professors and
  - Full Professors

ANOVA / F TEST ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**132**	**166**	**602**	**900**
Average*	1.20	1.09	1.07	1.10
Variance	*0.16*	*0.08*	*0.07*	

***Analysis calculated using value scale from 1 (Agree) to 2 (Disagree)**



(3e) High journal prices have made it difficult for me to access the literature I need.

GENERAL ANALYSIS: Among all faculty respondents, 63% disagreed while 8% aren't sure. A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Arts (44%) and Humanities (38%) compared to the overall average (29%) and to faculty in the Physical Sciences (20%) agreed.
- A greater proportion of faculty in the Physical Sciences (72%) compared to the overall average (63%) and to faculty in Humanities (51%) and Arts (47%) disagreed.
- A greater proportion of faculty in the Humanities (11%) compared to the overall average (8%) and to faculty in the Life & Medical Sciences (6%) aren't sure.
- A greater proportion of Associate Professors (39%) compared to the overall average (28%) and to Assistant Professors agreed (22%).
- A smaller proportion of Associate Professors (52%) compared to the overall average (64%) disagreed.
- A greater proportion of Assistant Professors (12%) compared to the overall average (8%) and to Full Professors (7%) aren't sure.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**45**	**213**	**259**	**255**	**342**	**1114**
Agree	**44%**	**38%**	29%	**20%**	28%	29%
Disagree	**47%**	**51%**	65%	**72%**	65%	63%
Not Sure	9%	**11%**	**6%**	8%	7%	8%
Total	100%	100%	100%	100%	100%	100%

GENERAL ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**204**	**205**	**672**	**1081**
Agree	**22%**	**39%**	27%	28%
Disagree	66%	**52%**	66%	64%
Not Sure	**12%**	9%	**7%**	8%
Total	100%	100%	100%	100%

SECONDARY ANALYSIS: (Excludes the 8% of respondents who aren't sure.) A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Arts (49%) and Humanities (42%) compared to the overall average (31%) and to faculty in the Physical Sciences (22%) agreed.
- A greater proportion of faculty in the Physical Sciences (78%) compared to the overall average (69%) and to faculty in the Humanities (58%) and Arts (51%) disagreed.
- A greater proportion of Associate Professors disagreed (43%) compared to the overall average (31%) and to Assistant Professors (25%) agreed.
- A smaller proportion of Associate Professors (57%) compared to the overall average (69%) disagreed.

SECONDARY ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**41**	**189**	**243**	**235**	**317**	**1025**
Agree	**49%**	**42%**	30%	**22%**	30%	31%
Disagree	**51%**	**58%**	70%	**78%**	70%	69%
Total	100%	100%	100%	100%	100%	100%

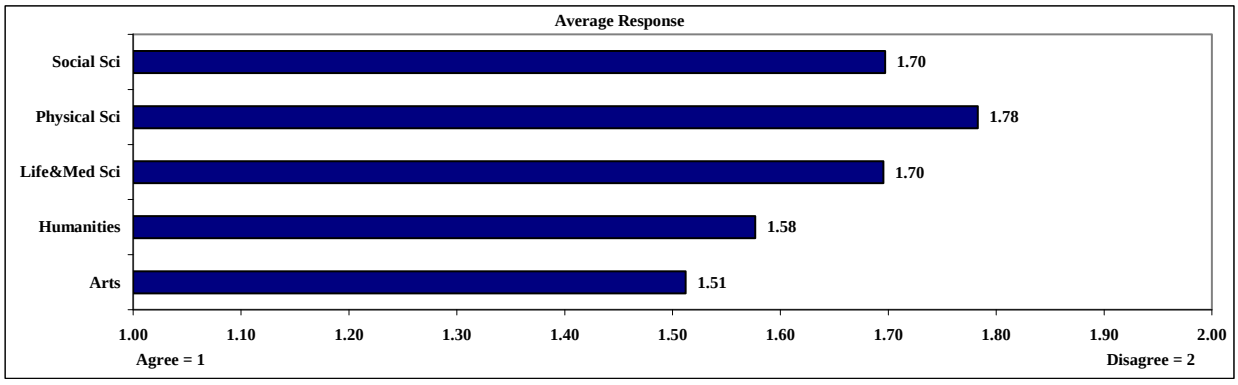
SECONDARY ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**179**	**187**	**627**	**993**
Agree	**25%**	**43%**	29%	31%
Disagree	75%	**57%**	71%	69%
Total	100%	100%	100%	100%

ANOVA/F-TEST ANALYSIS: (Calculated using a value scale from [1] agreed to [2] disagreed.)
A statistically-significant relationship exists between the following groups:

- Humanities faculty and
  - Physical Sciences faculty
  - Social Sciences faculty
- Arts faculty and
  - Physical Sciences faculty
- Assistant Professors and
  - Associate Professors
- Associate Professors and
  - Full Professors

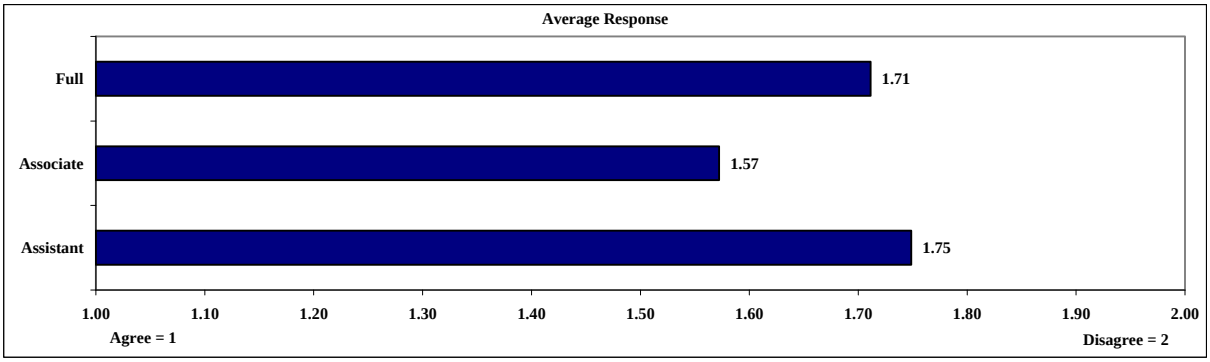
ANOVA / F TEST ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**41**	**189**	**243**	**235**	**317**	**1025**
Average*	1.51	1.58	1.70	1.78	1.70	1.69
Variance	*0.26*	*0.25*	*0.21*	*0.17*	*0.21*	

***Analysis calculated using value scale from 1 (Agree) to 2 (Disagree)**



ANOVA / F TEST ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**179**	**187**	**627**	**993**
Average*	1.75	1.57	1.71	1.69
Variance	*0.19*	*0.25*	*0.21*	

***Analysis calculated using value scale from 1 (Agree) to 2 (Disagree)**



(3f) High journal prices may make it difficult for others to access the literature I produce.

GENERAL ANALYSIS: Among all faculty respondents, 54% agreed while 18% aren't sure. A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Arts (69%) and Life & Medical Sciences (62%) compared to the overall average (54%) and to faculty in the Physical Sciences (49%) agreed.
- A greater proportion of faculty in the Physical Sciences (37%) compared to the overall average (28%) and to faculty in the Life & Medical Sciences (20%) and Arts (18%) disagreed.
- A greater proportion of faculty in the Social Sciences (21%) compared to the overall average (18%) and to faculty in the Physical Sciences (14%) aren't sure.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**45**	**212**	**260**	**255**	**339**	**1111**
Agree	**69%**	52%	**62%**	**49%**	52%	54%
Disagree	**18%**	30%	**20%**	**37%**	27%	28%
Not Sure	13%	17%	18%	**14%**	**21%**	18%
Total	100%	100%	100%	100%	100%	100%

SECONDARY ANALYSIS: (Excludes the 18% of respondents who aren't sure.) A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Arts (79%) and Life & Medical Sciences (75%) compared to the overall average (66%) and to faculty in the Physical Sciences (57%) agreed.
- A greater proportion of faculty in the Physical Sciences (43%) compared to the average (34%) and to faculty in the Life & Medical Sciences (25%) and Arts (21%) disagreed.

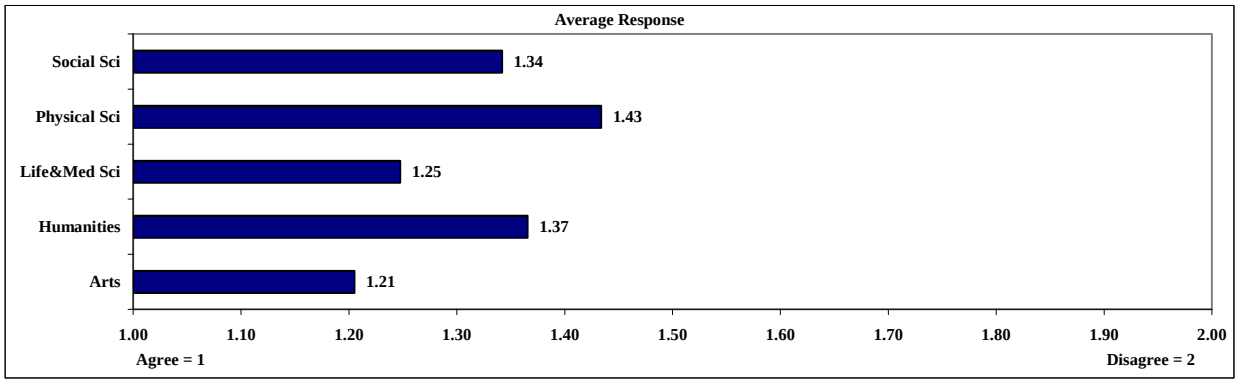
SECONDARY ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**39**	**175**	**214**	**219**	**269**	**916**
Agree	**79%**	63%	**75%**	**57%**	66%	66%
Disagree	**21%**	37%	**25%**	**43%**	34%	34%
Total	100%	100%	100%	100%	100%	100%

ANOVA/F-TEST ANALYSIS: (Calculated using a value scale from [1] agreed to [2] disagreed.) A statistically-significant relationship exists between the following groups:

- Life & Medical Sciences faculty and
  - Physical Sciences faculty

ANOVA / F TEST ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**39**	**175**	**214**	**219**	**269**	**916**
Average*	1.21	1.37	1.25	1.43	1.34	1.34
Variance	*0.17*	*0.23*	*0.19*	*0.25*	*0.23*	

***Analysis calculated using value scale from 1 (Agree) to 2 (Disagree)**



(3g) As an author, I deliberately publish in journals that are affordable to readers.

GENERAL ANALYSIS: Among all faculty respondents, 70% disagreed, while 11% aren't sure. A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Physical Sciences (33%) compared to the overall average (19%) and to faculty in the Humanities (15%) and Social Sciences (12%) agreed.
- A greater proportion of faculty in the Social Sciences (78%) compared to the overall average (70%) and to faculty in the Physical Sciences (57%) disagreed.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**45**	**208**	**259**	**253**	**338**	**1103**
Agree	18%	**15%**	17%	**33%**	**12%**	19%
Disagree	67%	72%	71%	**57%**	**78%**	70%
Not Sure	16%	13%	12%	10%	9%	11%
Total	100%	100%	100%	100%	100%	100%

SECONDARY ANALYSIS: (Excludes the 11% of respondents who aren't sure.) A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Physical Sciences (37%) compared to the overall average (21%) and to faculty in the Humanities (18%) and Social Sciences (14%) agreed.
- A greater proportion of faculty in the Social Sciences (86%) compared to the overall average (79%) and to faculty in the Physical Sciences (63%) disagreed.

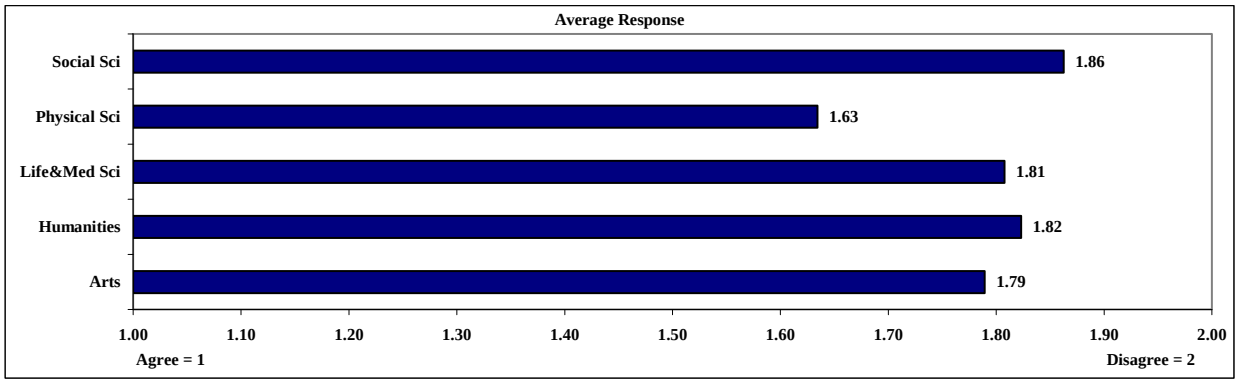
SECONDARY ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**38**	**181**	**229**	**227**	**306**	**981**
Agree	21%	**18%**	19%	**37%**	**14%**	21%
Disagree	79%	82%	81%	**63%**	**86%**	79%
Total	100%	100%	100%	100%	100%	100%

ANOVA/F-TEST ANALYSIS: (Calculated using a value scale from [1] agreed to [2] disagreed.) A statistically-significant relationship exists between the following groups:

- Humanities faculty and
  - Physical Sciences faculty
- Life & Medical Sciences faculty and
  - Physical Sciences faculty
- Physical Sciences faculty and
  - Social Sciences faculty

ANOVA / F TEST ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**38**	**181**	**229**	**227**	**306**	**981**
Average*	1.79	1.82	1.81	1.63	1.86	1.79
Variance	*0.17*	*0.15*	*0.16*	*0.23*	*0.12*	

***Analysis calculated using value scale from 1 (Agree) to 2 (Disagree)**



QUESTION 4 - When submitting your work for publication in any venue, how important to you are the following factors?

(a) Journal or book publisher's reputation
(b) A journal's impact factor
(c) Publication venue's weight in tenure and promotion considerations
(d) My ability to retain copyright of my article
(e) My ability to publish the pre-publication version of my work on a website
(f) My ability to put the published version of my work on a website
(g) My ability to submit my manuscript online
(h) Availability in both print and electronic versions
(i) Low or no subscription costs to readers
(j) Speed of publication

(4a) Journal or book publisher's reputation

GENERAL ANALYSIS: Among all faculty respondents, 98% said it is very or somewhat important. A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A smaller proportion of faculty in the Life & Medical Sciences (76%) compared to the overall average (83%) said it is very important.
- A greater proportion of faculty in the Life & Medical Sciences (21%) compared to the overall average (15%) and to faculty in the Humanities (12%) said it was somewhat important.
- A greater proportion of faculty in the Humanities and Life & Medical Sciences faculty (each 3%) compared to the overall average (2%) and to faculty in the Social Sciences (1%) said it is not important.

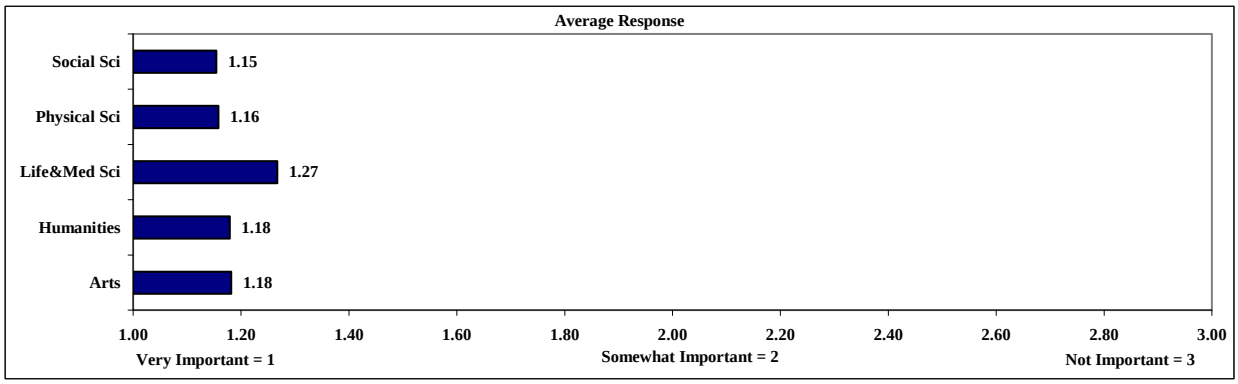
GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**44**	**212**	**258**	**253**	**337**	**1104**
Very important	82%	85%	**76%**	85%	85%	83%
Somewhat important	18%	**12%**	**21%**	13%	14%	15%
Not important	0%	**3%**	**3%**	1%	**1%**	2%
Total	100%	100%	100%	100%	100%	100%

ANOVA/F-TEST ANALYSIS: (Calculated using a value scale from [1] very important to [3] not important). A statistically-significant relationship exists between the following groups:

- Life & Medical Sciences faculty and
  - Physical Sciences faculty
- Life & Medical Sciences faculty and
  - Social Sciences faculty

ANOVA / F TEST ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**44**	**212**	**258**	**253**	**337**	**1104**
Average*	1.18	1.18	1.27	1.16	1.15	1.19
Variance	*0.15*	*0.20*	*0.26*	*0.16*	*0.15*	

***Analysis calculated using value scale from 1 (Very Important) to 3 (Not Important)**



(4b) A journal's impact factor

GENERAL ANALYSIS: Among all faculty respondents, 93% said it is very or somewhat important; 7% said it is not important. A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A smaller proportion of faculty in the Life & Medical Sciences (51%) compared to the overall average (59%) said it is very important.
- A greater proportion of faculty in the Life & Medical Sciences (44%) compared to the overall average (34%) and to faculty in the Social Sciences (30%) said it is somewhat important.
- A greater proportion of faculty in the Physical Sciences (9%) compared to the overall average (7%) and to faculty in the Life & Medical Sciences faculty (5%) and Arts (2%) said it is not important.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**43**	**207**	**257**	**253**	**336**	**1096**
Very important	60%	61%	**51%**	60%	63%	59%
Somewhat important	37%	31%	**44%**	31%	**30%**	34%
Not important	**2%**	7%	**5%**	**9%**	7%	7%
Total	100%	100%	100%	100%	100%	100%

(4c) Publication venue's weight in tenure and promotion considerations

GENERAL ANALYSIS: Among all faculty respondents, 78% said it is very or somewhat important and 21% said it is not important. A statistically-significant relationship exists between faculty responses and rank but not between faculty responses and discipline.

- A greater proportion of Assistant Professors (65%) compared to the overall average (37%) and to Full Professors (28%) said it is very important.
- A greater proportion of Full Professors (44%) compared to the overall average (41%) and to Assistant Professors (28%) said it is somewhat important.
- A greater proportion of Full Professors (28%) compared to the overall average (21%) and to Associate Professors (14%) and Assistant Professors (6%) said it is not important.

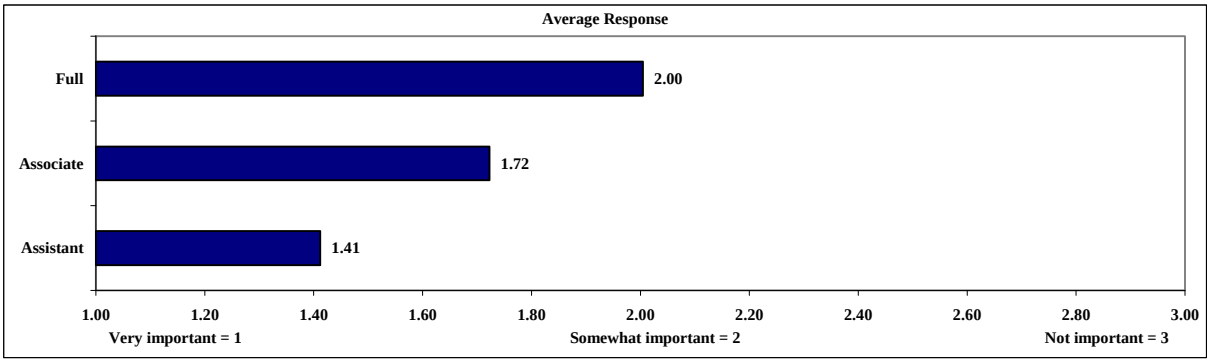
GENERAL ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**204**	**202**	**663**	**1069**
Very important	**65%**	42%	**28%**	37%
Somewhat important	**28%**	45%	**44%**	41%
Not important	**6%**	**14%**	**28%**	21%
Total	100%	100%	100%	100%

ANOVA/F-TEST ANALYSIS: (Calculated using a value scale from [1] agreed to [2] disagreed.) A statistically-significant relationship exists between the following groups:

- Assistant Professors and
  - Associate Professors
- Assistant Professors and
  - Full Professors
- Associate Professors and
  - Full Professors

ANOVA / F TEST ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**204**	**202**	**663**	**1069**
Average*	1.41	1.72	2.00	1.84
Variance	*0.37*	*0.48*	*0.56*	

***Analysis calculated using value scale from 1 (Very important) to 3 (Not Important)**



(4d) My ability to retain copyright of my article

GENERAL ANALYSIS: Among all faculty respondents, 38% said it is very or somewhat important; 62% said it is not important. A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Arts (40%) compared to the overall average (9%) and to faculty in the Life & Medical Sciences (4%) said it is very important.
- A greater proportion of faculty in the Humanities (39%) and Social Sciences (33%) compared to the overall average (29%) and to faculty in the Life & Medical Sciences (24%) and Physical Sciences (22%) said it is somewhat important.
- A greater proportion of faculty in the Life & Medical Sciences (72%) and Physical Sciences (69%) compared to the overall average (62%) and to faculty in the Humanities (54%) and Arts (33%) said it is not important.

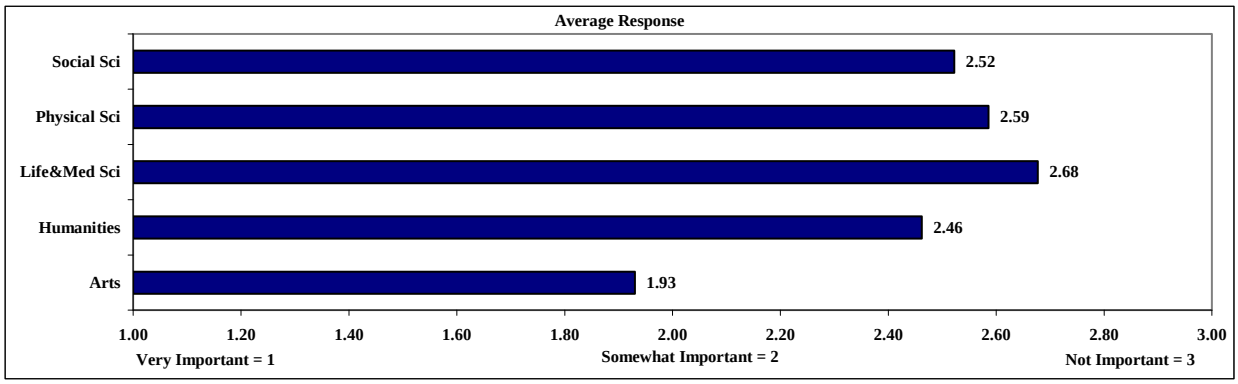
GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**43**	**210**	**257**	**251**	**337**	**1098**
Very important	**40%**	8%	**4%**	10%	7%	9%
Somewhat important	28%	**39%**	**24%**	**22%**	**33%**	29%
Not important	**33%**	**54%**	**72%**	**69%**	60%	62%
Total	100%	100%	100%	100%	100%	100%

ANOVA/F-TEST ANALYSIS: (Calculated using a value scale from [1] very important to [3] not important.) A statistically-significant relationship exists between the following groups:

- Arts faculty and
  - Humanities faculty
  - Life & Medical Sciences faculty
  - Physical Sciences faculty
  - Social Sciences faculty
- Humanities faculty and
  - Life & Medical Sciences faculty
- Life & Medical Sciences faculty
  - Social Sciences faculty

ANOVA / F TEST ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**43**	**210**	**257**	**251**	**337**	**1098**
Average*	1.93	2.46	2.68	2.59	2.52	2.54
Variance	*0.73*	*0.40*	*0.31*	*0.44*	*0.40*	

***Analysis calculated using value scale from 1 (Very Important) to 3 (Not Important)**



(4e) My ability to publish the pre-publication version of my work on a website

GENERAL ANALYSIS: Among all faculty respondents, 40% said it is very or somewhat important. A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Physical Sciences (29%) compared to the overall average (13%) and to faculty in the Social Sciences (9%), Life & Medical Sciences (7%), and Humanities (5%) said it is very important.
- A greater proportion of faculty in the Physical Sciences (32%) and Social Sciences (30%) compared to the overall average (27%) and to faculty in the Humanities (16%) said it is somewhat important.
- A greater proportion of faculty in the Humanities (79%) and Life & Medical Sciences faculty (66%) compared to the overall average (60%) and to faculty in the Physical Sciences (39%) said it is not important.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**44**	**211**	**258**	**252**	**337**	**1102**
Very important	16%	**5%**	**7%**	**29%**	**9%**	13%
Somewhat important	27%	**16%**	28%	**32%**	**30%**	27%
Not important	57%	**79%**	**66%**	**39%**	60%	60%
Total	100%	100%	100%	100%	100%	100%

ANOVA/F-TEST ANALYSIS: (Calculated using a value scale from [1] very important to [3] not important.) A statistically-significant relationship exists between the following groups:

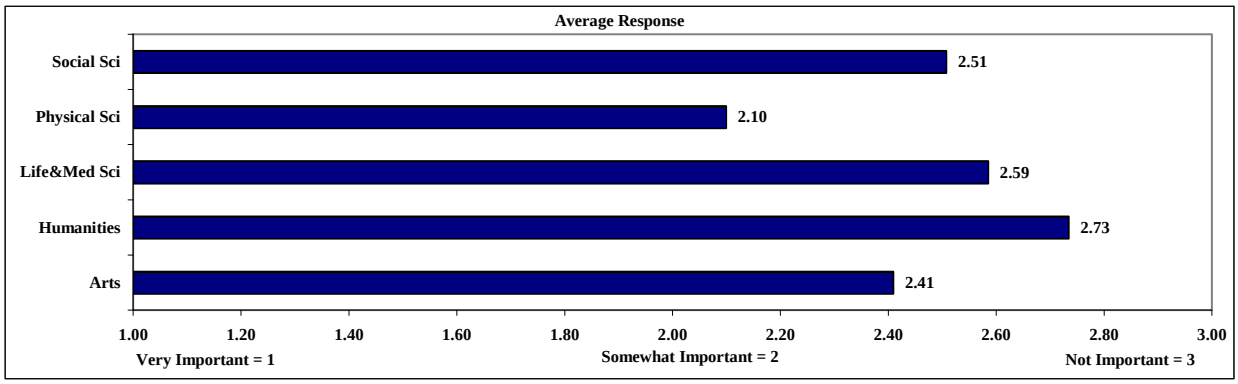
- Arts faculty and
  - Humanities faculty
- Humanities faculty and
  - Physical Sciences faculty
  - Social Sciences faculty

- Life & Medical Sciences faculty and
  - Physical Sciences faculty

- Physical Sciences faculty and
  - Social Sciences faculty

ANOVA / F TEST ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**44**	**211**	**258**	**252**	**337**	**1102**
Average*	2.41	2.73	2.59	2.10	2.51	2.47
Variance	*0.57*	*0.30*	*0.38*	*0.67*	*0.44*	

***Analysis calculated using value scale from 1 (Very Important) to 3 (Not Important)**



(4f) My ability to put the published version of my work on a website

GENERAL ANALYSIS: Among all faculty respondents, 53% said it is very or somewhat important; 47% said it is not important. A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Physical Sciences (32%) compared to the overall average (18%) and to faculty in the Social Sciences (14%) and Humanities (6%) said it is very important.
- A smaller proportion of faculty in the Arts (23%) compared to the overall average (35%) and to faculty in the Humanities (30%) said it is somewhat important.
- A greater proportion of faculty in the Humanities (63%) compared to the overall average (47%) and to faculty in the Physical Sciences (29%) said it is not important.

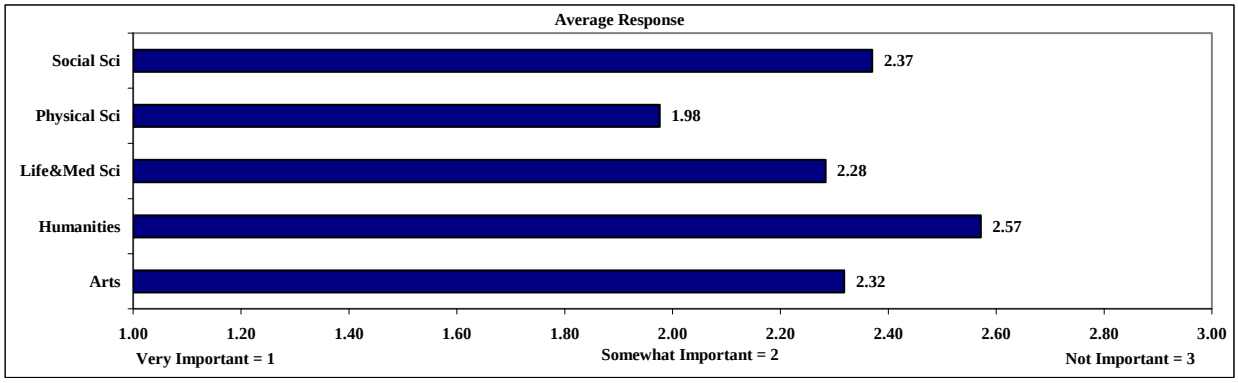
GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**44**	**210**	**257**	**253**	**335**	**1099**
Very important	23%	**6%**	17%	**32%**	**14%**	18%
Somewhat important	**23%**	**30%**	37%	39%	36%	35%
Not important	55%	**63%**	46%	**29%**	51%	47%
Total	100%	100%	100%	100%	100%	100%

ANOVA/F-TEST ANALYSIS: (Calculated using a value scale from [1] very important to [3] not important.) A statistically-significant relationship exists between the following groups:

- Arts faculty and
  - Physical Sciences faculty
- Humanities faculty and
  - Life & Medical Sciences faculty
  - Physical Sciences faculty
  - Social Sciences faculty
- Life & Medical Sciences faculty and
  - Physical Sciences faculty
- Physical Sciences faculty and
  - Social Sciences faculty

ANOVA / F TEST ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**44**	**210**	**257**	**253**	**335**	**1099**
Average*	2.32	2.57	2.28	1.98	2.37	2.30
Variance	*0.69*	*0.37*	*0.55*	*0.61*	*0.51*	

***Analysis calculated using value scale from 1 (Very Important) to 3 (Not Important)**



(4g) My ability to submit my manuscript online

GENERAL ANALYSIS: Among all faculty respondents, 57% said it is very or somewhat important; 43% said it is not important. A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Physical Sciences (34%) and Life & Medical Sciences (29%) compared to the overall average (20%) and to faculty in the Arts (12%) and Humanities and Social Sciences (each 9%) said it is very important.
- A greater proportion of faculty in the Physical Sciences (47%) compared to the overall average (37%) and to faculty in the Humanities (26%) said it is somewhat important.
- A greater proportion of faculty in the Humanities (65%) and Social Sciences (56%) compared to the overall average (43%) and to faculty in the Life & Medical Sciences (31%) and Physical Sciences (18%) said it is not important.

- A greater proportion of Assistant Professors (48%) compared to the overall average (37%) and to Full Professors (35%) said it is somewhat important.
- A greater proportion of Associate Professors (49%) compared to the overall average (43%) and to Assistant Professors (35%) said it is not important.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**43**	**206**	**257**	**253**	**334**	**1093**
Very important	**12%**	**9%**	**29%**	**34%**	**9%**	20%
Somewhat important	37%	**26%**	40%	**47%**	35%	37%
Not important	51%	**65%**	**31%**	**18%**	**56%**	43%
Total	100%	100%	100%	100%	100%	100%

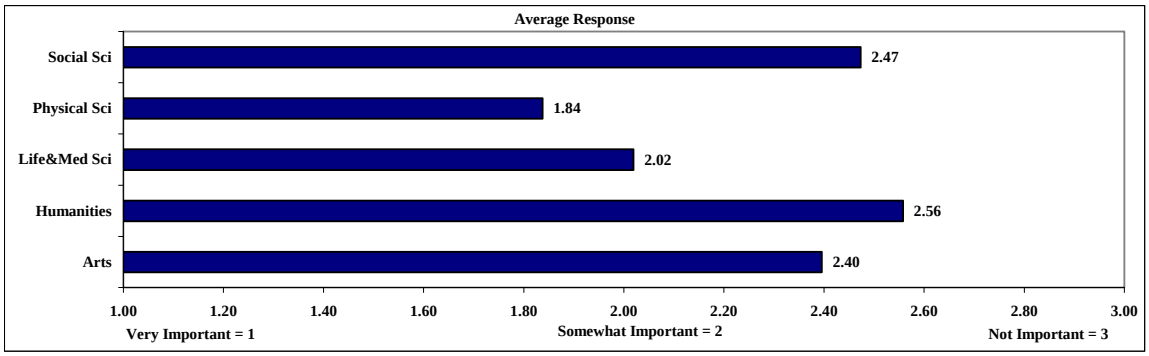
GENERAL ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**204**	**202**	**657**	**1063**
Very important	17%	17%	21%	20%
Somewhat important	**48%**	34%	**35%**	37%
Not important	**35%**	**49%**	44%	43%
Total	100%	100%	100%	100%

ANOVA/F-TEST ANALYSIS: (Calculated using a value scale from [1] very important to [3] not important). A statistically-significant relationship exists between the following groups:

- Arts faculty and
  - Life & Medical Sciences faculty
  - Physical Sciences faculty
- Humanities faculty and
  - Life & Medical Sciences faculty
  - Physical Sciences faculty
- Life & Medical Sciences faculty and
  - Physical Sciences faculty
  - Social Sciences faculty
- Physical Sciences faculty and
  - Social Sciences faculty

ANOVA / F TEST ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**43**	**206**	**257**	**253**	**334**	**1093**
Average*	2.40	2.56	2.02	1.84	2.47	2.23
Variance	*0.48*	*0.43*	*0.61*	*0.50*	*0.43*	

***Analysis calculated using value scale from 1 (Very Important) to 3 (Not Important)**



(4h) Availability in both print and electronic versions

GENERAL ANALYSIS: Among all faculty respondents, 72% said it is very or somewhat important; 29% said it is not important. A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Physical Sciences (44%) and Life & Medical Sciences (39%) compared to the overall average (31%) and to faculty in the Social Sciences (27%), Arts (20%), and Humanities (14%) said it is very important.
- A greater proportion of faculty in the Humanities (46%) and Social Sciences (34%) compared to the overall average (29%) and to faculty in the Life & Medical Sciences (19%) and Physical Sciences (15%) said it is not important.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**44**	**209**	**258**	**252**	**335**	**1098**
Very important	**20%**	**14%**	**39%**	**44%**	**27%**	31%
Somewhat important	45%	40%	41%	41%	39%	41%
Not important	34%	**46%**	**19%**	**15%**	**34%**	29%
Total	100%	100%	100%	100%	100%	100%

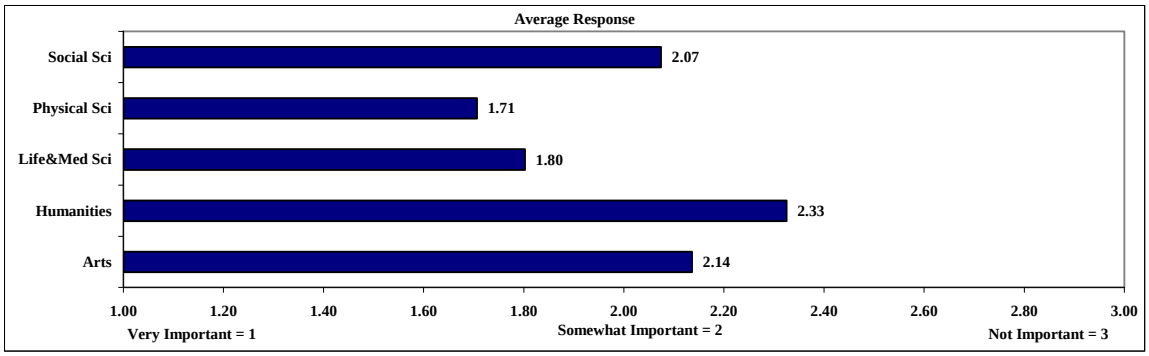
ANOVA/F-TEST ANALYSIS: (Calculated using a value scale from [1] very important to [3] not important.) A statistically-significant relationship exists between the following groups:

- Arts faculty and
  - Social Sciences faculty
- Humanities faculty and
  - Life & Medical Sciences faculty
  - Physical Sciences faculty
  - Social Sciences faculty
- Life & Medical Sciences faculty and
  - Social Sciences faculty

- Physical Sciences faculty and
  - Social Sciences faculty

ANOVA / F TEST ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**44**	**209**	**258**	**252**	**335**	**1098**
Average*	2.14	2.33	1.80	1.71	2.07	1.98
Variance	*0.54*	*0.50*	*0.55*	*0.50*	*0.60*	

***Analysis calculated using value scale from 1 (Very Important) to 3 (Not Important)**



(4i) Low or no subscription costs to readers

GENERAL ANALYSIS: Among all faculty respondents, 52% said it is very or somewhat important; 47% said it is not important. A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Physical Sciences (19%) compared to the overall average (13%) and to faculty in the Social Sciences (8%) said it is very important.
- A greater proportion of faculty in the Arts (50%) compared to the overall average (39%) and to faculty in the Social Sciences (34%) said it is somewhat important.
- A greater proportion of faculty in the Social Sciences (58%) compared to the overall average (47%) and to faculty in the Physical Sciences (39%) and Arts (32%) said it is not important.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**44**	**209**	**258**	**252**	**333**	**1096**
Very important	18%	13%	14%	**19%**	**8%**	13%
Somewhat important	**50%**	40%	41%	42%	**34%**	39%
Not important	**32%**	47%	45%	**39%**	**58%**	47%
Total	100%	100%	100%	100%	100%	100%

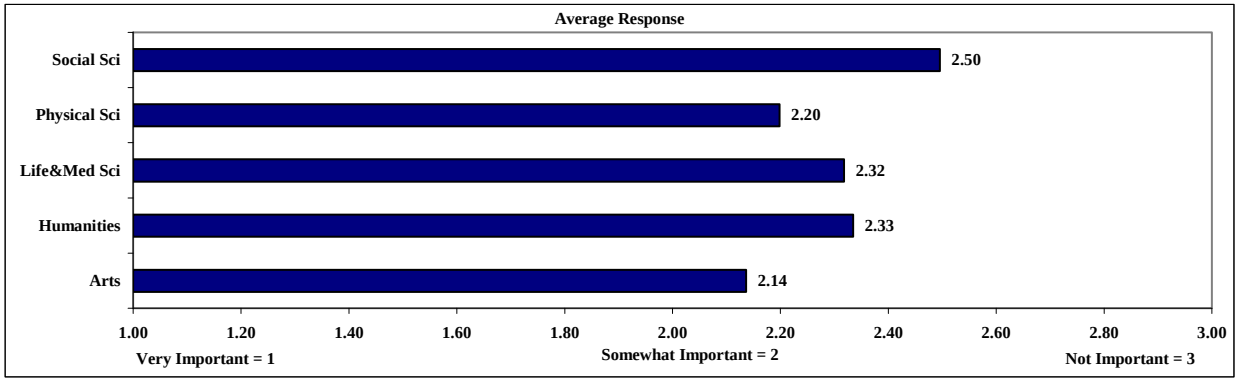
ANOVA/F-TEST ANALYSIS: (Calculated using a value scale from [1] very important to [3] not important). A statistically-significant relationship exists between the following groups:

- Arts faculty and
  - Social Sciences faculty
- Life & Medical Sciences faculty and
  - Social Sciences faculty

- Physical Sciences faculty and
  - Social Sciences faculty

ANOVA / F TEST ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**44**	**209**	**258**	**252**	**333**	**1096**
Average*	2.14	2.33	2.32	2.20	2.50	2.34
Variance	*0.49*	*0.49*	*0.49*	*0.54*	*0.42*	

***Analysis calculated using value scale from 1 (Very Important) to 3 (Not Important)**



(4j) Speed of publication

GENERAL ANALYSIS: Among all faculty respondents, 94% said it is very or somewhat important; 6% said it is not important. A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Life & Medical Sciences (45%) and Physical Sciences (44%) compared to the overall average (40%) and to faculty in the Social Sciences (31%) said it is very important.
- A greater proportion of faculty in the Social Sciences (60%) compared to the overall average (54%) said it is somewhat important.
- A greater proportion of faculty in the Humanities and Social Sciences (each 9%) compared to the overall average (6%) and to faculty in the Life & Medical Sciences (4%) and Physical Sciences (2%) said it is not important.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**44**	**210**	**257**	**254**	**336**	**1101**
Very important	41%	41%	**45%**	**44%**	**31%**	40%
Somewhat important	55%	50%	51%	53%	**60%**	54%
Not important	5%	**9%**	**4%**	**2%**	**9%**	6%
Total	100%	100%	100%	100%	100%	100%

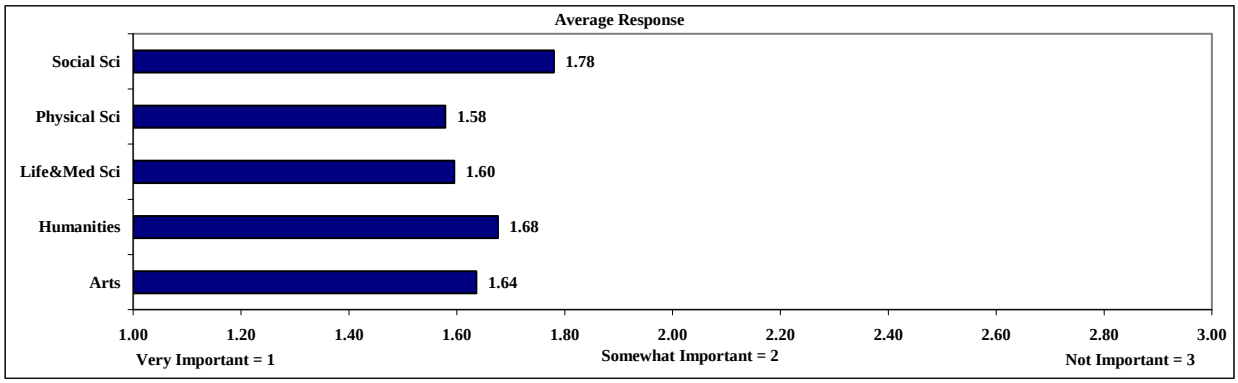
ANOVA/F-TEST ANALYSIS: (Calculated using a value scale from [1] very important to [3] not important.) A statistically-significant relationship exists between the following groups:

- Life & Medical Sciences faculty and
  - Social Sciences faculty

- Physical Sciences faculty and
  - Social Sciences faculty

ANOVA / F TEST ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**44**	**210**	**257**	**254**	**336**	**1101**
Average*	1.64	1.68	1.60	1.58	1.78	1.66
Variance	*0.33*	*0.39*	*0.33*	*0.29*	*0.36*	

***Analysis calculated using value scale from 1 (Very Important) to 3 (Not Important)**



QUESTION 5- To what extent do you agree or disagree with the following statements?

(a) The existing promotion and tenure processes at UC…force me to publish in print publications, rather than electronic-only forms of dissemination.
(b) The existing promotion and tenure processes at UC…cause me to forgo using alternative forms of dissemination.
(c) The existing promotion and tenure processes at UC…encourage new forms of high-quality (peer-reviewed) scholarly communication.
(d) The existing promotion and tenure processes at UC…are keeping up with the evolution of scholarly communication.

(5a) The existing promotion and tenure processes at UC…force me to publish in print publications, rather than electronic-only forms of dissemination.

GENERAL ANALYSIS: Among all faculty respondents, 58% strongly agreed or somewhat agreed; 9% don't know. A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Humanities (40%) compared to the overall average (25%) and to faculty in the Physical Sciences (19%) and Life & Medical Sciences (16%) strongly agreed.

- A greater proportion of faculty in the Life & Medical Sciences and Physical Sciences (each 23%) compared to the overall average (19%) and to faculty in the Humanities (11%) and Arts (9%) disagreed somewhat.
- A greater proportion of faculty in the Life & Medical Sciences and Physical Sciences (each 19%) compared to the overall average (14%) and to faculty in the Humanities and Social Sciences (each 10%) strongly disagreed.
- A smaller proportion of faculty in the Physical Sciences (7%) compared to the overall average (9%) don't know.
- A greater proportion of Associate Professors (33%) and Assistant Professors (31%) compared to the overall average (25%) and to Full Professors (21%) strongly agreed.
- A smaller proportion of Assistant Professors (16%) compared to the overall average (19%) disagreed somewhat.
- A greater proportion of Full Professors (17%) compared to the overall average (14%) and to Assistant Professors (11%) and Associate Professors (8%) strongly agreed.
- A greater proportion of Assistant Professors (11%) compared to the overall average (8%) don't know.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**44**	**212**	**259**	**253**	**339**	**1107**
Strongly agree	32%	**40%**	**16%**	**19%**	27%	25%
Agree somewhat	39%	30%	32%	33%	34%	33%
Disagree somewhat	**9%**	**11%**	**23%**	**23%**	20%	19%
Strongly disagree	16%	**10%**	**19%**	**19%**	**10%**	14%
Don't know	5%	9%	10%	**7%**	9%	9%
Total	100%	100%	100%	100%	100%	100%

GENERAL ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**205**	**204**	**666**	**1075**
Strongly agree	**31%**	**33%**	**21%**	25%
Agree somewhat	31%	30%	34%	33%
Disagree somewhat	**16%**	21%	20%	19%
Strongly disagree	**11%**	**8%**	**17%**	14%
Don't know	**11%**	8%	8%	8%
Total	100%	100%	100%	100%

GROUPED ANALYSIS: (Excludes the 9% of respondents who don't know, and combines the "strongly" and "somewhat strongly" responses into totals of "agreed" and "disagreed.") A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses rank.

- A greater proportion of faculty in the Humanities (77%) compared to the overall average (64%) and to faculty in the Life & Medical Sciences (53%) agreed.
- A greater proportion of faculty in the Life & Medical Sciences (47%) and Physical Sciences (44%) compared to the overall average and to faculty in the Humanities (23%) disagreed.
- A greater proportion of Assistant Professors (70%) compared to the overall average (64%) and to Full Professors (60%) agreed.

- A greater proportion of Full Professors (40%) compared to the overall average (36%) and to Associate Professors (32%) and Assistant Professors (30%) disagreed.

GROUPED ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**42**	**192**	**232**	**236**	**307**	**1009**
Agree*	74%	**77%**	**53%**	56%	67%	64%
Disagree*	26%	**23%**	**47%**	**44%**	33%	36%
Total	100%	100%	100%	100%	100%	100%

GROUPED ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**183**	**187**	**614**	**984**
Agree*	**70%**	68%	**60%**	64%
Disagree*	**30%**	**32%**	**40%**	36%
Total	100%	100%	100%	100%

ANOVA/F-TEST ANALYSIS: (Calculated using a value scale from [1] strongly agreed to [4] strongly disagreed.) A statistically-significant relationship exists between the following groups:

- Humanities faculty and
  - Life & Medical Sciences faculty
  - Physical Sciences faculty

- Life & Medical Sciences faculty
  - Social Sciences faculty

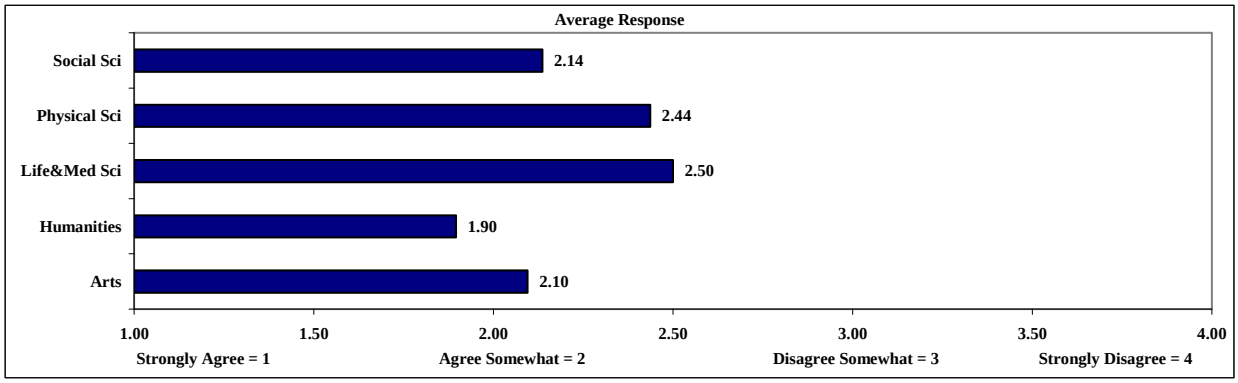
- Physical Sciences faculty and
  - Social Sciences faculty

- Assistant Professors and
  - Full Professors

- Associate Professors and
  - Full Professors

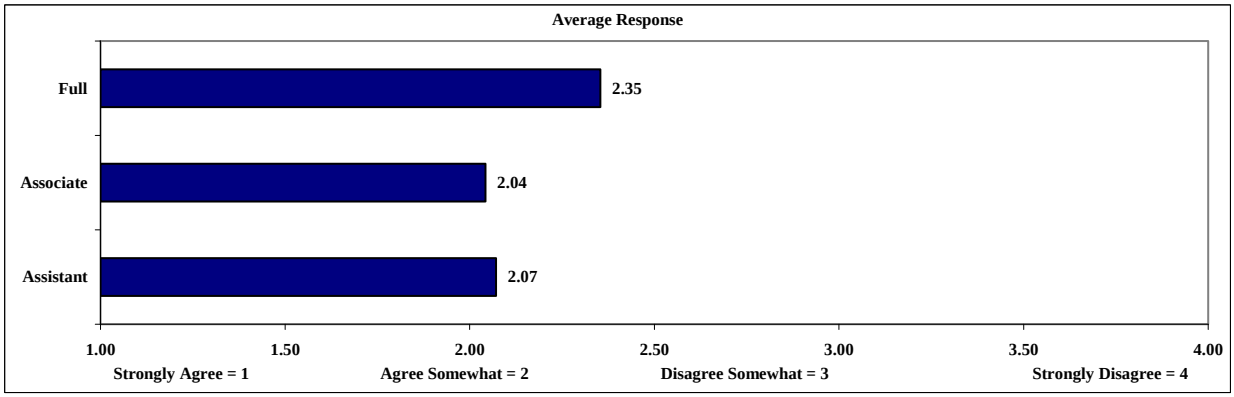
ANOVA / F TEST ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**42**	**192**	**232**	**236**	**307**	**1009**
Average*	2.10	1.90	2.50	2.44	2.14	2.24
Variance	*1.11*	*0.99*	*1.03*	*1.06*	*0.93*	

***Analysis calculated using value scale from 1 (Strongly Agree) to 4 (Strongly Disagree)**



ANOVA / F TEST ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**183**	**187**	**614**	**984**
Average*	2.07	2.04	2.35	2.24
Variance	*1.01*	*0.93*	*1.06*	

***Analysis calculated using value scale from 1 (Strongly Agree) to 4 (Strongly Disagree)**



(5b) The existing promotion and tenure processes at UC…cause me to forgo using alternative forms of dissemination.

GENERAL ANALYSIS: Among all faculty respondents, 54% strongly agreed or somewhat agreed; 7% don't know. A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Arts (36%) and Humanities (31%) compared to the overall average (23%) and to faculty in the Life & Medical Sciences (19%) and Physical Sciences (16%) strongly agreed.
- A greater proportion of faculty in the Physical Sciences (32%) compared to the overall average (24%) and to faculty in the Humanities (16%) disagreed somewhat.

- A greater proportion of faculty in the Physical Sciences (17%) compared to the overall average (14%) strongly disagreed.
- A greater proportion of faculty in the Life & Medical Sciences (9%) compared to the overall average (7%) don't know.
- A greater proportion of Associate Professors (31%) and Assistant Professors (29%) compared to the overall average (24%) and to Full Professors (19%) strongly agreed.
- A greater proportion of Full Professors (27%) compared to the overall average (25%) and to Assistant Professors (20%) disagreed somewhat.
- A greater proportion of Full Professors (18%) compared to the overall average (14%) and to Assistant Professors (9%) and Associate Professors (7%) strongly disagreed.
- A greater proportion of Assistant Professors (11%) compared to the overall average (7%) and to Full Professors (5%) don't know.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**45**	**211**	**258**	**251**	**338**	**1103**
Strongly agree	**36%**	**31%**	**19%**	**16%**	25%	23%
Agree somewhat	31%	32%	31%	29%	33%	31%
Disagree somewhat	18%	**16%**	26%	**32%**	23%	24%
Strongly disagree	11%	12%	16%	**17%**	13%	14%
Don't know	4%	9%	**9%**	6%	5%	7%
Total	100%	100%	100%	100%	100%	100%

GENERAL ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**204**	**204**	**663**	**1071**
Strongly agree	**29%**	**31%**	**19%**	24%
Agree somewhat	31%	33%	30%	31%
Disagree somewhat	**20%**	22%	**27%**	25%
Strongly disagree	**9%**	**7%**	**18%**	14%
Don't know	**11%**	7%	**5%**	7%
Total	100%	100%	100%	100%

GROUPED ANALYSIS: (Excludes the 7% of respondents who don't know, and combines the "strongly" and "somewhat strongly" responses into totals of "agreed" and "disagreed.") A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Humanities (69%) compared to the overall average (59%) and to faculty in the Physical Sciences (48%) agreed.
- A greater proportion of faculty in the Life & Medical Sciences (46%) and Physical Sciences (52%) compared to the overall average (41%) and to faculty in the Humanities (31%) and Arts (30%) disagreed.
- A greater proportion of Associate Professors (69%) and Assistant Professors (68%) compared to the overall average (58%) and to Full Professors (52%) agreed.
- A greater proportion of Full Professors (48%) compared to the overall average (42%) and to Assistant Professors (32%) and Associate Professors (31%) disagreed.

GROUPED ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**43**	**193**	**236**	**237**	**320**	**1029**
Agree*	70%	**69%**	54%	**48%**	62%	59%
Disagree*	**30%**	**31%**	**46%**	**52%**	38%	41%
Total	100%	100%	100%	100%	100%	100%

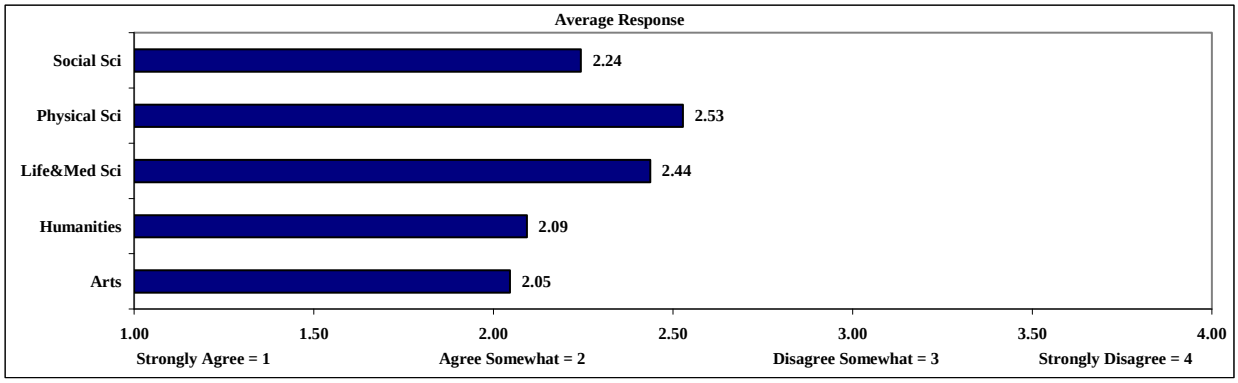
GROUPED ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**182**	**190**	**629**	**1001**
Agree*	**68%**	**69%**	**52%**	58%
Disagree*	**32%**	**31%**	**48%**	42%
Total	100%	100%	100%	100%

ANOVA/F-TEST ANALYSIS: (Calculated using a value scale from [1] strongly agreed to [4] strongly disagreed.) A statistically-significant relationship exists between the following groups:

- Arts faculty and
  - Physical Sciences faculty
- Humanities faculty and
  - Life & Medical Sciences faculty
  - Physical Sciences faculty
- Physical Sciences faculty and
  - Social Sciences faculty
- Assistant Professors and
  - Full Professors
- Associate Professors and
  - Full Professors

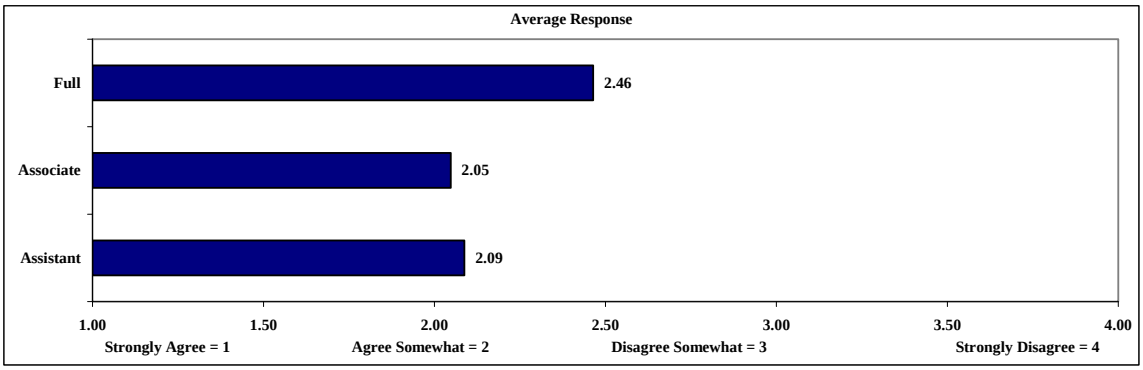
ANOVA / F TEST ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**43**	**193**	**236**	**237**	**320**	**1029**
Average*	2.05	2.09	2.44	2.53	2.24	2.32
Variance	*1.05*	*1.03*	*1.01*	*0.96*	*0.99*	

***Analysis calculated using value scale from 1 (Strongly Agree) to 4 (Strongly Disagree)**



ANOVA / F TEST ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**182**	**190**	**629**	**1001**
Average*	2.09	2.05	2.46	2.32
Variance	*0.94*	*0.87*	*1.04*	

***Analysis calculated using value scale from 1 (Strongly Agree) to 4 (Strongly Disagree)**



(5c) The existing promotion and tenure processes at UC…encourage new forms of high-quality (peer-reviewed) scholarly communication.

GENERAL ANALYSIS: Among all faculty respondents, 63% somewhat or strongly disagreed; 17% don't know. A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Arts (9%) and Life & Medical Sciences (6%) compared to the overall average (4%) strongly agreed.
- A greater proportion of faculty in the Arts (24%) compared to the overall average (17%) and to faculty in the Social Sciences (14%) agreed somewhat.
- A greater proportion of faculty in the Social Sciences (44%) compared to the overall average (39%) and to faculty in the Humanities (32%) disagreed somewhat.
- A greater proportion of faculty in the Humanities (31%) compared to the overall average (24%) and to faculty in the Life & Medical Sciences (19%) strongly disagreed.
- A smaller proportion of Associate Professors (2%) compared to the overall average (4%) strongly agreed.
- A greater proportion of Full Professors (19%) compared to the overall average (17%) and to Associate Professors (13%) agreed somewhat.
- A greater proportion of Associate Professors (32%) compared to the overall average (24%) and to Full Professors (21%) strongly disagreed.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**45**	**213**	**259**	**252**	**340**	**1109**
Strongly agree	**9%**	3%	**6%**	3%	3%	4%
Agree somewhat	**24%**	19%	17%	18%	**14%**	17%
Disagree somewhat	31%	**32%**	39%	37%	**44%**	39%
Strongly disagree	22%	**31%**	**19%**	23%	23%	24%
Don't know	13%	15%	19%	19%	15%	17%
Total	100%	100%	100%	100%	100%	100%

GENERAL ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**205**	**205**	**666**	**1076**
Strongly agree	4%	**2%**	5%	4%
Agree somewhat	15%	**13%**	**19%**	17%
Disagree somewhat	38%	40%	39%	39%
Strongly disagree	24%	**32%**	**21%**	24%
Don't know	19%	14%	17%	17%
Total	100%	100%	100%	100%

GROUPED ANALYSIS: (Excludes the 17% of respondents who don't know and combines the "strongly" and "somewhat strongly" responses into totals of "agreed" and "disagreed.") A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Arts (38%) compared to the overall average (25%) and to faculty in the Social Sciences (21%) agreed.
- A greater proportion of Full Professors (29%) compared to the overall average (26%) and to Associate Professors (18%) agreed.
- A greater proportion of Associate Professors (82%) compared to the overall average (74%) disagreed.

GROUPED ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**39**	**181**	**209**	**205**	**290**	**924**
Agree*	**38%**	26%	29%	26%	**21%**	25%
Disagree*	62%	74%	71%	74%	79%	75%
Total	100%	100%	100%	100%	100%	100%

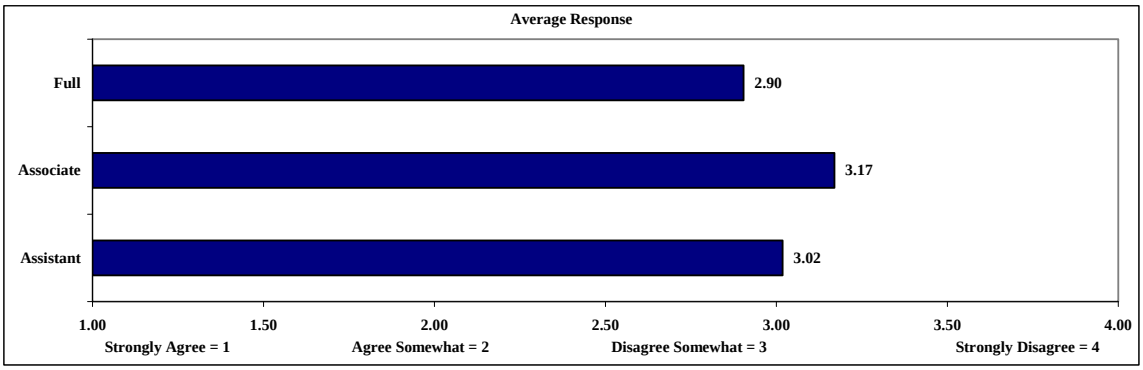
GROUPED ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**166**	**177**	**555**	**898**
Agree*	23%	**18%**	**29%**	26%
Disagree*	77%	**82%**	71%	74%
Total	100%	100%	100%	100%

ANOVA/F-TEST ANALYSIS: (Calculated using a value scale from [1] strongly agreed to [4] strongly disagreed.) A statistically-significant relationship exists between the following groups:

- Associate Professors and
  - Full Professors

ANOVA / F TEST ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**166**	**177**	**555**	**898**
Average*	3.02	3.17	2.90	2.98
Variance	*0.68*	*0.58*	*0.70*	

***Analysis calculated using value scale from 1 (Strongly Agree) to 4 (Strongly Disagree)**



(5d) The existing promotion and tenure processes at UC…are keeping up with the evolution of scholarly communication.

GENERAL ANALYSIS: Among all faculty respondents, 56% strongly disagreed or disagreed somewhat; 18% don't know. A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A smaller proportion of faculty in the Social Sciences (2%) compared to the overall average (4%) strongly agreed.
- A greater proportion of faculty in the Physical Sciences (27%) compared to the overall average (22%) and to faculty in the Social Sciences (18%) and Humanities (17%) agreed somewhat.
- A greater proportion of faculty in the Social Sciences (41%) compared to the overall average (37%) disagreed somewhat.
- A greater proportion of faculty in the Humanities (28%) compared the overall average (19%) and to faculty in the Life & Medical Sciences (13%) strongly disagreed.
- A greater proportion of faculty in the Social Sciences (22%) compared to the overall average (18%) and to faculty in the Physical Sciences (15%) and Humanities (14%) don't know.
- A smaller proportion of Associate Professors (2%) compared to the overall average (4%) strongly agreed.
- A greater proportion of Full Professors (24%) compared to the overall average (22%) and to Assistant Professors (18%) agreed somewhat.
- A greater proportion of Associate Professors (25%) compared to the overall average (19%) strongly disagreed.
- A greater proportion of Assistant Professors (25%) compared to the overall average (18%) don't know.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**45**	**211**	**258**	**252**	**340**	**1106**
Strongly agree	7%	3%	**7%**	5%	**2%**	4%
Agree somewhat	27%	**17%**	24%	**27%**	**18%**	22%
Disagree somewhat	31%	37%	36%	35%	**41%**	37%
Strongly disagree	22%	**28%**	**13%**	18%	18%	19%
Don't know	13%	**14%**	21%	**15%**	**22%**	18%
Total	100%	100%	100%	100%	100%	100%

GENERAL ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**205**	**205**	**663**	**1073**
Strongly agree	4%	**2%**	5%	4%
Agree somewhat	**18%**	19%	**24%**	22%
Disagree somewhat	36%	38%	38%	37%
Strongly disagree	17%	**25%**	17%	19%
Don't know	**25%**	16%	16%	18%
Total	100%	100%	100%	100%

GROUPED ANALYSIS: (Excludes the 18% of respondents who don't know and combines the "strongly" and "somewhat strongly" responses into totals of "agreed" and "disagreed.") A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Life & Medical Sciences and Physical Sciences (each 38%) compared to the overall average (32%) and to faculty in the Social Sciences (26%) and Humanities (24%) agreed.
- A greater proportion of faculty in the Humanities (76%) and Social Sciences (74%) compared to the overall average (68%) and to faculty in the Life & Medical Sciences and Physical Sciences (each 62%) disagreed.

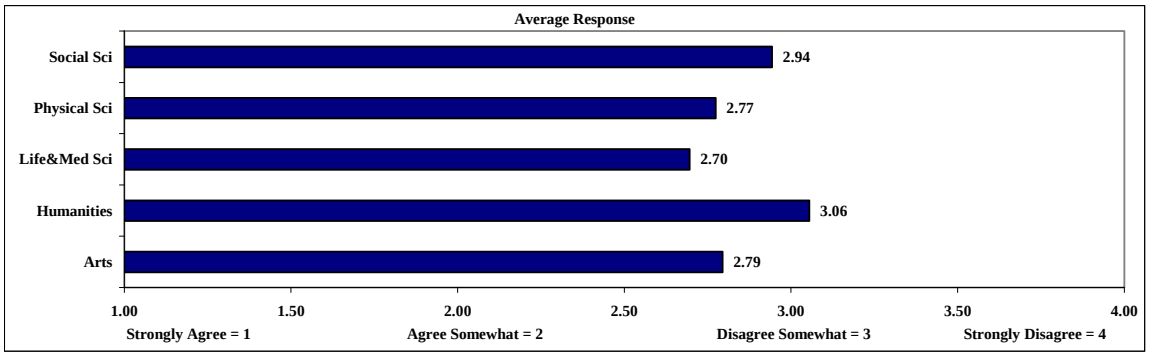
GROUPED ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**39**	**181**	**204**	**213**	**266**	**903**
Agree*	38%	**24%**	**38%**	**38%**	**26%**	32%
Disagree*	62%	**76%**	**62%**	**62%**	**74%**	68%
Total	100%	100%	100%	100%	100%	100%

ANOVA/F-TEST ANALYSIS: (Calculated using a value scale from [1] strongly agreed to [4] strongly disagreed.) A statistically-significant relationship exists between the following groups:

- Humanities faculty and
  - Life & Medical Sciences faculty
  - Physical Sciences faculty
- Life & Medical Sciences faculty and
  - Social Sciences faculty

ANOVA / F TEST ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**39**	**181**	**204**	**213**	**266**	**903**
Average*	2.79	3.06	2.70	2.77	2.94	2.86
Variance	*0.85*	*0.69*	*0.71*	*0.71*	*0.56*	

***Analysis calculated using value scale from 1 (Strongly Agree) to 4 (Strongly Disagree)**



QUESTION 6 - To what extent do you agree or disagree with the following statements?

(a) Scholars' management of copyright is…an important factor in the evolution of scholarly publishing.
(b) Scholars' management of copyright is…an important factor in my own scholarly publishing.
(c) Scholars' management of copyright is…a topic needing faculty discussion and analysis.

(6a) Scholars' management of copyright is…an important factor in the evolution of scholarly publishing.

GENERAL ANALYSIS: Among all faculty respondents, 51% strongly agreed or agreed somewhat, while 23% don't know. A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Arts (43%) and Humanities (25%) compared to the overall average (18%) and to faculty in the Life & Medical Sciences and Physical Sciences (each 11%) strongly agreed.
- A greater proportion of faculty in the Physical Sciences (27%) and Life & Medical Sciences (24%) compared to the overall average (19%) and to faculty in the Social Sciences (16%), Humanities (12%), and Arts (9%) disagreed somewhat.
- A greater proportion of faculty in the Life & Medical Sciences (11%) compared to the overall average (8%) and to faculty in the Humanities (4%) strongly disagreed.
- A smaller proportion of faculty in the Arts (9%) compared to the overall average (23%) don't know.
- A greater proportion of Associate Professors (21%) compared to the overall average (18%) strongly agreed.

- A smaller proportion of Assistant Professors (27%) compared to the overall average (33%) agreed somewhat.
- A greater proportion of Full Professors (22%) compared to the overall average (20%) and to Assistant Professors (16%) and Associate Professors (15%) disagreed somewhat.
- A greater proportion of Assistant Professors (35%) compared to the overall average (23%) and to Full Professors (18%) don't know.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**44**	**213**	**257**	**253**	**338**	**1105**
Strongly agree	**43%**	**25%**	**11%**	**11%**	20%	18%
Agree somewhat	34%	34%	30%	32%	34%	33%
Disagree somewhat	**9%**	**12%**	**24%**	**27%**	**16%**	19%
Strongly disagree	5%	**4%**	**11%**	8%	7%	8%
Don't know	**9%**	25%	24%	22%	23%	23%
Total	100%	100%	100%	100%	100%	100%

GENERAL ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**202**	**205**	**667**	**1074**
Strongly agree	16%	**21%**	17%	18%
Agree somewhat	**27%**	33%	34%	33%
Disagree somewhat	**16%**	**15%**	**22%**	20%
Strongly disagree	6%	6%	8%	8%
Don't know	**35%**	25%	**18%**	23%
Total	100%	100%	100%	100%

GROUPED ANALYSIS: (Excludes the 23% of respondents who don't know and combines the "strongly" and "somewhat strongly" responses into totals of "agreed" and "disagreed.") A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Arts (85%) and Humanities (79%) compared to the overall average (65%) and to faculty in the Physical Sciences (56%) and Life & Medical Sciences (54%) agreed.
- A greater proportion of faculty in the Life & Medical Sciences (46%) and Physical Sciences (44%) compared to the overall average (35%) and to faculty in the Social Sciences (30%), Humanities (21%), and Arts (15%) disagreed.

GROUPED ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**40**	**160**	**196**	**198**	**261**	**855**
Agree*	**85%**	**79%**	**54%**	**56%**	70%	65%
Disagree*	**15%**	**21%**	**46%**	**44%**	**30%**	35%
Total	100%	100%	100%	100%	100%	100%

ANOVA/F-TEST ANALYSIS: (Calculated using a value scale from [1] strongly agreed to [4] strongly disagreed.) A statistically-significant relationship exists between the following groups:

- Arts faculty and
  - Life & Medical Sciences faculty
  - Physical Sciences faculty

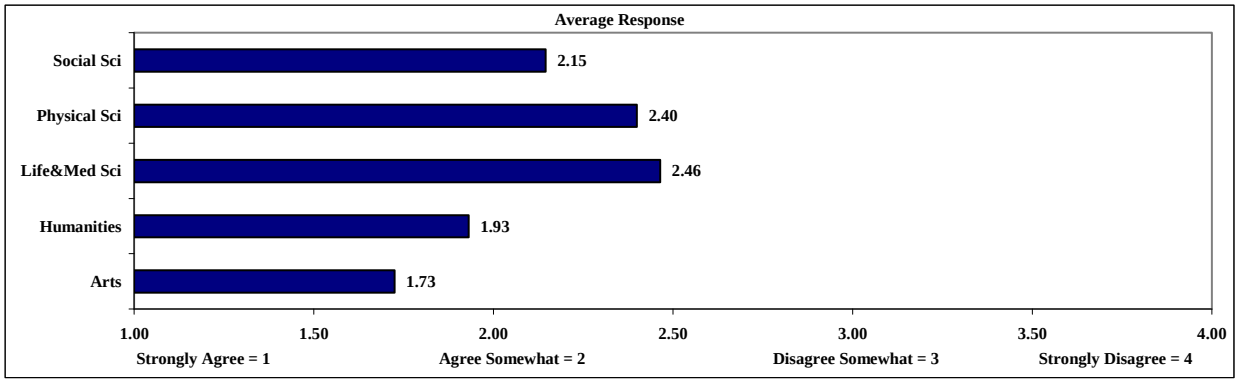
- Humanities faculty and
  - Life & Medical Sciences faculty
  - Physical Sciences faculty

- Life & Medical Sciences faculty and
  - Social Sciences faculty

- Physical Sciences faculty and
  - Social Sciences faculty

ANOVA / F TEST ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**40**	**160**	**196**	**198**	**261**	**855**
Average*	1.73	1.93	2.46	2.40	2.15	2.22
Variance	*0.72*	*0.69*	*0.84*	*0.74*	*0.82*	

***Analysis calculated using value scale from 1 (Strongly Agree) to 4 (Strongly Disagree)**



(6b) Scholars' management of copyright is…an important factor in my own scholarly publishing.

GENERAL ANALYSIS: Among all faculty respondents, 50% strongly or somewhat disagreed; 12% don't know. A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Arts (40%) and Humanities (16%) compared to the overall average (11%) and to faculty in the Physical Sciences (8%) and Life & Medical Sciences (6%) strongly agreed.
- A greater proportion of faculty in the Humanities (36%) compared to the overall average (28%) and to faculty in the Physical Sciences (24%) and Life & Medical Sciences (22%) agreed somewhat.
- A greater proportion of faculty in the Physical Sciences (34%) compared to the overall average (30%) and to faculty in the Humanities (21%) and Arts (14%) disagreed somewhat.
- A greater proportion of faculty in the Life & Medical Sciences (26%) and Physical Sciences (25%) compared to the overall average (20%) and to faculty in the Social Sciences (17%), Humanities (13%), and Arts (7%) strongly disagreed.

- A smaller proportion of faculty in the Physical Sciences (10%) compared to the overall average (12%) don't know.
- A greater proportion of Associate Professors (34%) compared to the overall average (28%) and to Assistant Professors (22%) agreed somewhat.
- A smaller proportion of Associate Professors (25%) compared to the overall average (30%) disagreed somewhat.
- A greater proportion of Full Professors (22%) compared to the overall average (19%) and to Assistant Professors (16%) and Associate Professors (14%) strongly disagreed.
- A greater proportion of Assistant Professors (22%) and Associate Professors (14%) compared to the overall average (12%) and to Full Professors (8%) don't know.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**42**	**211**	**258**	**252**	**338**	**1101**
Strongly agree	**40%**	**16%**	**6%**	**8%**	10%	11%
Agree somewhat	31%	**36%**	**22%**	**24%**	30%	28%
Disagree somewhat	**14%**	**21%**	33%	**34%**	31%	30%
Strongly disagree	**7%**	**13%**	**26%**	**25%**	**17%**	20%
Don't know	7%	13%	13%	**10%**	12%	12%
Total	100%	100%	100%	100%	100%	100%

GENERAL ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**202**	**204**	**663**	**1069**
Strongly agree	10%	12%	11%	11%
Agree somewhat	**22%**	**34%**	28%	28%
Disagree somewhat	30%	**25%**	32%	30%
Strongly disagree	**16%**	**14%**	**22%**	19%
Don't know	**22%**	**14%**	**8%**	12%
Total	100%	100%	100%	100%

GROUPED ANALYSIS: (Excludes the 12% of respondents who don't know, and combines the "strongly" and "somewhat strongly" responses into totals of "agreed" and "disagreed.") A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Arts (77%) and Humanities (60%) compared to the overall average (44%) and to faculty in the Physical Sciences (35%) and Life & Medical Sciences (33%) agreed.
- A greater proportion of faculty in the Life & Medical Sciences (67%) and Physical Sciences (65%) compared to the overall average (56%) and the Humanities (40%) disagreed.
- A greater proportion of Associate Professors (54%) compared to the overall average (44%) agreed.
- A smaller proportion of Associate Professors (46%) compared to the overall average (56%) disagreed.

GROUPED ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**39**	**183**	**224**	**228**	**298**	**972**
Agree*	**77%**	**60%**	**33%**	**35%**	46%	44%
Disagree*	**23%**	**40%**	**67%**	**65%**	54%	56%
Total	100%	100%	100%	100%	100%	100%

GROUPED ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**158**	**175**	**611**	**944**
Agree*	41%	**54%**	42%	44%
Disagree*	59%	**46%**	58%	56%
Total	100%	100%	100%	100%

ANOVA/F-TEST ANALYSIS: (Calculated using a value scale from [1] strongly agreed to [4] strongly disagreed.) A statistically-significant relationship exists between the following groups:

- Humanities faculty and
  - Life & Medical Sciences faculty
  - Physical Sciences faculty
  - Social Sciences faculty

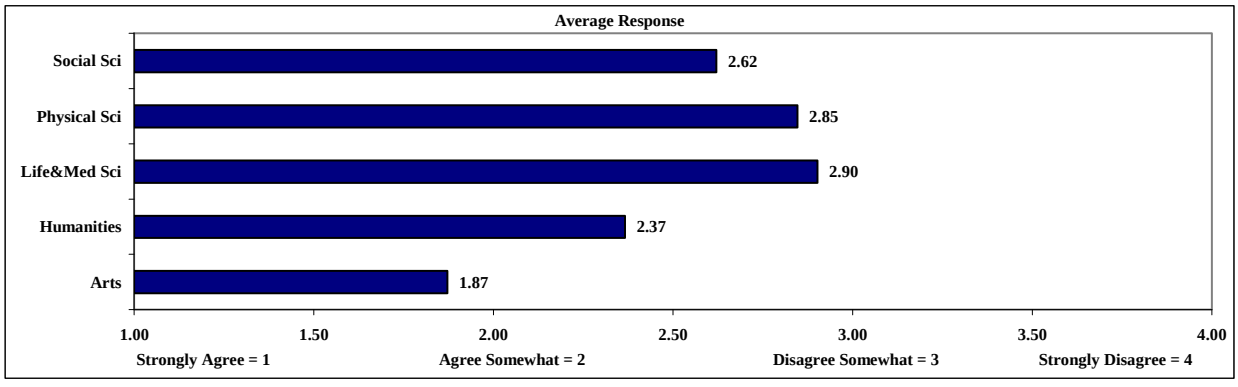
- Life & Medical Sciences faculty and
  - Social Sciences faculty

- Arts faculty and
  - Humanities faculty
  - Life & Medical Sciences faculty
  - Physical Sciences faculty
  - Social Sciences faculty

- Associate Professors and
  - Full Professors

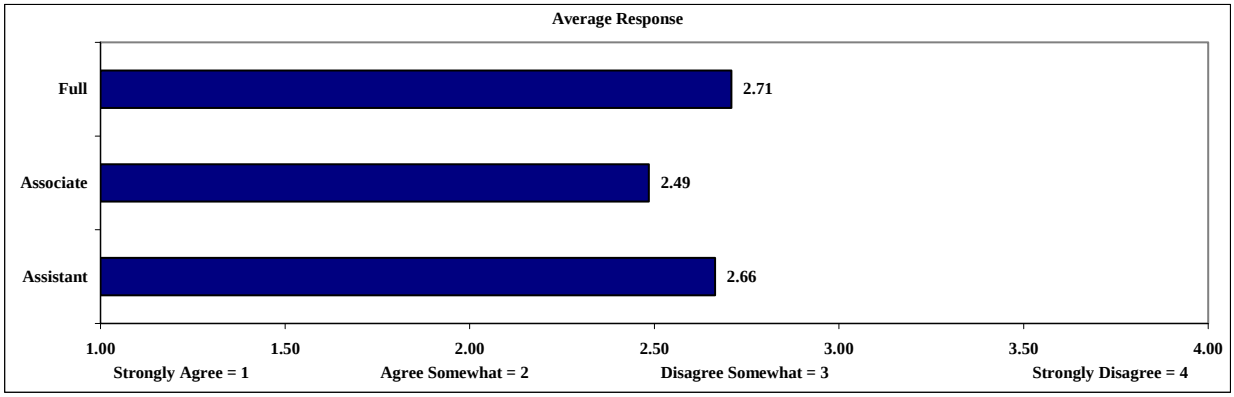
ANOVA / F TEST ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**39**	**183**	**224**	**228**	**298**	**972**
Average*	1.87	2.37	2.90	2.85	2.62	2.66
Variance	*0.90*	*0.91*	*0.83*	*0.85*	*0.84*	

***Analysis calculated using value scale from 1 (Strongly Agree) to 4 (Strongly Disagree)**



ANOVA / F TEST ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**158**	**175**	**611**	**944**
Average*	2.66	2.49	2.71	2.66
Variance	*0.89*	*0.87*	*0.92*	

***Analysis calculated using value scale from 1 (Strongly Agree) to 4 (Strongly Disagree)**



(6c) Scholars' management of copyright is…a topic needing faculty discussion and analysis.

GENERAL ANALYSIS: Among all faculty respondents, 60% strongly agreed or agreed somewhat; 18% don't know. A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank[16].

- A greater proportion of faculty in the Arts (50%) and Humanities (32%) compared to the overall average (25%) and to faculty in the Life & Medical Sciences (21%) and Physical Sciences (18%) strongly agreed.
- A greater proportion of faculty in the Humanities (40%) compared to the overall average (35%) agreed somewhat.
- A greater proportion of faculty in the Physical Sciences (19%) compared to the overall average (15%) and to faculty in the Humanities (10%) and Arts (7%) strongly disagreed.
- A greater proportion of faculty in the Physical Sciences (10%) compared to the overall average (7%) and to faculty in the Humanities (4%) and Arts (2%) disagreed somewhat.
- A smaller proportion of faculty in the Arts (5%) and Humanities (14%) compared to the overall average (18%) don't know.
- A smaller proportion of Assistant Professors (18%) compared to the overall average (24%) strongly agreed.
- A greater proportion of Full Professors (8%) compared to the overall average (7%) and to Associate Professors (5%) and Assistant Professors (4%) strongly disagreed.
- A greater proportion of Assistant Professors (29%) compared to the overall average (18%) and to Full Professors (16%) and Associate Professors (14%) don't know.

[16] After "don't know" responses are removed.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**44**	**213**	**258**	**253**	**338**	**1106**
Strongly agree	**50%**	**32%**	**21%**	**18%**	25%	25%
Agree somewhat	36%	**40%**	33%	33%	36%	35%
Disagree somewhat	**7%**	**10%**	17%	**19%**	14%	15%
Strongly disagree	**2%**	**4%**	9%	**10%**	6%	7%
Don't know	**5%**	**14%**	20%	20%	20%	18%
Total	100%	100%	100%	100%	100%	100%

GENERAL ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**203**	**205**	**665**	**1073**
Strongly agree	**18%**	27%	25%	24%
Agree somewhat	35%	40%	34%	36%
Disagree somewhat	13%	14%	16%	15%
Strongly disagree	**4%**	**5%**	**8%**	7%
Don't know	**29%**	**14%**	**16%**	18%
Total	100%	100%	100%	100%

GROUPED ANALYSIS: (Excludes the 18% of respondents who don't know, and combines the "strongly" and "somewhat strongly" responses into totals of "agreed" and "disagreed.") A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Arts (90%) and Humanities (83%) compared to the overall average (73%) and to faculty in the Physical Sciences (64%) agreed.

- A greater proportion of faculty in the Physical Sciences (36%) and Life & Medical Sciences (32%) compared to the overall average (27%) and to faculty in the Humanities (17%) and Arts (10%) disagreed.

GROUPED ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**42**	**184**	**206**	**203**	**270**	**905**
Agree*	**90%**	**83%**	68%	**64%**	75%	73%
Disagree*	**10%**	**17%**	**32%**	**36%**	25%	27%
Total	100%	100%	100%	100%	100%	100%

ANOVA/F-TEST ANALYSIS: (Calculated using a value scale from [1] strongly agreed to [4] strongly disagreed.) A statistically-significant relationship exists between the following groups:

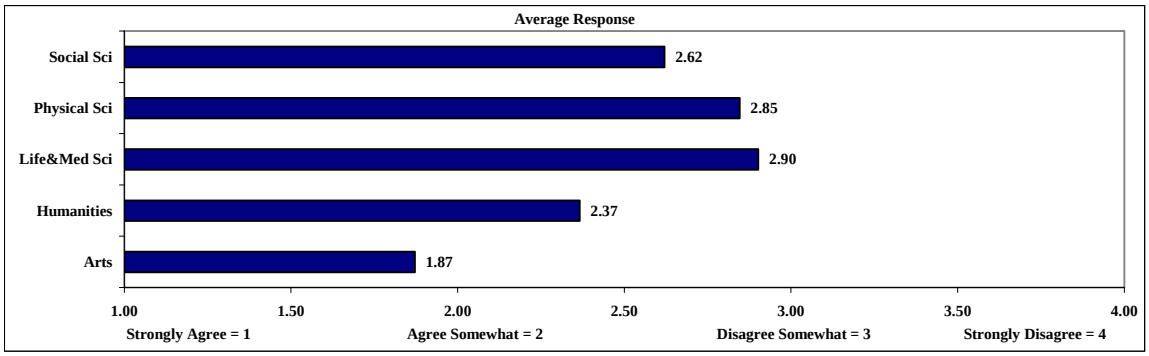
- Arts faculty and
  - Life & Medical Sciences faculty
  - Physical Sciences faculty
  - Social Sciences faculty

- Humanities faculty and
  - Life & Medical Sciences faculty
  - Physical Sciences faculty

- Physical Sciences faculty and
  - Social Sciences faculty

ANOVA / F TEST ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**42**	**184**	**206**	**203**	**270**	**905**
Average*	1.60	1.85	2.17	2.27	2.01	2.05
Variance	*0.54*	*0.67*	*0.88*	*0.89*	*0.78*	

***Analysis calculated using value scale from 1 (Strongly Agree) to 4 (Strongly Disagree)**



QUESTION 7 - How do you approach the copyright terms in your publication contracts?

GENERAL ANALYSIS: Among all faculty respondents, 59% examine and sign the contract; 34% don't examine the contract before signing. A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Physical Sciences (48%) and Life & Medical Sciences (47%) compared to the overall average (34%) and to faculty in the Social Sciences (26%), Humanities (17%), and Arts (13%) don't examine contracts.
- A greater proportion of faculty in the Humanities (77%) compared to the overall average (59%) and to faculty in the Life & Medical Sciences and Physical Sciences (each 50%) examine and sign publication contracts.
- A greater proportion of faculty in the Arts (20%) and Social Sciences (14%) compared to the overall average (7%) and to faculty in the Life & Medical Sciences (3%) and Physical Sciences (2%) modify contracts.
- A greater proportion of Assistant Professors (40%) compared to the overall average (34%) don't examine contracts.
- A greater proportion of Associate Professors (67%) compared to the overall average (59%) examine and sign contracts.
- A greater proportion of Full Professors (10%) compared to the overall average (7%) and to Assistant Professors (5%) and Associate Professors (2%) modify contracts.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**45**	**213**	**260**	**256**	**343**	**1117**
Don't examine	**13%**	**17%**	**47%**	**48%**	**26%**	34%
Examine & Sign	67%	**77%**	**50%**	**50%**	60%	59%
Modify	**20%**	6%	**3%**	**2%**	**14%**	7%
Total	100%	100%	100%	100%	100%	100%

GENERAL ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**205**	**205**	**673**	**1083**
Don't examine	**40%**	31%	33%	34%
Examine & Sign	55%	**67%**	58%	59%
Modify	**5%**	**2%**	**10%**	7%
Total	100%	100%	100%	100%

QUESTION 8 - If you have modified the copyright terms of a publication contract, what actions have you taken?

GENERAL ANALYSIS: Among all faculty respondents, 55% said that they have replaced terms in a publication contract, and 48% have attached an addendum. No statistically-significant relationship exists between faculty responses and discipline, or between faculty responses and rank.

QUESTION 9 - To what degree do you adhere to all copyright terms of your publication contracts?

GENERAL ANALYSIS: Among all faculty respondents, 48% were "not sure/don't pay attention" to whether they adhere to all copyright terms in their publication contracts." A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Arts (49%), Humanities (45%), and Social Sciences (39%) compared to the overall average (33%) and to faculty in the Life & Medical Sciences (27%) and Physical Sciences (21%) adhere to copyright terms all the time.
- A greater proportion of faculty in the Arts (28%) compared to the overall average (19%) adhere to copyright terms from time to time.
- A greater proportion of faculty in the Physical Sciences (60%) and Life & Medical Sciences (55%) compared to the overall average (48%) and to faculty in the Social Sciences (42%), Humanities (39%), and Arts (23%) do not pay attention to copyright terms or are not sure if they adhere to them.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**43**	**210**	**257**	**256**	**332**	**1098**
All the time	**49%**	**45%**	**27%**	**21%**	**39%**	33%
Time to time	**28%**	16%	18%	20%	19%	19%
Not Sure / No attention	**23%**	**39%**	**55%**	**60%**	**42%**	48%
Total	100%	100%	100%	100%	100%	100%

QUESTION 10 - In cases where you would prefer to retain some copyright rights but do not negotiate with publishers to do so, what is the most important factor that prevents you from doing so?

GENERAL ANALYSIS: Among all faculty respondents, 39% had not thought about this issue; 23% said that it was too much trouble to negotiate with a publisher. A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A smaller proportion of faculty in the Physical Sciences (9%) compared to the overall average (14%) said they do not have the knowledge to negotiate.
- A greater proportion of faculty in the Life & Medical Sciences and Physical Sciences (each 48%) compared to the overall average (39%) and to faculty in the Humanities (32%), Social Sciences (31%), and Arts (23%) had not thought about this issue.
- A greater proportion of faculty in the Arts (30%), Humanities (25%) and Social Sciences (24%) compared to the overall average (19%) and to faculty in the Life & Medical Sciences (15%) and Physical Sciences (10%) said they must publish to get tenure, merit increases, or promotions.
- A greater proportion of faculty in the Physical Sciences (30%) compared to the overall average (23%) and to faculty I n the Humanities (19%) and Life & Medical Sciences (18%) said it is too much trouble to negotiate with publishers.
- A greater proportion of faculty in the Arts (16%) and Humanities (8%) compared to the overall average (5%) and to faculty in the Life & Medical Sciences and Physical Sciences (each 3%) had other concerns about negotiating with publishers.
- A greater proportion of Full Professors (16%) compared to the overall average (14%) and to Assistant Professors (9%) said they do not have the knowledge to negotiate with publishers.
- A greater proportion of Assistant Professors (37%) and Associate Professors (28%) compared to the overall average (20%) and to Full Professors (11%) said they must publish to get tenure, merit increases, or promotions.
- A greater proportion of Full Professors (28%) compared to the overall average (24%) and to Assistant Professors (10%) said it is too much trouble to negotiate with publishers.
- A greater proportion of Full Professors (7%) compared to the overall average (5%) and to Associate Professors (3%) and Assistant Professors (2%) had other concerns about negotiating with publishers.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**43**	**204**	**249**	**242**	**330**	**1068**
Do not have knowledge to negotiate	14%	15%	16%	**9%**	15%	14%
I have not thought about this issue	**23%**	**32%**	**48%**	**48%**	**31%**	39%
Must publish to get tenure, merit increases, or promotion	**30%**	**25%**	**15%**	**10%**	**24%**	19%
Too much trouble to negotiate w/ publisher	16%	**19%**	**18%**	**30%**	25%	23%
Other	**16%**	**8%**	**3%**	**3%**	5%	5%
Total	100%	100%	100%	100%	100%	100%

GENERAL ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**201**	**200**	**636**	**1037**
Do not have knowledge to negotiate	**9%**	12%	**16%**	14%
I have not thought about this issue	40%	34%	38%	38%
Must publish to get tenure, merit increases, or promotion	**37%**	**28%**	**11%**	20%
Too much trouble to negotiate with the publisher	**10%**	24%	**28%**	24%
Other	**2%**	**3%**	**7%**	5%
Total	100%	100%	100%	100%

QUESTION 11 - Are there instances in which you have refused to sign a publication contract because of concern about the copyright terms, thereby forgoing the opportunity to publish in that journal?

GENERAL ANALYSIS: Among all faculty respondents, 90% said no; 6% said it is not applicable. A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Arts (23%) compared to the overall average (4%) answered yes.
- A smaller proportion of faculty in the Arts (68%) compared to the overall average (90%) answered no.
- A greater proportion of faculty in the Humanities (8%) compared to the overall average (6%) and to faculty in the Physical Sciences faculty (4%) said the question was not applicable.
- A greater proportion of Full Professors (5%) compared to the overall average (4%) and to Assistant Professors and Associate Professors (each 1%) answered yes.
- A greater proportion of Assistant Professors (9%) compared to the overall average (6%) and to Full Professors (4%) said the question was not applicable.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**44**	**211**	**259**	**254**	**337**	**1105**
Yes	**23%**	2%	3%	3%	3%	4%
No	**68%**	90%	92%	94%	90%	90%
Not Applicable	9%	**8%**	5%	**4%**	7%	6%
Total	100%	100%	100%	100%	100%	100%

GENERAL ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**205**	**204**	**664**	**1073**
Yes	**1%**	**1%**	**5%**	4%
No	90%	92%	90%	90%
Not Applicable	**9%**	7%	**4%**	6%
Total	100%	100%	100%	100%

ANOVA/F-TEST ANALYSIS: (Calculated using a value scale from [1] yes to [2] no). A statistically-significant relationship exists between the following groups:

- Arts faculty and
  - Humanities faculty

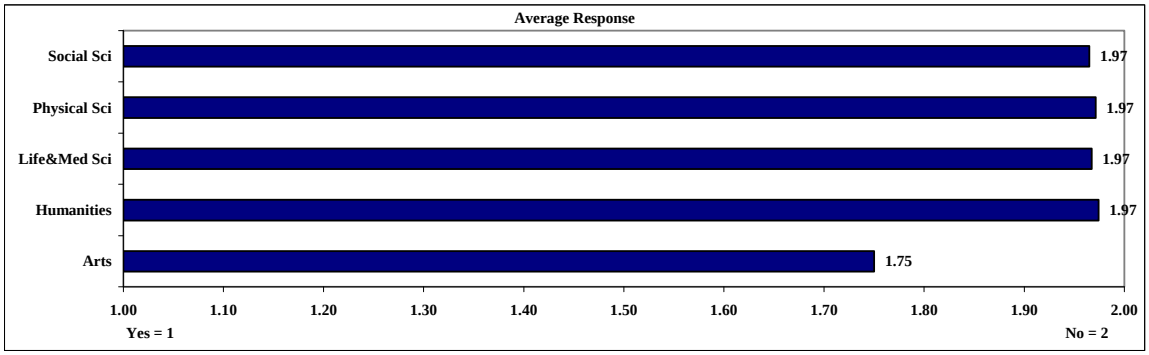
  - Life & Medical Sciences faculty
  - Physical Sciences faculty
  - Social Sciences faculty

- Assistant professors and
  - Full professors

- Associate professors and
  - Full professors

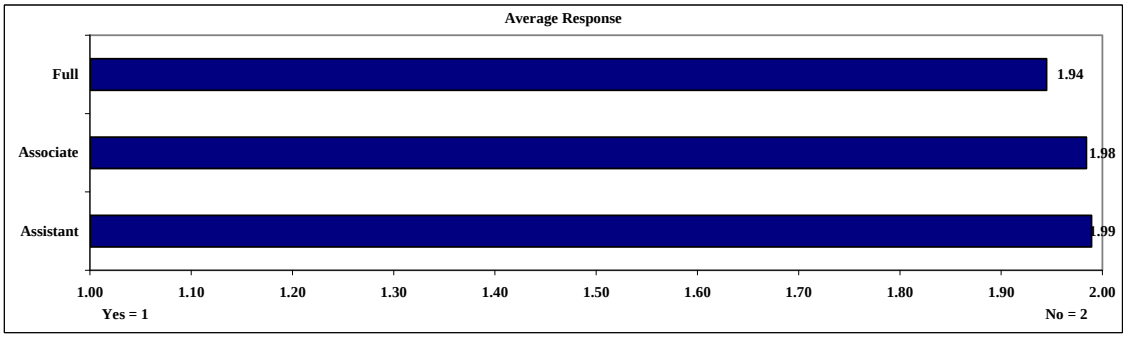
ANOVA / F TEST ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**40**	**194**	**245**	**245**	**315**	**1039**
Average*	1.75	1.97	1.97	1.97	1.97	1.96
Variance	*0.19*	*0.03*	*0.03*	*0.03*	*0.03*	

***Analysis calculated using value scale from 1 (Yes) to 2 (No)**



ANOVA / F TEST ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**186**	**190**	**635**	**1011**
Average*	1.99	1.98	1.94	1.96
Variance	*0.01*	*0.02*	*0.05*	

***Analysis calculated using value scale from 1 (Yes) to 2 (No)**



QUESTION 12 - To what degree are you concerned that transferring copyright to a publisher may limit your ability to perform the following activities?

(a) Put materials on a website or in an institutional repository
(b) Use the materials in a class that you or others are teaching without asking for permission from the publisher
(c) Make the materials available for course packs without asking for permission from the publisher
(d) Use in or submit the materials to an anthology
(e) Create a derivative work based on the material

(12a) Put materials on a website or in an institutional repository

GENERAL ANALYSIS: Among all faculty respondents, 52% are concerned. A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A smaller proportion of faculty in the Life & Medical Sciences (46%) compared to the overall average (52%) are concerned.
- A smaller proportion of faculty in the Social Sciences (25%) compared to the overall average (29%) are not concerned.
- A greater proportion of faculty in the Life & Medical Sciences (24%) compared to the overall average (19%) and to faculty in the Physical Sciences (12%) had not thought about this issue.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	44	209	258	252	338	1101
Concerned	57%	49%	**46%**	56%	56%	52%
Not concerned	27%	31%	29%	32%	**25%**	29%
Not thought about it	16%	20%	**24%**	**12%**	19%	19%
Total	100%	100%	100%	100%	100%	100%

(12b) Use the materials in a class that you or others are teaching without asking for permission from the publisher

GENERAL ANALYSIS: Among all faculty respondents, 46% are not concerned. A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Arts (56%) compared to the overall average (40%) and to faculty in the Physical Sciences (35%) are concerned.
- A smaller proportion of faculty in the Arts (33%) and Humanities (38%) compared to the overall average (46%) are not concerned.
- A greater proportion of faculty in the Humanities (17%) compared to the overall average (14%) and to faculty in the Social Sciences (10%) had not thought about it.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	43	207	257	250	334	1091
Concerned	**56%**	45%	38%	**35%**	41%	40%
Not concerned	**33%**	**38%**	46%	50%	49%	46%
Not thought about it	12%	**17%**	16%	15%	**10%**	14%
Total	100%	100%	100%	100%	100%	100%

(12c) Make the materials available for course packs without asking for permission from the publisher

GENERAL ANALYSIS: Among all faculty respondents, 45% are concerned. A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Arts (57%) compared to the overall average (45%) and to faculty in the Physical Sciences (37%) are concerned about this issue.
- A smaller proportion of faculty in the Humanities (34%) compared to the overall average (38%) are not concerned.
- A greater proportion of faculty in the Physical Sciences (21%) and Life & Medical Sciences (20%) compared to the overall average (17%) and to faculty in the Social Sciences (11%) and Arts (7%) had not thought about this issue.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**42**	**205**	**244**	**239**	**321**	**1051**
Concerned	**57%**	48%	44%	**37%**	47%	45%
Not concerned	36%	**34%**	35%	41%	42%	38%
Not thought about it	**7%**	18%	**20%**	**21%**	**11%**	17%
Total	100%	100%	100%	100%	100%	100%

(12d) Use or submit the materials to an anthology

GENERAL ANALYSIS: Among all faculty respondents, 41% are concerned. A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Arts (68%), Humanities (59%), and Social Sciences (48%) compared to the overall average (41%) and to faculty in the Life & Medical Sciences (30%) and Physical Sciences (24%) are concerned about this issue.
- A smaller proportion of faculty in the Humanities (26%) compared to the overall average (33%) are not concerned.
- A greater proportion of faculty in the Life & Medical Sciences (37%) and Physical Sciences (33%) compared to the overall average (26%) and to faculty in the Social Sciences (21%) and Humanities (15%) had not thought about it.
- A smaller proportion of Assistant Professors (33%) compared to the overall average (41%) are concerned.
- A greater proportion of Full Professors (35%) compared to the overall average (33%) are not concerned.

- A greater proportion of Assistant Professors (37%) compared to the overall average (26%) and to Full Professors (22%) had not thought about it.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**44**	**208**	**258**	**250**	**336**	**1096**
Concerned	**68%**	**59%**	**30%**	**24%**	**48%**	41%
Not concerned	25%	**26%**	33%	43%	31%	33%
Not thought about it	**7%**	**15%**	**37%**	**33%**	**21%**	26%
Total	100%	100%	100%	100%	100%	100%

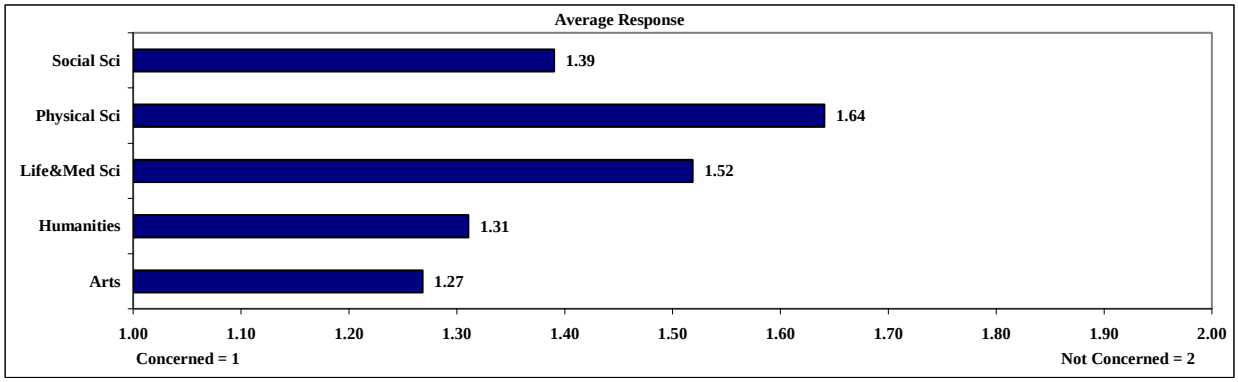
GENERAL ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**203**	**204**	**657**	**1064**
Concerned	**33%**	46%	42%	41%
Not concerned	29%	29%	**35%**	33%
Not thought about it	**37%**	25%	**22%**	26%
Total	100%	100%	100%	100%

ANOVA/F-TEST ANALYSIS (Calculated using a value scale from [1] concerned to [2] not concerned.) A statistically-significant relationship exists between the following groups:

- Arts faculty and
  - Life & Medical Sciences faculty
  - Physical Sciences faculty
- Humanities faculty and
  - Life & Medical Sciences
  - Physical Sciences faculty
- Physical Sciences faculty and
  - Social Sciences faculty

ANOVA / F TEST ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**41**	**177**	**162**	**167**	**264**	**811**
Average*	1.27	1.31	1.52	1.64	1.39	1.44
Variance	*0.20*	*0.22*	*0.25*	*0.23*	*0.24*	

***Analysis calculated using value scale from 1 (Concerned) to 2 (Not concerned)**



(12e) Create a derivative work based on the material

GENERAL ANALYSIS: Among all faculty respondents, 40% are not concerned. A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Arts (55%), Humanities (43%), and Social Sciences (41%) compared to the overall average (37%) and to faculty in the Life & Medical Sciences (32%) and Physical Sciences (28%) are concerned.
- A greater proportion of faculty in the Physical Sciences (49%) compared to the overall average (40%) and to faculty in the Arts (30%) are not concerned about this issue.
- A greater proportion of faculty in the Life & Medical Sciences (32%) compared to the overall average (23%) and to faculty in the Social Sciences (20%) and Humanities (18%) had not thought about this issue.
- A greater proportion of Full Professors (43%) compared to the overall average (40%) and to Assistant Professors (30%) are not concerned about this issue.
- A greater proportion of Assistant Professors (34%) compared to the overall average (23%) and to Full Professors (20%) had not thought about this issue.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	44	210	259	251	336	1100
Concerned	**55%**	**43%**	**32%**	**28%**	**41%**	37%
Not concerned	**30%**	39%	36%	**49%**	39%	40%
Not thought about it	16%	**18%**	**32%**	23%	**20%**	23%
Total	100%	100%	100%	100%	100%	100%

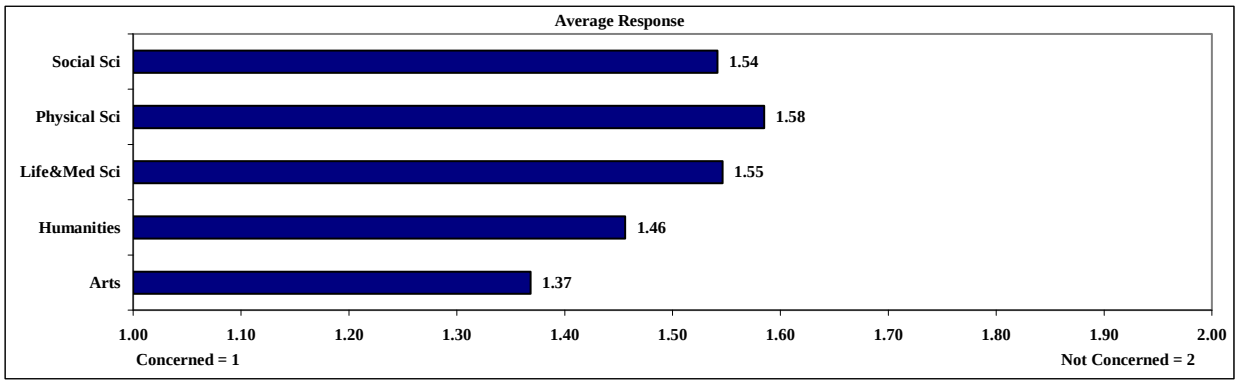
GENERAL ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**204**	**204**	**660**	**1068**
Concerned	35%	35%	38%	37%
Not concerned	**30%**	40%	**43%**	40%
Not thought about it	**34%**	25%	**20%**	23%
Total	100%	100%	100%	100%

ANOVA/F-TEST ANALYSIS (Calculated using a value scale from [1] concerned to [2] not concerned). A statistically-significant relationship exists between the following groups:

- Arts faculty and
  - Physical Sciences faculty
- Humanities faculty and
  - Physical Sciences faculty
- Physical Sciences faculty and
  - Social Sciences faculty

ANOVA / F TEST ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**38**	**171**	**216**	**212**	**301**	**938**
Average*	1.37	1.46	1.55	1.58	1.54	1.53
Variance	*0.24*	*0.25*	*0.25*	*0.24*	*0.25*	

***Analysis calculated using value scale from 1 (Concerned) to 2 (Not concerned)**



QUESTION 13 - What single factor would help you the most in negotiating or modifying the copyright terms of a publication contract?

GENERAL ANALYSIS: Among all faculty respondents, 42% would like precise instructions and examples of how to negotiate or modify copyright terms. A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Humanities (54%) and Social Sciences (46%) compared to the overall average (42%) and to faculty in the Physical Sciences (29%) would like precise instructions and examples.
- A greater proportion of faculty in the Physical Sciences (46%) and Life & Medical Sciences (44%) compared to the overall average (36%) and to faculty in the Social Sciences (31%) and Humanities (22%) would like someone to advise them about modifying the terms of a contract for them.
- A greater proportion of faculty in the Social Sciences (18%) compared to the overall average (15%) and to faculty in the Life & Medical Sciences (11%) would like it if they knew they would not be penalized for refusing to sign a standard contract.
- A greater proportion of faculty in the Arts (14%) and Physical Sciences faculty (12%) compared to the overall average (8%) and to faculty in the Social Sciences (5%) had other concerns about publishing contracts.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**43**	**202**	**246**	**246**	**324**	**1061**
If I had precise instructions and examples of how to do it	37%	**54%**	39%	**29%**	**46%**	42%
If I had someone to do it for me	30%	**22%**	**44%**	**46%**	**31%**	36%
If knew would not be penalized for refusing to sign standard contract	19%	15%	**11%**	13%	**18%**	15%
Other	**14%**	8%	6%	**12%**	**5%**	8%
Total	100%	100%	100%	100%	100%	100%

QUESTION 14 - In May 2006, a special committee of the UC Academic Council forwarded a proposal for faculty to routinely grant to the University a limited, non-exclusive license to place their scholarly publications in a non-commercial, publicly accessible online repository. Under the proposal, granting such a license would be the default situation, although faculty could opt out when necessary. To what extent are you aware of this proposal?

GENERAL ANALYSIS: Among all faculty respondents, 75% are not aware of the proposal. No statistically-significant relationship exists between faculty responses and discipline or between faculty responses and rank.

QUESTION 15 - Based on your current level of knowledge, would you be in favor of this proposal?

GENERAL ANALYSIS: Among all faculty respondents, 47% would be in favor of the proposal. A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Arts (35%) and Humanities (25%) compared to the overall average (22%) and to faculty in the Physical Sciences (18%) understand the proposal but are not sure if they are in favor of it.
- A greater proportion of faculty in the Humanities (13%) compared to the overall average (7%) and to faculty in the Life & Medical Sciences (5%) weren't in favor of the proposal.
- A greater proportion of faculty in the Physical Sciences (54%) compared to the overall average (47%) and to faculty in the Humanities (40%) and Arts (33%) were in favor of the proposal.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**43**	**208**	**257**	**250**	**337**	**1095**
I do not understand the proposal	26%	21%	24%	22%	26%	23%
I understand the proposal, but I am not sure	**35%**	**25%**	21%	**18%**	21%	22%
No	7%	**13%**	**5%**	6%	6%	7%
Yes	**33%**	**40%**	50%	**54%**	47%	47%
Total	100%	100%	100%	100%	100%	100%

QUESTION 16 - Please tell us which of the following activities you would be willing to undertake.

(a) I would be willing to encourage my society's publication board to make its copyright policy more author-friendly.
(b) I would be willing to encourage my society to seek alternative sources of revenue rather than relying on subscription fees to support society activities.
(c) Before signing a publishing contract, I would be willing to strikeout and modify its language to change the contract from granting "exclusive" rights to the publisher to granting "non-exclusive" rights to the publisher.
(d) I would be willing to submit my scholarly output solely to publishers who require only the right of first publication and no other right.
(e) I would be willing to encourage publishers to experiment with business models in order to reduce or eliminate barriers – including subscription costs – to readers.
(f) None of the above.

GENERAL ANALYSIS: Among all faculty respondents, 50% would be willing to encourage their societies' publication boards to make copyright policy more author-friendly, and 49% said that they would be willing to strike out and modify a publication contract's language to change the contract from granting "exclusive" rights to the publisher to granting "non-exclusive" rights to the publisher. No statistically-significant relationship exists between faculty responses and discipline, or between faculty responses and rank.

QUESTION 17 - Traditionally, libraries and individuals pay for scholarly journals and books. Alternative ways to disseminate scholarship are emerging, several of which - in pursuit of open access - make the content available at no cost to the reader or library, with production costs covered elsewhere.

What is your level of knowledge about the following alternative forms of scholarly dissemination?

(a) Institutionally-based repositories of open-access content
(b) Discipline-based repositories of open-access content
(c) Fully open-access journals (all journal articles freely available without university or individual subscription)
(d) Blogs/wikis

(17a) Institutionally-based repositories of open-access content

GENERAL ANALYSIS: Among all faculty respondents, 82% said that they are "not aware of" or "aware of but don't know much" about institutionally-based repositories of open-access content. A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank. No statistically-significant relationship exists between faculty responses and discipline or between faculty responses and rank.

(17b) Discipline-based repositories of open-access content

GENERAL ANALYSIS: Among all faculty respondents, 79% said that they are "not aware of" or are "aware of but don't know much" about discipline-based repositories of open-access content. A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Arts (48%) compared to the overall average (37%) and to faculty in the Physical Sciences (26%) are not aware of discipline-based repositories.
- A smaller proportion of faculty in the Physical Sciences (34%) compared to the overall average (42%) are aware of discipline-based repositories but don't know much about them.
- A greater proportion of faculty in the Physical Sciences faculty (17%) compared to the overall average (12%) and Arts (7%) are knowledgeable about them.
- A greater proportion of faculty in the Physical Sciences (24%) compared to the overall average (8%) and to faculty in the Social Sciences (5%) and Humanities and Life & Medical Sciences (each 3%) have used discipline-based repositories to disseminate their work.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**44**	**205**	**254**	**249**	**332**	**1084**
Not aware	**48%**	40%	40%	**26%**	40%	37%
Aware, but don't know much	39%	46%	46%	**34%**	44%	42%
Knowledgeable	**7%**	11%	11%	**17%**	12%	12%
Used to disseminate work	7%	**3%**	**3%**	**24%**	**5%**	8%
Total	100%	100%	100%	100%	100%	100%

17(c) Fully open-access journals (all journal articles freely available without university or individual subscription)

GENERAL ANALYSIS: Among all faculty respondents, 64% said that they "were not aware of" or are "aware of but don't know much" about fully open-access journals; 26% of respondents said that they were knowledgeable. A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Arts (35%), Humanities (33%), and Social Sciences (27%) compared to the overall average (24%) and Life & Medical Sciences (10%) are not aware of open-access journals.
- A greater proportion of faculty in the Social Sciences (46%) compared to the overall average (40%) and to faculty in the Physical Sciences (35%) are aware of fully open-access journals but don't know much about them.
- A greater proportion of faculty in the Life & Medical Sciences (43%) compared to the overall average (26%) and to faculty in the Social Sciences (20%) and Humanities (19%) are knowledgeable about them.
- A greater proportion of faculty in the Physical Sciences (16%) compared to the overall average (10%) and to faculty in the Humanities (8%) and Social Sciences (7%) use open-access journals to disseminate their work.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**43**	**206**	**255**	**251**	**332**	**1087**
Not aware	**35%**	**33%**	**10%**	25%	**27%**	24%
Aware, but don't know much	30%	40%	37%	**35%**	**46%**	40%
Knowledgeable	26%	**19%**	**43%**	24%	**20%**	26%
Used to disseminate work	9%	**8%**	11%	**16%**	**7%**	10%
Total	100%	100%	100%	100%	100%	100%

(17d) Blogs/wikis

GENERAL ANALYSIS: Among all faculty respondents, 75% said that they are "not aware of" or are "aware of but don't know much" about blogs and wikis; 22% said they were knowledgeable. A statistically-significant relationship exists between faculty responses and rank and between faculty responses and discipline.

- A greater proportion of faculty in the Life & Medical Sciences (35%) compared to the overall average (24%) and to faculty in the Humanities and Social Sciences (each 19%) and Arts (14%) are not aware of blogs and wikis.
- A smaller proportion of faculty in the Physical Sciences (44%) compared to the overall average (51%) are aware of them but don't know much about them.
- A smaller proportion of faculty in the Life & Medical Sciences (17%) compared to the overall average (22%) and to faculty in the Physical Sciences (26%) are knowledgeable about them.
- A greater proportion of faculty in the Arts (11%) and Physical Sciences (6%) compared to the overall average (4%) and to faculty in the Life & Medical Sciences (0%) use them to disseminate their work.
- A greater proportion of Full Professors (27%) compared to the overall average (24%) and to Assistant Professors (19%) and Associate Professors (17%) are not aware of them.
- A smaller proportion of Assistant Professors (44%) compared to the overall average (51%) are aware of them but don't know much about them.
- A greater proportion of Assistant Professors (32%) compared to the overall average (22%) and to Full Professors (19%) are knowledgeable about them.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**44**	**202**	**252**	**248**	**331**	**1077**
Not aware	**14%**	**19%**	**35%**	24%	**19%**	24%
Aware, but don't know much	45%	55%	49%	**44%**	55%	51%
Knowledgeable	30%	21%	**17%**	**26%**	23%	22%
Used to disseminate work	**11%**	5%	**0%**	**6%**	3%	4%
Total	100%	100%	100%	100%	100%	100%

GENERAL ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**198**	**204**	**644**	**1046**
Not aware	**19%**	**17%**	**27%**	24%
Aware, but don't know much	**44%**	56%	51%	51%
Knowledgeable	**32%**	23%	**19%**	22%
Used to disseminate work	5%	4%	3%	3%
Total	100%	100%	100%	100%

QUESTION 18 - To what extent do you agree or disagree with the following statements?

(a) Open access will dramatically change scholarly communication in my field in the next two years.
(b) Open access threatens commercial publishers in my discipline.
(c) Open access threatens my scholarly society(ies).
(d) Libraries' subscriptions are a critical source of revenue for scholarly societies.

(18a) Open access will dramatically change scholarly communication in my field in the next two years.

GENERAL ANALYSIS: Among all faculty respondents, 43% agreed strongly or somewhat, while 40% disagreed strongly or somewhat. A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Arts (24%) compared to the overall average (11%) and to faculty in the Physical Sciences (7%) strongly agreed.
- A smaller proportion of faculty in the Social Sciences (27%) compared to the overall average (32%) agreed somewhat.
- A greater proportion of faculty in the Physical Sciences (20%) compared to the overall average (13%) and to faculty in the Humanities (9%) and Arts (4%) strongly disagreed.
- A greater proportion of faculty in the Humanities (23%) and Social Sciences (22%) compared to the overall average (18%) and to faculty in the Life & Medical Sciences (14%) and Physical Sciences (12%) don't know.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**45**	**211**	**259**	**250**	**335**	**1100**
Strongly agree	**24%**	12%	10%	**7%**	10%	11%
Agree somewhat	33%	33%	35%	33%	**27%**	32%
Disagree somewhat	24%	24%	29%	29%	28%	27%
Strongly disagree	**4%**	**9%**	12%	**20%**	13%	13%
Don't know	13%	**23%**	**14%**	**12%**	**22%**	18%
Total	100%	100%	100%	100%	100%	100%

GROUPED ANALYSIS: (Excludes the 17% of respondents who don't know and combines "strongly" and "somewhat strongly" into the totals of "agree" and "disagree.") A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Arts (67%) and Humanities (58%) compared to the overall average (51%) and to faculty in the Physical Sciences (45%) agreed.
- A greater proportion of faculty in the Physical Sciences (55%) compared to the overall average (49%) and to faculty in the Humanities (42%) and Arts (33%) disagreed.

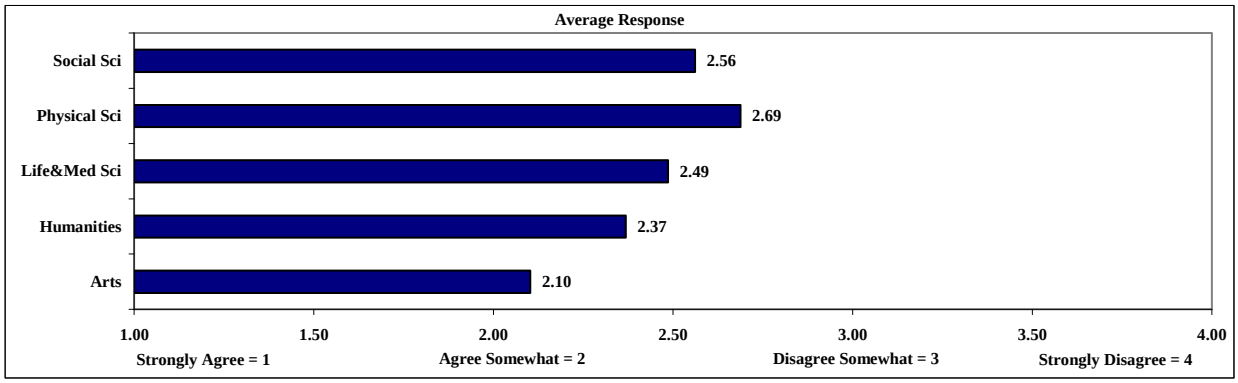
GROUPED ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**39**	**163**	**222**	**221**	**262**	**907**
Agree*	**67%**	**58%**	53%	**45%**	48%	51%
Disagree*	**33%**	**42%**	47%	**55%**	52%	49%
Total	100%	100%	100%	100%	100%	100%

ANOVA/F-TEST ANALYSIS (Calculated using a value scale from [1] strongly agree to [4] strongly disagree). A statistically-significant relationship exists between the following groups:

- Arts faculty and
  - Physical Sciences faculty
  - Social Sciences faculty
- Humanities faculty and:
  - Physical Sciences faculty

ANOVA / F TEST ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**39**	**163**	**222**	**221**	**262**	**907**
Average*	2.10	2.37	2.49	2.69	2.56	2.52
Variance	*0.78*	*0.78*	*0.77*	*0.82*	*0.84*	

***Analysis calculated using value scale from 1 (Strongly Agree) to 4 (Strongly Disagree)**



(18b) Open access threatens commercial publishers in my discipline.

GENERAL ANALYSIS: Among all faculty respondents, 45% agreed strongly or somewhat, while 31% of faculty disagreed strongly or somewhat; 30% don't know. A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses rank.

- A greater proportion of faculty in the Humanities (15%) compared to the overall average (12%) and to faculty in the Physical Sciences (9%) strongly agreed.

- A greater proportion of faculty in the Life & Medical Sciences (38%) compared to the overall average (33%) agreed somewhat.
- A greater proportion of faculty in the Physical Sciences (33%) compared to the overall average (22%) and to faculty in the Social Sciences (19%) disagreed somewhat.
- A greater proportion of faculty in the Arts (13%) compared to the overall average (9%) strongly disagreed.
- A greater proportion of faculty in the Social Sciences (30%) compared to the overall average (24%) and to faculty in the Physical Sciences (18%) don't know.
- A greater proportion of Full Professors (14%) compared to the overall average (12%) and to Associate Professors (9%) and Assistant Professors (8%) strongly agreed.
- A greater proportion of Associate Professors (39%) compared to the overall average (33%) and to Assistant Professors (24%) agreed somewhat.
- A greater proportion of Assistant Professors (12%) compared to the overall average (9%) strongly disagreed.
- A greater proportion of Assistant Professors (34%) compared to the overall average (24%) and to Associate Professors (20%) don't know.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**45**	**210**	**258**	**250**	**335**	**1098**
Strongly agree	16%	**15%**	12%	**9%**	11%	12%
Agree somewhat	36%	32%	**38%**	30%	33%	33%
Disagree somewhat	18%	20%	19%	**33%**	**19%**	22%
Strongly disagree	**13%**	7%	9%	10%	8%	9%
Don't know	18%	26%	22%	**18%**	**30%**	24%
Total	100%	100%	100%	100%	100%	100%

GENERAL ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**202**	**203**	**662**	**1067**
Strongly agree	**8%**	**9%**	**14%**	12%
Agree somewhat	**24%**	**39%**	35%	33%
Disagree somewhat	23%	23%	21%	22%
Strongly disagree	**12%**	9%	8%	9%
Don't know	**34%**	**20%**	22%	24%
Total	100%	100%	100%	100%

GROUPED ANALYSIS: (Excludes the 24% of respondents who don't know, and combines the "strongly" and "somewhat strongly" responses into totals of "agreed" and "disagreed.") A statistically-significant relationship exists between faculty responses and discipline and between faculty responses rank.

- A smaller proportion of faculty in the Physical Sciences (48%) compared to the overall average (59%) agreed.
- A greater proportion of faculty in the Physical Sciences (52%) compared to the overall average (41%) and to faculty in the Life & Medical Sciences (36%) agreed.
- A smaller proportion of Assistant Professors (48%) compared to the overall average (60%) agreed.

- A greater proportion of Assistant Professors (52%) compared to the overall average (40%) and to Full Professors (37%) disagreed.

GROUPED ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**37**	**156**	**200**	**206**	**236**	**835**
Agree*	62%	64%	64%	**48%**	62%	59%
Disagree*	38%	36%	**36%**	**52%**	38%	41%
Total	100%	100%	100%	100%	100%	100%

GROUPED ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**134**	**162**	**514**	**810**
Agree*	**48%**	60%	63%	60%
Disagree*	**52%**	40%	**37%**	40%
Total	100%	100%	100%	100%

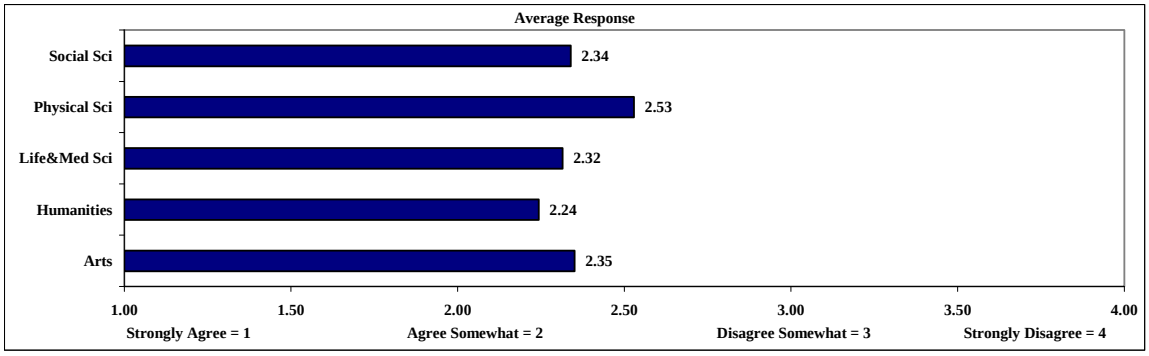
ANOVA/F-TEST ANALYSIS (Calculated using a value scale from [1] strongly agree to [4] strongly disagree.) A statistically-significant relationship exists between the following groups:

- Humanities faculty and
  - Physical Sciences faculty

- Assistant Professors and
  - Full Professors

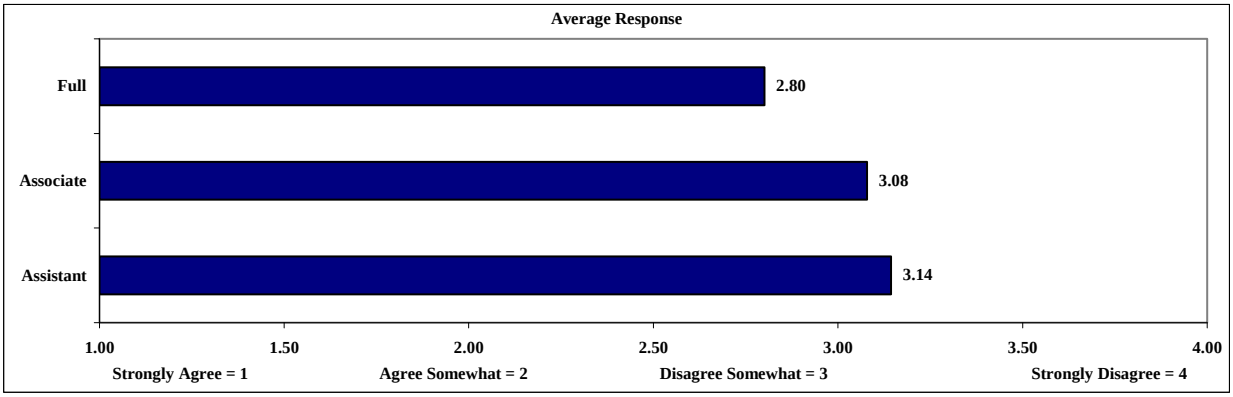
ANOVA / F TEST ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**37**	**156**	**200**	**206**	**236**	**835**
Average*	2.35	2.24	2.32	2.53	2.34	2.36
Variance	*0.96*	*0.78*	*0.75*	*0.72*	*0.77*	

***Analysis calculated using value scale from 1 (Strongly Agree) to 4 (Strongly Disagree)**



ANOVA / F TEST ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**139**	**153**	**493**	**785**
Average*	3.14	3.08	2.80	2.92
Variance	*0.57*	*0.66*	*0.87*	

***Analysis calculated using value scale from 1 (Strongly Agree) to 4 (Strongly Disagree)**



(18c) Open access threatens my scholarly society(ies).

GENERAL ANALYSIS: Among all faculty respondents, 52% disagreed strongly or somewhat, while 22% of faculty agreed strongly or somewhat; 26% don't know. A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Arts (9%) and Life & Medical Sciences (7%) compared to the overall average (5%) and to faculty in the Physical Sciences (4%) strongly agreed.
- A greater proportion of faculty in the Physical Sciences (35%) compared to the overall average (30%) disagreed somewhat.
- A greater proportion of faculty in the Arts (33%) and Physical Sciences (29%) compared to the overall average (22%) and to faculty in the Humanities and Life & Medical Sciences (each 18%) strongly disagreed.
- A greater proportion of faculty in the Humanities (33%) and Social Sciences (31%) compared to the overall average (26%) and to faculty in the Physical Sciences (15%) said that don't know.
- A greater proportion of Full Professors (7%) compared to the overall average (5%) and to Associate Professors (3%) and Assistant Professors (1%) strongly agreed.
- A greater proportion of Full Professors (20%) compared to the overall average (17%) and to Associate Professors (13%) and Assistant Professors (11%) agreed somewhat.
- A greater proportion of Associate Professors (25%) compared to the overall average (21%) and to Full Professors (19%) strongly disagreed.
- A greater proportion of Assistant Professors (31%) compared to the overall average (26%) don't know.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**45**	**209**	**259**	**251**	**333**	**1097**
Strongly agree	**9%**	4%	**7%**	**4%**	5%	5%
Agree somewhat	11%	15%	19%	17%	17%	17%
Disagree somewhat	22%	30%	31%	**35%**	28%	30%
Strongly disagree	**33%**	**18%**	**18%**	**29%**	19%	22%
Don't know	24%	**33%**	25%	**15%**	**31%**	26%
Total	100%	100%	100%	100%	100%	100%

GENERAL ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**202**	**203**	**661**	**1066**
Strongly agree	**1%**	**3%**	**7%**	5%
Agree somewhat	**11%**	**13%**	**20%**	17%
Disagree somewhat	33%	34%	28%	30%
Strongly disagree	24%	**25%**	**19%**	21%
Don't know	**31%**	25%	25%	26%
Total	100%	100%	100%	100%

GROUPED ANALYSIS: (Excludes the 26% of respondents who don't know, and combines the "strongly" and "somewhat strongly" responses into totals of "agreed" and "disagreed.") A statistically-significant relationship exists between faculty responses and rank, but not between faculty responses discipline.

- A greater proportion of Full Professors (36%) compared to the overall average (30%) and to Associate Professors (22%) and Assistant Professors (18%) agreed.
- A greater proportion of Assistant Professors (82%) and Associate Professors (78%) compared to the overall average (70%) and to Full Professors (64%) disagreed.

GROUPED ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**139**	**153**	**493**	**785**
Agree*	**18%**	**22%**	**36%**	30%
Disagree*	**82%**	**78%**	**64%**	70%
Total	100%	100%	100%	100%

(18d) Libraries' subscriptions are a critical source of revenue for scholarly societies.

GENERAL ANALYSIS: Among all faculty respondents, 53% agreed strongly or somewhat, while 13% disagreed strongly or somewhat; 34% don't know. A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Humanities (30%) compared to the overall average (20%) and to faculty in the Physical Sciences (10%) strongly agreed.
- A greater proportion of faculty in the Physical Sciences (15%) compared to the overall average (10%) and to faculty in the Humanities (5%) disagreed somewhat.
- A greater proportion of faculty in the Arts (7%) and Physical Sciences (5%) compared to the overall average (3%) and to faculty in the Social Sciences (1%) strongly disagreed.

- A greater proportion of Full Professors (24%) compared to the overall average (21%) and to Associate Professors (17%) and Assistant Professors (14%) strongly agreed.

- A greater proportion of Full Professors (35%) compared to the overall average (33%) and to Assistant Professors (25%) agreed somewhat.

- A greater proportion of Assistant Professors (49%) compared to the overall average (34%) and to Full Professors (29%) don't know.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**45**	**210**	**257**	**251**	**337**	**1100**
Strongly agree	22%	**30%**	21%	**10%**	22%	20%
Agree somewhat	29%	29%	33%	35%	34%	33%
Disagree somewhat	7%	**5%**	11%	**15%**	9%	10%
Strongly disagree	**7%**	4%	3%	**5%**	**1%**	3%
Don't know	36%	31%	33%	35%	34%	34%
Total	100%	100%	100%	100%	100%	100%

GENERAL ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**200**	**204**	**664**	**1068**
Strongly agree	**14%**	**17%**	**24%**	21%
Agree somewhat	**25%**	33%	**35%**	33%
Disagree somewhat	10%	10%	9%	9%
Strongly disagree	4%	3%	3%	3%
Don't know	**49%**	37%	**29%**	34%
Total	100%	100%	100%	100%

GROUPED ANALYSIS: (Excludes the 34% of respondents who don't know, and combines the "strongly" and "somewhat strongly" responses into totals of "agreed" and "disagreed.") A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses rank.

- A smaller proportion of faculty in the Physical Sciences faculty (69%) compared to the overall average (80%) agreed.

- A greater proportion of faculty in the Physical Sciences (31%) compared to the overall average (20%) and to faculty in the Social Sciences (15%) and Humanities (13%) disagreed.

GROUPED ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**29**	**144**	**173**	**163**	**221**	**730**
Agree*	79%	87%	80%	**69%**	85%	80%
Disagree*	21%	**13%**	20%	**31%**	**15%**	20%
Total	100%	100%	100%	100%	100%	100%

QUESTION 19 - Over the past twelve months, in which of the following activities have you engaged to disseminate your work?

(a) Publishing articles in subscription-based journals
(b) Publishing articles in open-access journals
(c) Publishing monographs
(d) Posting post-prints on a personal or departmental website
(e) Posting post-prints on an institutional repository such as arXiv, REPEC, or PubMed
(f) Posting working papers, preprints and technical reports on a personal, departmental or institutional website or repository

GENERAL ANALYSIS: Among all faculty respondents, 90% said that over the past twelve months they had published articles in subscription-based journals, the most-popular answer. The second-most-popular dissemination activities were posting post-prints on a personal or departmental website (31%) and posting working papers, pre-prints, and technical reports on a personal, departmental, or institutional website or repository. A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Physical Sciences (95%) and Life & Medical Sciences (93%) compared to the overall average (90%) have published articles in subscription-based journals.

- A greater proportion of faculty in the Life & Medical Sciences (27%) compared to the overall average (22%) and to faculty in the Social Sciences (16%) have published articles in open-access journals.

- A greater proportion of faculty in the Humanities (35%) and Social Sciences (28%) compared to the overall average (21%) and to faculty in the Physical Sciences (10%) and Life & Medical Sciences (9%) have published monographs.

- A greater proportion of faculty in the Physical Sciences (46%) compared to the overall average (31%) and to faculty in the Humanities (16%) have posted post-prints on a personal or departmental website.

- A greater proportion of faculty in the Physical Sciences (33%) compared to the overall average (14%) and to faculty in the Social Sciences (9%) and Arts and Humanities (each 2%) have posted post-prints on an institutional repository such as arXiv, REPEC, or PubMed.

- A greater proportion of faculty in the Physical Sciences (42%) and Social Sciences (41%) compared to the overall average (29%) and to faculty in the Humanities (18%) and Life & Medical Sciences (11%) have posted working papers, pre-prints, and technical reports on a personal, departmental, or institutional website or repository.

- A greater proportion of faculty in the Humanities and Life & Medical Sciences (each 5%) compared to the overall average (4%) and to faculty in the Physical Sciences (1%) have not engaged in any of these publishing activities.

- A greater proportion of faculty in the Arts (31%) and Humanities (13%) compared to the overall average (7%) and to faculty in the Physical Sciences and Social Sciences (each 5%) and Life & Medical Sciences (3%) have engaged in other publishing activities.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**45**	**212**	**258**	**255**	**338**	**1108**
(a) Published articles in subscription-based journals	64%	83%	**93%**	**95%**	90%	90%
(b) Published articles in open access journals	29%	22%	**27%**	23%	**16%**	22%
(c) Published monographs	29%	**35%**	**9%**	**10%**	**28%**	21%
(d) Posted post-prints on a personal or departmental website	27%	**16%**	25%	**46%**	33%	31%
(e) Posted post-prints on an institutional repository, such as arXiv, REPEC, or PubMed	**2%**	**2%**	10%	**33%**	**9%**	14%
(f) Posted working papers, pre-prints, and technical reports on a personal, departmental, or institutional website or repository	24%	**18%**	**11%**	**42%**	**41%**	29%
(g) None of the above	2%	**5%**	**5%**	**1%**	4%	4%
(h) Other	**31%**	**13%**	**3%**	**5%**	**5%**	7%

QUESTION 20 - In the next twelve months, how, if at all, do you expect your participation in these dissemination activities to change?

(a) Publishing articles in subscription-based journals
(b) Publishing articles in open-access journals
(c) Publishing monographs
(d) Posting post-prints on a personal or departmental website
(e) Posting post-prints on an institutional repository such as arXiv, REPEC, or PubMed
(f) Posting working papers, preprints and technical reports on a personal, departmental or institutional website or repository

(20a) Publishing articles in subscription-based journals

GENERAL ANALYSIS: Among all faculty respondents, 67% expect their publishing of articles in subscription-based journals to stay about the same in the next 12 months, while 30% expect their level of activity to increase. A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Life & Medical Sciences (5%) compared to the overall average (3%) and to faculty in the Social Sciences (2%) expect their publishing activities in subscription-based journals to decrease.

- A greater proportion of faculty in the Physical Sciences (75%) compared to the overall average (67%) and to faculty in the Arts (52%) expect their publishing activities in subscription-based journals to stay about the same.

- A greater proportion of faculty in the Arts (43%) and Social Sciences (34%) compared to the overall average (30%) and to faculty in the Physical Sciences (22%) expect their publishing activities in subscription-based journals to increase.

- A greater proportion of Full Professors (74%) compared to the overall average (67%) and to Assistant Professors (47%) expect their publishing activities in subscription-based journals to stay about the same.

- A greater proportion of Assistant Professors (50%) and Associate Professors (34%) compared to the overall average (30%) and to Full Professors (22%) expect their publishing activities in subscription-based journals to increase.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**42**	**208**	**256**	**250**	**332**	**1088**
Decrease	5%	2%	**5%**	3%	**2%**	3%
Stay about the same	**52%**	68%	66%	**75%**	64%	67%
Increase	**43%**	30%	29%	**22%**	**34%**	30%
Total	100%	100%	100%	100%	100%	100%

GENERAL ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**199**	**203**	**657**	**1059**
Decrease	3%	2%	3%	3%
Stay about the same	**47%**	64%	**74%**	67%
Increase	**50%**	**34%**	**22%**	30%
Total	100%	100%	100%	100%

(20b) Publishing articles in open-access journals

GENERAL ANALYSIS: Among all faculty respondents, 75% expect their publishing of articles in open access journals to stay about the same in the next 12 months, while 23% expect their level of activity to increase. A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Social Sciences (4%) compared to the overall average (2%) and to faculty in the Life & Medical Sciences (1%) and Physical Sciences (0%) expect their publishing activities in open-access journals to decrease.

- A smaller proportion of faculty in the Arts (59%) and Life & Medical Sciences (65%) compared to the overall average (75%) expect their publishing activities in open-access journals to stay about the same.

- A greater proportion of faculty in the Arts (38%) and Life & Medical Sciences (34%) compared to the overall average (23%) and to faculty in the Humanities and Social Sciences (each 17%) expect their publishing activities in open-access journals to increase.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**34**	**175**	**228**	**222**	**269**	**928**
Decrease	3%	2%	**1%**	**0%**	**4%**	2%
Stay about the same	**59%**	81%	**65%**	78%	79%	75%
Increase	**38%**	**17%**	**34%**	22%	**17%**	23%
Total	100%	100%	100%	100%	100%	100%

(20c) Publishing monographs

GENERAL ANALYSIS: Among all faculty respondents, 77% expect their publishing of monographs to stay about the same in the next 12 months, while 18% expect their level of activity to increase. A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Humanities (7%) compared to the overall average (5%) expect their publication of monographs to decrease.
- A greater proportion of faculty in the Life & Medical Sciences (91%) and Physical Sciences (89%) compared to the overall average (77%) and to faculty in the Humanities (64%) and Arts (50%) expect their publication of monographs to stay about the same.
- A greater proportion of faculty in the Arts (45%), Humanities (29%), and Social Sciences (24%) compared to the overall average (18%) and to faculty in the Physical Sciences (8%) and Life & Medical Sciences (4%) expect their publication of monographs to increase.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**38**	**192**	**194**	**218**	**288**	**930**
Decrease	5%	**7%**	5%	3%	4%	5%
Stay about the same	**50%**	**64%**	**91%**	**89%**	72%	77%
Increase	**45%**	**29%**	**4%**	**8%**	**24%**	18%
Total	100%	100%	100%	100%	100%	100%

(20d) Posting post-prints on a personal or departmental website.

GENERAL ANALYSIS: Among all faculty respondents, 75% expect their posting of post-prints on a personal or department website to stay about the same in the next 12 months, while 24% expect their level of activity to increase. A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Humanities (3%) compared to the overall average (1%) and to faculty in the Physical Sciences (0%) expect their level of activity to decrease.
- A greater proportion of faculty in the Physical Sciences (82%) compared to the overall average (75%) and to faculty in the Arts (56%) expect their level of activity to stay about the same.
- A greater proportion of faculty in the Physical Sciences (18%) compared to the overall average (24%) and to faculty in the Arts (44%) and Social Sciences (27%) expect their level of activity to increase.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**34**	**160**	**204**	**223**	**281**	**902**
Decrease	0%	**3%**	1%	**0%**	2%	1%
Stay about the same	**56%**	73%	78%	**82%**	71%	75%
Increase	**44%**	24%	20%	**18%**	**27%**	24%
Total	100%	100%	100%	100%	100%	100%

(20e) Posting post-prints on an institutional repository such as arXiv, REPEC or PubMed

GENERAL ANALYSIS: Among all faculty respondents, 77% expect their posting of post-prints on an institutional repository such as arXiv, REPEC or PubMed to stay about the same over the next 12 months, while 13% expect their level of activity to increase. There was no statistically-significant relationship between faculty responses and discipline, or between faculty responses and rank.

(20f) Posting working papers, preprints, and technical reports on a personal, departmental, or institutional website or repository.

GENERAL ANALYSIS: Among all faculty respondents, 6% expect their posting of working papers, preprints, and technical reports on a personal, departmental, or institutional website to stay about the same over the next 12 months, while 12% expect their level of activity to increase. A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Social Sciences (3%) compared to the overall average (2%) and to faculty in the Physical Sciences (1%) expect their level of activity to decrease.
- A greater proportion of faculty in the Life & Medical Sciences (85%) and Physical Sciences (84%) compared to the overall average (77%) and to faculty in the Social Sciences (67%) expect their level of activity to stay about the same.
- A greater proportion of faculty in the Arts (31%) and Social Sciences (29%) compared to the overall average (21%) and to faculty in the Physical Sciences (15%) and Life & Medical Sciences (14%) expect their level of activity to increase.
- A greater proportion of Full Professors (77%) compared to the overall average (76%) and to Assistant Professors (75%) expect their level of activity to stay about the same.
- A greater proportion of Assistant Professors (23%) compared to the overall average and to Associate Professors and Assistant Professors (all 21%) expect their level of activity to increase.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**32**	**164**	**200**	**221**	**286**	**903**
Decrease	0%	2%	2%	**1%**	**3%**	2%
Stay about the same	69%	74%	**85%**	**84%**	**67%**	77%
Increase	**31%**	23%	**14%**	**15%**	**29%**	21%
Total	100%	100%	100%	100%	100%	100%

GENERAL ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**182**	**177**	**521**	**880**
Decrease	2%	2%	2%	2%
Stay about the same	**75%**	77%	**77%**	76%
Increase	**23%**	**21%**	**21%**	21%
Total	100%	100%	100%	100%

QUESTION 21 - Which best characterizes your level of awareness of each publishing service below?

(a) eScholarship programs in general
(b) eScholarship Repository
(c) eScholarship Journals and Peer Review Series
(d) eScholarship Editions
(e) UC Press eScholarship Editions

(21a) eScholarship programs in general

GENERAL ANALYSIS: Among all faculty respondents, 70% had not heard of eScholarship programs and 15% have heard of them but don't understand them. Among all respondents, 13% said that they were either "actively involved with, monitor and discuss eScholarship programs regularly," or "have heard of, read, and discussed them occasionally." A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Life & Medical Sciences (77%) compared to the overall average (70%) and to faculty in the Social Sciences (65%) have not heard of them.
- A smaller proportion of faculty in the Arts (9%) compared to the overall average (15%) have heard of them but didn't understand them.
- A greater proportion of faculty in the Humanities (18%) compared to the overall average (12%) and to faculty in the Life & Medical Sciences (7%) have heard of them, read them, and occasionally discussed them.
- A greater proportion of faculty in the Arts (4%) compared to the overall average (1%) and to faculty in the Humanities (0%) regularly monitor and discuss them.
- A greater proportion of faculty in the Social Sciences (3%) compared to the overall average (2%) and to faculty in the Life & Medical Sciences (0%) are actively involved with them.
- A greater proportion of Assistant Professors (79%) compared to the overall average (70%) have not heard of them.
- A greater proportion of Associate Professors (20%) compared to the overall average (16%) have heard of them but didn't understand them.
- A greater proportion of Full Professors (14%) compared to the overall average (12%) and to Assistant Professors (7%) have heard of them, read them, and occasionally discussed them.
- The same proportion of Full Professors as the overall average (1%) regularly monitors and discusses them, while a lower proportion of Assistant Professors and Associate Professors (0%) compared to the average regularly monitors and discusses them.
- The same proportion of Full Professors as the overall average (2%) are actively involved with them, while a lower proportion of Assistant Professors (1%) compared to the average are actively involved with them.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**45**	**211**	**252**	**253**	**332**	**1093**
Have not heard of this	78%	64%	**77%**	73%	**65%**	70%
Have heard of this, but don't understand	**9%**	17%	15%	13%	17%	15%
Have heard, read & discussed occasionally	7%	**18%**	**7%**	11%	14%	12%
Monitor & discuss regularly	**4%**	**0%**	1%	1%	2%	1%
Actively involved	2%	1%	**0%**	2%	**3%**	2%
Total	100%	100%	100%	100%	100%	100%

GENERAL ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**200**	**203**	**658**	**1061**
Have not heard of this	**79%**	69%	67%	70%
Have heard of this, but don't understand	14%	**20%**	15%	16%
Have heard, read & discussed occasionally	**7%**	10%	**14%**	12%
Monitor & discuss regularly	**0%**	**0%**	**1%**	1%
Actively involved	**1%**	1%	**2%**	2%
Total	100%	100%	100%	100%

GROUPED ANALYSIS: (Combines "Have not heard of this" and "Have heard of this, but don't understand" into "Don't know/understand." Also combines "Have heard, read and discussed occasionally," "Monitor and discuss regularly," and "Actively involved" into "Know.") A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Life & Medical Sciences (92%) compared to the overall average (85%) don't know about or understand them.
- A greater proportion of faculty in the Humanities (19%) and Social Sciences (18%) compared to the overall average (15%) and to faculty in the Life & Medical Sciences (8%) know about them.
- A greater proportion of Assistant Professors (93%) compared to the overall average (86%) don't know about or understand them.
- A greater proportion of Full Professors (17%) compared to the overall average (14%) and to Associate Professors (11%) and Assistant Professors (8%) know about them.

GROUPED ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**45**	**211**	**252**	**253**	**332**	**1093**
Don't know/understand*	87%	81%	**92%**	87%	82%	85%
Know*	13%	**19%**	**8%**	13%	**18%**	15%
Total	100%	100%	100%	100%	100%	100%

GROUPED ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**200**	**203**	**658**	**1061**
Don't know/understand*	**93%**	89%	83%	86%
Know*	**8%**	**11%**	**17%**	14%
Total	100%	100%	100%	100%

(21b) eScholarship Repository

GENERAL ANALYSIS: Among all faculty respondents, 66% had not heard of the eScholarship Repository and 18% had heard of it but didn't understand it. Among all respondents, 16% said that they were either "actively involved, monitor and discuss the eScholarship Repository regularly," or "have heard of, read, and discussed it occasionally." A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Life & Medical Sciences (72%) compared to the overall average (66%) and to faculty in the Social Sciences (60%) had not heard of the eScholarship Repository.

- A greater proportion of faculty in the Humanities (16%) compared to the overall average (12%) and to faculty in the Life & Medical Sciences (8%) and Arts (5%) had heard about it, read it, and discussed it occasionally.

- A greater proportion of faculty in the Arts (5%) compared to the overall average (1%) and to faculty in the Humanities (0%) regularly monitor and discuss it.

- A greater proportion of faculty in the Social Sciences (5%) compared to the overall average (3%) and to faculty in the Humanities (1%) are actively involved with it.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**44**	**210**	**253**	**253**	**332**	**1092**
Have not heard of this	77%	63%	**72%**	67%	**60%**	66%
Have heard of this, but don't understand	11%	19%	17%	16%	20%	18%
Have heard, read & discussed occasionally	**5%**	**16%**	**8%**	12%	13%	12%
Monitor & discuss regularly	**5%**	**0%**	1%	2%	2%	1%
Actively involved	2%	**1%**	2%	4%	**5%**	3%
Total	100%	100%	100%	100%	100%	100%

GROUPED ANALYSIS: (Combines "Have not heard of this" and "Have heard of this, but don't understand" into "Don't know/understand;" also combines "Have heard, read and discussed occasionally," "Monitor and discuss regularly," and "Actively involved" into "Know.") A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Social Sciences (20%) compared to the overall average (16%) and to faculty in the Life & Medical Sciences (11%) know about it.

- A greater proportion of Full Professors (18%) compared to the overall average (16%) and to Associate Professors (12%) and Assistant Professors (11%) know about it.

GROUPED ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**44**	**210**	**253**	**253**	**332**	**1092**
Don't know/understand*	89%	82%	89%	83%	80%	84%
Know*	11%	18%	**11%**	17%	**20%**	16%
Total	100%	100%	100%	100%	100%	100%

GROUPED ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**199**	**204**	**657**	**1060**
Don't know/understand*	89%	88%	82%	84%
Know*	**11%**	**12%**	**18%**	16%
Total	100%	100%	100%	100%

(21c) eScholarship Journals and Peer Review Series

GENERAL ANALYSIS: Among all faculty respondents, 72% had not heard of eScholarship Journals and Peer Review Series and 14% have heard of them but don't understand them. Among all respondents, 14% said that they were either "actively involved, monitor, and discuss them regularly," or "have heard of, read, and discussed them occasionally." A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Life & Medical Sciences and Physical Sciences (each 80%) compared to the overall average (72%) and to faculty in the Social Sciences (67%) and Humanities (61%) have not heard of them.

- A greater proportion of faculty in the Humanities (18%) compared to the overall average (14%) and to faculty in the Physical Sciences (9%) and Arts (4%) had heard about them but don't understand them.

- A greater proportion of faculty in the Humanities (17%) and Social Sciences (13%) compared to the overall average (11%) and to faculty in the Physical Sciences (8%) and Life & Medical Sciences (6%) had heard about them, read them, and occasionally discussed them.

- A greater proportion of faculty in the Arts (7%) and Social Sciences (2%) compared to the overall average (1%) and to faculty in the Life & Medical Sciences (0%) regularly monitor and discuss them.

- A greater proportion of faculty in the Social Sciences (3%) compared to the overall average (2%) and to faculty in the Life & Medical Sciences (0%) are actively involved with them.

- A greater proportion of Assistant Professors (82%) compared to the overall average (73%) and to Full Professors (69%) had not heard about them.

- A smaller proportion of Assistant Professors (9%) compared to the overall average (14%) had heard about them but don't understand them.

- A greater proportion of Full Professors (12%) compared to the overall average (11%) and to Assistant Professors and Associate Professors (each 8%) had heard about them, read them, and occasionally discussed them.

- A greater proportion of Full Professors (2%) compared to the overall average (1%) and to Assistant Professors and Associate Professors (each 0%) regularly monitor and discuss them.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**45**	**210**	**253**	**252**	**326**	**1086**
Have not heard of this	80%	**61%**	**80%**	**80%**	**67%**	72%
Have heard of this, but don't understand	**4%**	**18%**	13%	**9%**	16%	14%
Have heard, read & discussed occasionally	7%	**17%**	**6%**	**8%**	**13%**	11%
Monitor & discuss regularly	**7%**	1%	**0%**	1%	**2%**	1%
Actively involved	2%	2%	**0%**	2%	**3%**	2%
Total	100%	100%	100%	100%	100%	100%

GENERAL ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**199**	**202**	**653**	**1054**
Have not heard of this	**82%**	75%	**69%**	73%
Have heard of this, but don't understand	**9%**	15%	15%	14%
Have heard, read & discussed occasionally	**8%**	**8%**	**12%**	11%
Monitor & discuss regularly	**0%**	**0%**	**2%**	1%
Actively involved	1%	1%	2%	2%
Total	100%	100%	100%	100%

GROUPED ANALYSIS: (Combines “Have not heard of this” and “Have heard of this, but don’t understand” into “Don’t know/understand.” Also combines “Have heard, read and discussed occasionally,” “Monitor and discuss regularly,” and “Actively involved” into “Know.”) A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Life & Medical Sciences (93%) compared to the overall average (86%) and to faculty in the Humanities (80%) don’t know about or understand them.

- A greater proportion of faculty in the Humanities (20%) and Social Sciences (18%) compared to the overall average (14%) and to faculty in the Physical Sciences (11%) know about them.

- A greater proportion of Full Professors (16%) compared to the overall average (13%) and to Assistant Professors and Associate Professors (each 9%) know about them.

GROUPED ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**45**	**210**	**253**	**252**	**326**	**1086**
Don't know/understand*	84%	**80%**	**93%**	89%	82%	86%
Know*	16%	**20%**	**7%**	**11%**	**18%**	14%
Total	100%	100%	100%	100%	100%	100%

GROUPED ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**199**	**202**	**653**	**1054**
Don't know/understand*	91%	91%	84%	87%
Know*	**9%**	**9%**	**16%**	13%
Total	100%	100%	100%	100%

(21d) eScholarship Editions

GENERAL ANALYSIS: Among all faculty respondents, 78% had not heard of eScholarship Editions and 12% have heard of them but don't understand them. Among all respondents, 10% said that they were either "actively involved, monitor, and discuss eScholarship Editions regularly," or "have heard of, read, and discussed them occasionally." A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Life & Medical Sciences and Physical Sciences (each 85%) compared to the overall average (78%) and to faculty in the Humanities (68%) had not heard about them.

- A greater proportion of faculty in the Humanities (16%) compared to the overall average (12%) and to faculty in the Physical Sciences (8%) and Arts (4%) had heard about them but don't understand them.

- A greater proportion of faculty in the Humanities (14%) and Social Sciences (10%) compared to the overall average (8%) and to faculty in the Physical Sciences (5%) and Life & Medical Sciences (3%) had heard about them, read them, and occasionally discussed them.

- A greater proportion of faculty in the Arts (7%) and Humanities (2%) compared to the overall average (1%) and to faculty in the Life & Medical Sciences (0%) regularly monitor and discuss them.

- A greater proportion of faculty in the Arts (2%) compared to the overall average (1%) and to faculty in the Humanities (0%) are actively involved with them.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**45**	**207**	**252**	**248**	**327**	**1079**
Have not heard of this	82%	**68%**	**85%**	**85%**	75%	78%
Have heard of this, but don't understand	**4%**	**16%**	12%	**8%**	14%	12%
Have heard, read & discussed occasionally	4%	**14%**	**3%**	**5%**	**10%**	8%
Monitor & discuss regularly	**7%**	**2%**	**0%**	1%	1%	1%
Actively involved	**2%**	**0%**	0%	1%	1%	1%
Total	100%	100%	100%	100%	100%	100%

GROUPED ANALYSIS: (Combines "Have not heard of this" and "Have heard of this, but don't understand" into "Don't know/understand." Also combines "Have heard, read, and discussed occasionally," "Monitor and discuss regularly," and "Actively involved" into "Know.") A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

- A greater proportion of faculty in the Life & Medical Sciences (96%) compared to the overall average (90%) and to faculty in the Humanities (84%) don't know about or understand them.

- A greater proportion of faculty in the Humanities (16%) and Social Sciences (12%) compared to the overall average (10%) and to faculty in the Physical Sciences (7%) and Life & Medical Sciences (4%) know about them.

- A greater proportion of Full Professors (11%) compared to the overall average (9%) and to Assistant Professors and Associate Professors (each 6%) know about them.

GROUPED ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**45**	**207**	**252**	**248**	**327**	**1079**
Don't know/understand*	87%	**84%**	**96%**	93%	88%	90%
Know*	13%	**16%**	**4%**	**7%**	**12%**	10%
Total	100%	100%	100%	100%	100%	100%

GROUPED ANALYSIS	Assistant	Associate	Full	Overall
Number of Respondents	**198**	**200**	**649**	**1047**
Don't know/understand*	94%	95%	89%	91%
Know*	**6%**	**6%**	**11%**	9%
Total	100%	100%	100%	100%

(21e) UC Press eScholarship Editions

GENERAL ANALYSIS: Among all faculty respondents, 65% had not heard of UC Press eScholarship Editions and 17% have heard of them but don't understand them. Of all respondents, 18% said that they were either "actively involved, monitor, and discuss them regularly," or "have heard of, read, and discussed them occasionally." A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Life & Medical Sciences (73%) and Physical Sciences (72%) compared to the overall average (65%) and to faculty in the Humanities (54%) and Arts (47%) have not heard of them.

- A greater proportion of faculty in the Humanities (23%) compared to the overall average (14%) and to faculty in the Life & Medical Sciences and Physical Sciences (each 9%) have heard of them, read them, and occasionally discussed them.

- A greater proportion of faculty in the Arts (7%) and Humanities (4%), compared to the overall average (2%) and to faculty in the Life & Medical Sciences and Physical Sciences (each 1%) regularly monitor and discuss them.

- A greater proportion of faculty in the Arts (9%) compared to the overall average (2%) and to faculty in the Life & Medical Sciences (0%) are actively involved with them.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**45**	**207**	**251**	**251**	**328**	**1082**
Have not heard of this	**47%**	**54%**	**73%**	**72%**	65%	65%
Have heard of this, but don't understand	22%	17%	16%	17%	17%	17%
Have heard, read & discussed occasionally	16%	**23%**	**9%**	**9%**	14%	14%
Monitor & discuss regularly	**7%**	**4%**	**1%**	**1%**	2%	2%
Actively involved	**9%**	2%	**0%**	1%	2%	2%
Total	100%	100%	100%	100%	100%	100%

GROUPED ANALYSIS: (Combines "Have not heard of this" and "Have heard of this, but don't understand" into "Don't know/understand." Also combines "Have heard, read, and discussed occasionally," "Monitor and discuss regularly," and "Actively involved" into "Know.") A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

- A greater proportion of faculty in the Life & Medical Sciences (90%) and Physical Sciences (89%) compared to the overall average (83%) and to faculty in the Humanities (71%) don't know about them or understand them.

- A greater proportion of faculty in the Arts (31%) and Humanities (29%) compared to the overall average (17%) and to faculty in the Physical Sciences (11%) and Life & Medical Sciences (10%) know about them.

GROUPED ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**45**	**207**	**251**	**251**	**328**	**1082**
Don't know/understand*	69%	**71%**	**90%**	**89%**	82%	83%
Know*	**31%**	**29%**	**10%**	**11%**	18%	17%
Total	100%	100%	100%	100%	100%	100%

QUESTION 22 - Faculty were asked which of the following activities best describe their involvement with eScholarship Services:

(a) Editor of a journal or monograph series
(b) Author and/or contributor
(c) Seminar convener
(d) Member or director of a participating department or unit
(e) UC Press published author whose book is on eScholarship
(f) Other involvement
(g) No involvement

GENERAL ANALYSIS: Among all faculty respondents, 88% had no involvement with eScholarship services; 8% were an author/contributor; 3% were an editor of a journal or a monographic series; and 1% to 2% of respondents said that they were involved in one of the other roles described. A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

(22a) Editor of a journal or monograph series

- A greater proportion of faculty in the Humanities (6%) compared to the overall average (3%) and to faculty in the Life & Medical Sciences and Physical Sciences (each 1%) and Arts (0%) edit a journal or monograph series.

(22b) Author and/or contributor

- A greater proportion of faculty in the Social Sciences (11%) compared to the overall average (8%) and to faculty in the Humanities (6%) are an author or contributor.

(22c) Seminar convener

- A greater proportion of faculty in the Arts and Humanities (each 2%) compared to the overall average (1%) are seminar conveners.

(22d) Member or director of a participating department or unit

- A greater proportion of faculty in the Humanities and Social Sciences (each 3%) compared to the overall average (2%) and to faculty in the Physical Sciences (0%) are a member or director of a participating department or unit.

(22e) UC Press published author whose book is on eScholarship

- A greater proportion of faculty in the Arts (7%) compared to the overall average and to faculty in the Social Sciences (each 2%) and to faculty in the Life & Medical Sciences and Physical Sciences (each 0%) are authors of books published by UC Press that are on eScholarship.

(22f) Other involvement

- A greater proportion of faculty in the Arts (7%) compared to the overall average (2%) and to faculty in the Humanities (3%) and Life & Medical Sciences (0%) have other involvement.

(22g) No involvement

- A greater proportion of faculty in the Life & Medical Sciences (94%) compared to the overall average (88%) and to faculty in the Social Sciences (83%) have no involvement.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**45**	**213**	**260**	**255**	**343**	**1116**
(a) Editor of a journal or monographic series	**0%**	**6%**	**1%**	**1%**	3%	3%
(b) Author, contributor	7%	**6%**	6%	8%	**11%**	8%
(c) Seminar convener	**2%**	**2%**	0%	0%	1%	1%
(d) Member/Director of a participating department or unit	0%	**3%**	1%	**0%**	**3%**	2%
(e) UC Press published author, whose book is on eScholarship	**7%**	2%	**0%**	**0%**	**2%**	2%
(f) Other	**7%**	**3%**	**0%**	1%	2%	2%
(g) No involvement	82%	86%	**94%**	91%	**83%**	88%

QUESTION 23 - Respondents were asked which types of scholarly output they have placed in UC's eScholarship Repository.

(a) Previously published, peer-reviewed journal articles
(b) Original peer-reviewed journal articles not previously published elsewhere
(c) Monographs, edited volumes and other book-length works
(d) Working papers, pre-prints, and technical reports
(e) Other types of works
(f) Not sure
(g) None

GENERAL ANALYSIS: Among faculty respondents who said that they had some involvement with eScholarship services, 35% had put none of their scholarly output into the eScholarship repository; 32% had put previously-published peer-reviewed journal articles into the repository; and 21% had deposited working papers, preprints, and technical reports. A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

(23a) Previously published, peer-reviewed journal articles

- A greater proportion of faculty in the Life & Medical Sciences (63%) and Physical Sciences (58%) compared to the overall average (32%) and to faculty in the Humanities (3%) have deposited previously published, peer-reviewed journal articles.

(23b) Original peer-reviewed journal articles not previously published elsewhere

- (On this sub-question, no statistically-significant relationship exists between faculty responses and discipline, or between faculty responses and rank.)

(23c) Monographs, edited volumes and other book-length works

- A greater proportion of faculty in the Arts (38%) compared to the overall average (8%) and to faculty in the Life & Medical Sciences and Physical Sciences (each 0%) have deposited monographs, edited volumes, and other book-length works.

(23d) Working papers, pre-prints and technical reports

- A greater proportion of faculty in the Social Sciences (36%) compared to the overall average (21%) and to faculty in the Physical Sciences (4%) and Arts (0%) have deposited working papers, pre-prints and technical reports.

(23e) Other types of works

- A greater proportion of faculty in the Arts (13%) compared to the overall average (4%) have deposited other types of works.

(23f) Not sure

- A greater proportion of faculty in the Humanities (17%) compared to the overall average (10%) were not sure.

(23g) None

- A greater proportion of faculty in the Humanities (60%) compared to the overall average (35%) and to faculty in the Life & Medical Sciences (13%) have deposited no works in UC's eScholarship Repository.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**8**	**30**	**16**	**24**	**58**	**136**
(a) Previously-published peer-reviewed journal articles	25%	**3%**	**63%**	**58%**	29%	32%
(b) Original peer-reviewed journal articles not previously published elsewhere	0%	10%	0%	8%	7%	7%
(c) Monographs, edited volumes, and other book-length works	**38%**	10%	**0%**	**0%**	9%	8%
(d) Working papers, preprints, and technical reports	**0%**	13%	19%	**4%**	**36%**	21%
(e) Other	**13%**	3%	0%	0%	5%	4%
(f) Not sure	13%	**17%**	13%	4%	9%	10%
(g) None	38%	**60%**	**13%**	33%	29%	35%

QUESTION 24 - How often have you deposited your scholarly output in UC's eScholarship Repository?

GENERAL ANALYSIS: Among all faculty respondents by discipline, 34% deposit their scholarly output in UC's eScholarship Repository annually; 21% do so each semester; 6% do so monthly; and 39% have done so once only. No statistically-significant relationship exists between faculty responses and discipline, or between faculty responses and rank.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**4**	**7**	**12**	**15**	**32**	**70**
Annually	50%	14%	33%	27%	41%	34%
Each semester	0%	0%	50%	13%	22%	21%
Monthly	0%	14%	0%	13%	3%	6%
Weekly	0%	0%	0%	0%	0%	0%
Once only	50%	71%	17%	47%	34%	39%
Total	100%	100%	100%	100%	100%	100%

QUESTION 25 - Who actually posts your work in the eScholarship Repository?

GENERAL ANALYSIS: Among all faculty respondents by discipline, 16% said that a departmental administrative assistant posts their work; 13% said that a graduate student or teaching assistant does so; 46% do it themselves; and 26% said that someone else posts their work. No statistically-significant relationship exists between faculty responses and discipline, or between faculty responses and rank.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**4**	**6**	**12**	**15**	**33**	**70**
A departmental administrative assistant	0%	0%	25%	0%	24%	16%
A graduate student/teaching assistant	25%	17%	8%	13%	12%	13%
I do it myself	0%	33%	50%	73%	39%	46%
Someone else	75%	50%	17%	13%	24%	26%
Total	100%	100%	100%	100%	100%	100%

QUESTION 26 - Please tell us the top reasons why you contribute your scholarly output to the UC eScholarship Repository.

GENERAL ANALYSIS: Among all faculty respondents by discipline, 84% said that they contribute their scholarly output to the UC eScholarship Repository because it increases exposure of their previously published work; 42% cited exposure for work not previously published; 73% cited broader dissemination of academic research generally; 3% cited a mandate by their academic department; 13% cited increased institutional leverage with commercial publishers; 1% cited increased commercial publishing opportunities; and 13% cited increased prospects for higher academic rank, promotion, or tenure. No statistically-significant relationship exists between faculty responses and discipline, or between faculty responses and rank.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**4**	**7**	**12**	**13**	**31**	**67**
(a) Increases exposure of my previously-published work (e.g., postprints)	100%	86%	92%	100%	71%	84%
(b) Provides exposure for work not previously published (e.g., seminar papers)	0%	57%	33%	15%	58%	42%
(c) Broadens the dissemination of academic research generally	75%	71%	58%	92%	71%	73%
(d) Mandated by my academic department	0%	0%	8%	8%	0%	3%
(e) Increases academic institutions' leverage with commercial publishers	0%	14%	17%	23%	10%	13%
(f) Increases my own commercial publishing opportunities	25%	0%	0%	0%	0%	1%
(g) Increases my rank, promotion, and tenure prospects	50%	0%	25%	15%	6%	13%

QUESTION 27 - Have you ever consulted the eScholarship Repository as an aid to your own research.

GENERAL ANALYSIS: Among all faculty respondents by discipline, 92% have consulted the eScholarship Repository; 8% have not. A statistically-significant relationship exists between faculty responses and discipline, but not between faculty responses and rank.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**45**	**45**	**45**	**45**	**45**	**45**
No	84%	85%	98%	98%	88%	92%
Yes	**16%**	**15%**	**2%**	**2%**	**12%**	8%
Total	100%	100%	100%	100%	100%	100%

QUESTION 28 – What is your primary means of accessing works contained in UC's eScholarship Repository?

GENERAL ANALYSIS: Among all faculty respondents by discipline, 19% access works in UC's eScholarship Repository from another work that links to a specific work in the Repository; 30% access the Repository through eScholarship's home page and search capability; and 51% access the Repository from a public search engine. No statistically-significant relationship exists between faculty responses and discipline, or between faculty responses and rank.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**7**	**29**	**6**	**6**	**38**	**86**
From another work that links to specific work in repository	43%	21%	0%	0%	18%	19%
Through eScholarship's home page and its search facility	0%	34%	17%	50%	32%	30%
Via a public search engine	57%	45%	83%	50%	50%	51%
Total	100%	100%	100%	100%	100%	100%

QUESTION 29 - How do you rate the quality of work in the eScholarship Repository?

GENERAL ANALYSIS: Among all faculty respondents by discipline, 8% rated the quality of work in the eScholarship Repository very high; 41% rated it high; 19% rated it moderate; 1% rated it low; and 31% had no opinion. No statistically-significant relationship exists between faculty responses and discipline, or between faculty responses and rank.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**7**	**32**	**6**	**6**	**39**	**90**
Very high	0%	9%	0%	0%	10%	8%
High	29%	41%	50%	83%	36%	41%
Moderate	29%	16%	17%	0%	23%	19%
Low	0%	3%	0%	0%	0%	1%
No opinion	43%	31%	33%	17%	31%	31%
Total	100%	100%	100%	100%	100%	100%

QUESTION 30 - Overall, how do you rate the value of the eScholarship Repository as a research tool?

GENERAL ANALYSIS: Among all faculty respondents by discipline, 11% rated the value of the eScholarship Repository as a research tool very high; 31% rated it high; 32% rated it moderate; 1% rated it low; 2% rated it very low; and 22% had no opinion. No statistically-significant relationship exists between faculty responses and discipline, or between faculty responses and rank.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**6**	**30**	**6**	**6**	**39**	**87**
Very high	17%	13%	0%	0%	13%	11%
High	33%	40%	0%	33%	28%	31%
Moderate	17%	30%	67%	33%	31%	32%
Low	0%	0%	0%	0%	3%	1%
Very low	0%	0%	0%	17%	3%	2%
No opinion	33%	17%	33%	17%	23%	22%
Total	100%	100%	100%	100%	100%	100%

QUESTION 31 - Which of the following types of content would you like to see the University support?

GENERAL ANALYSIS: Among all faculty respondents by discipline, 82% would like to see the University support journal articles; 81% cited monographs and books; 55% cited conference papers; 30% cited seminar papers; 31% cited technical reports; 26% cited other working papers; 35% cited theses; 51% cited dissertations; 14% cited field notes; 32% cited data sets; 34% cited maps, charts, graphs, drawings, and diagrams; 40% cited photo images; 34% cited software, including simulations; 26% cited audio; 27% cited video; 33% cited teaching and text assessment materials; 3% cited other types of content; and 5% cited none of the above. No statistically-significant relationship exists between faculty responses and discipline, or between faculty responses and rank.

GENERAL ANALYSIS	Arts	Humanities	Life&Med Sci	Physical Sci	Social Sci	Overall
Number of Respondents	**7**	**31**	**6**	**6**	**38**	**88**
Journal articles	86%	87%	83%	83%	76%	82%
Monographs/books	86%	94%	50%	67%	76%	81%
Conference papers	86%	48%	67%	50%	53%	55%
Seminar papers	43%	19%	17%	33%	37%	30%
Technical reports	43%	3%	67%	67%	39%	31%
Other working papers	14%	13%	17%	33%	39%	26%
Theses	43%	16%	67%	83%	37%	35%
Dissertations	43%	45%	50%	83%	53%	51%
Field notes	29%	10%	17%	17%	13%	14%
Data sets	14%	13%	50%	33%	47%	32%
Maps, charts, graphs, drawings, and diagrams	29%	26%	33%	67%	37%	34%
Photo images	71%	39%	33%	33%	37%	40%
Software (including simulations)	14%	23%	67%	50%	39%	34%
Audio	29%	26%	33%	17%	26%	26%
Video	43%	19%	33%	33%	29%	27%
Teaching and text assessment materials	0%	29%	17%	67%	45%	35%
Other	14%	3%	17%	0%	0%	3%
None of the above	0%	0%	17%	0%	8%	5%

QUESTION 32 – Faculty were asked to select up to three sources from the following choices as most effective in keeping them updated about UC eScholarship services:

(a) Direct communication from eScholarship/Office of eScholarship communications
(b) UC Senate
(c) Campus library/librarians
(d) Department meetings
(e) Faculty meetings
(f) Higher education press, e.g. Chronicle of Higher Education
(g) Discipline-specific literature
(h) Ad hoc colleague conversation
(i) Academic conferences
(j) Other sources

GENERAL ANALYSIS: Among all faculty respondents, eScholarship/Office of Scholarly Communications placed first, selected as one of the top three choices by 54% of respondents. Campus library/librarians placed second, with 43% of respondents selecting it within their top three choices. Departmental meetings placed third, selected as one of the top three choices by 37% of respondents. A statistically-significant relationship exists between faculty responses and discipline, and between faculty responses and rank.

(32a) Direct communication from eScholarship/Office of eScholarship communications

- A smaller proportion of Assistant Professors (48%) compared to the overall average (54%) cited direct communications from eScholarship/Office of eScholarship.

(32b) UC Senate

- A greater proportion of faculty in the Humanities (21%) compared to the overall average (17%) and to faculty in the Social Sciences (15%) cited the UC Senate.

- A greater proportion of Full Professors (21%) compared to the overall average (18%) and to Assistant Professors (15%) and Associate Professors (12%) cited the UC Senate.

(32c) Campus library and librarians

- A greater proportion of faculty in the Humanities (49%) and Social Sciences (47%) compared to the overall average (43%) and to faculty in the Physical Sciences (33%) cited the campus library and librarians.

- A smaller proportion of Assistant Professors (39%) compared to the overall average (43%) cited the campus library and librarians.

(32d) Department meetings

(On this sub-question, no statistically-significant relationship exists between faculty responses and discipline or between faculty responses and rank.)

(32e) Faculty meetings

- A greater proportion of faculty in the Life & Medical Sciences (40%) compared to the overall average (32%) and to faculty in the Humanities (23%) cited faculty meetings.

- A greater proportion of Assistant Professors (39%) and Associate Professors (36%) compared to the overall average (32%) and to Full Professors (28%) cited faculty meetings.

(32f) Higher education press, e.g., *Chronicle of Higher Education*

- A greater proportion of faculty in the Humanities (12%) compared to the overall average (6%) and to faculty in the Physical Sciences (4%) and Life & Medical Sciences (2%) cited the higher education press.

- A greater proportion of Assistant Professors (10%) compared to the overall average (6%) and to Full Professors (5%) cited the higher education press.

(32g) Discipline-specific literature

- A greater proportion of faculty in the Humanities (45%) compared to the overall average (33%) cited discipline-specific literature.

- A smaller proportion of Assistant Professors (30%) compared to the overall average (33%) cited discipline-specific literature.

(32h) Ad hoc conversations with colleagues

- A greater proportion of faculty in the Physical Sciences (37%) and Social Sciences (36%) compared to the overall average (32%) and to faculty in the Humanities (27%) and Arts (19%) cited ad hoc conversations with colleagues.

- A greater proportion of Assistant Professors (40%) compared to the overall average (32%) cited ad hoc conversations with colleagues.

(32i) Academic conferences

- A greater proportion of faculty in the Life & Medical Sciences (16%) compared to the overall average (13%) and to faculty in the Physical Sciences (10%) cited academic conferences.

- A greater proportion of Assistant Professors (18%) compared to the overall average (13%) and to Full Professors (11%) cited academic conferences.

(32j) Other sources

- A greater proportion of faculty in the Arts (10%) and Physical Sciences (7%) compared to the overall average (4%) and to faculty in the Social Sciences (2%) cited other sources.

- A greater proportion of Associate Professors (5%) compared to the overall average (4%) cited other sources.

APPENDIX A:
SELECTED FREE-FORM COMMENTS
FROM SURVEY RESPONDENTS

THE CURRENT STATE OF SCHOLARLY COMMUNICATION SYSTEMS

"*The publication of scholarly monographs in the humanities is in crisis. UC campuses need to reconsider how this situation impacts tenure and promotion in humanities fields."*

-- Associate Professor, Literature, San Diego

"I hope that serious revisions about publishing considerations (for tenure and promotion, among other areas) are made in a way that facilitates the spread of research through different media."

-- Assistant Professor, Ethnic Studies, Berkeley

"In physics, arXiv.org has revolutionized publishing, and all for the better. This model should be emulated by other fields."

-- Professor, Physics, Santa Barbara

"It is about time to change the publishing policies. The tenure criteria in my department and my school are not current with the rapid development of my field (Computer Science). Paper-based journal publications are too slow. Full-length, peer-reviewed conference papers published in proceedings, DVDs or online should be given the same credit as a journal paper. Rigor of the review process and acceptance rates should be used as criteria, not the type of publication or the medium."

-- Assistant Professor, Electrical Engineering and Computing, Irvine

"Publishing seriously needs to come into the modern era in my discipline. But most of all, faculty need to adapt to the changes and appreciate the changes when reviewing merit cases. Importantly, they need to stop trying to avoid actually looking at the contents of the papers and not simply counting the number of papers in established journals that may not be as cutting-edge as they used to be. If people aren't prepared to do the work to evaluate a colleague, the presumption should be that she is doing at least adequately. Most people in my discipline have very little knowledge of copyright and licensing issues. It is essential that we move away from transferring copyright, but it must be explained to faculty why this is a bad thing. The University also needs to exert its influence to ensure that publishers change their policies. If these matters are left to the faculty, inertia will dominate and scholarly activities will continue to be handed away to commercial interests."

-- Associate Professor, Statistics, Davis

SOURCES OF PROBLEMS WITH THE SCHOLARLY COMMUNICATION SYSTEM

"*In my field, journals play a very small role and the marquee role is played by particular conferences. This model is generally not well reflected in the survey nor in UC's promotion policies. As well, my community finds a great deal of its literature via open search engines (e.g., Google) since it is standard to put the full text of one's paper on one's web site."*

-- Associate Professor, Computer Science and Engineering, San Diego

"In my discipline, scholarly societies are losing money with publishing because subscription costs cannot begin to cover the expenses of publishing high-quality journals with high-quality articles. At the same time, those journals do not request fees from authors (whether to submit an article or for page fees), so the cost for authors to publish is very low, while the journals bear the burden entirely. I think UC needs to support the publishing activities of its faculty, but rather than trying to hogtie all of the disciplines with the same generic set of copyright rules, as well as propose such crazy ideas as giving us money that we can use to buy our way into journals (which is one model that I've seen proposed—that junior faculty should be given money to pay journals to accept their articles—this is called 'vanity publishing' in my discipline and would decrease the likelihood that anyone would take that author seriously), we need to consider flexible approaches that can be tweaked for every discipline."

-- Assistant Professor, Anthropology, Santa Cruz

"The biggest problem is not copyrights, but the very high fees charged by some journals."

-- Professor, Business, Irvine

"I think you should be careful to differentiate between the massive cost of science and medical journals versus the cheapness of humanities and social-sciences ones!"

-- Professor, English and Women's Studies, Riverside

"The basic problem is that the UC Press no longer is committed to publishing scholarship, especially by first time authors. Instead it looks for works that will sell."

-- Professor, History, Irvine

"I am an astronomer. There are few journals in my field and they are not priced in a predatory fashion. My colleagues and I make extensive use of the LANL preprint server. Nevertheless, the journals in our field continue to survive, supported more and more by library subscriptions. Continued existence of peer-reviewed journals is imperative, despite the preprint server. For this to continue, journal prices need to be kept low. The key in my field is thus the Combination of the preprint server (which gives open access to everybody) together with the reasonable prices of journals (and comparatively SMALL NUMBER of journals) that are published by the societies. There are almost no purely commercial publishers in my field. Most of your survey was not relevant to me, but I do understand the concerns that other scholars have about published [works]. Astronomers (and physicists) are very lucky...."

-- Professor, Astronomy and Astrophysics, Santa Cruz

"The two most important issues for my discipline here are: 1) the impact of electronic and open source venues on my disciplinary societies; and 2) the impact of electronic and open-

source venues on the quality of scholarly publication. In my field, it remains the case that online venues are not seen as rigorously peer reviewed, or as serious venues in which to place one's work. Unfortunately, the colleagues who have most taken advantage of them are those who are the least productive and/or the least respected in their fields. Those colleagues use such forms of scholarly communication to pad their CVs and to claim 'innovation' in the manner in which they are engaging in research production. In my field, there is a clear, inverse relationship between national prominence and publication in online venues."

-- Professor, Anthropology, Irvine

"In my field, 99% of the relevant publications are published by the non-profit professional societies at very reasonable rates. The commercial journals in my field are all second-rate at best. The top journals are all non-profit. There is absolutely no change necessary in my field."

-- Professor, Computer Science, Irvine

"I resent the commercial publishers' exploitation of my labor for their own profit. I would strongly support any effort to be able to make my work available electronically to a wide audience…"

-- Associate Professor, Linguistics, Santa Barbara

FACTORS DRIVING SCHOLARS' PUBLISHING BEHAVIORS

"I am totally unaware of most of the new ways of disseminating my work. It has not been discussed in my department. It's not clear what our Personnel Committee and faculty would think of such things. That's of major importance to many of us."

-- Associate Professor, Education, Santa Barbara

"I'm trying to get tenure and am not convinced that CAP at my institution is open to alternative forms of dissemination so I am currently disseminating in traditional forms. If I receive tenure, I will be more likely to try alternative forms."

-- Assistant Professor, Theater and Dance, Davis

"Very important topics! Good work! I would be doing a lot of work on innovative digital humanities methodologies for dissemination if I didn't have to worry about tenure."

-- Assistant Professor, Arts

"The pressures associated with obtaining grants outweigh the pressures of tenure and promotion at UC. Simply put, NIH-style peer review is mostly concerned with number of published papers in traditional sources. That, of course, motivates the desire to publish in well-known journals that have the most restrictive and unfavorable copyright issues, highest expenses, and so on. Changes in the UC promotion [process] is a welcome first step but does not override the pressures of granting agencies."

-- Assistant Professor, Physiology, San Francisco

"In general I'd like to see academic publishing be less like a competition, and be less focused on high-profile journals. I think the excessive focus on 'prestigious' journals is simply dumb. In 15 years of research work, I have not found papers in the prestige journals of much use."

-- Administrator, Anthropology, Davis

PERCEIVED IMPORTANCE OF PEER REVIEW

"The issue isn't the venue so much as the caliber of publication and research."

-- Professor, Planning, Los Angeles

"*I strongly disagree with the proliferation of on-line publications, because they are not as strictly refereed as regular journals and many are not refereed at all. In my field this has taken epidemic proportions, with 'scholars' in some circles simply depositing whatever they want in non-refereed e-archives. Personally, I think enough junk is published already even after refereeing; we don't need any more. On the other hand, I do agree that publishers do set very high prices for journals and books."*

-- Associate Professor, Linguistics, San Diego

"*... I don't care as much about being able to publish in online venues, since those papers tend to look really ugly, and frankly the quality is lower so far, but I'd be willing to reconsider if there was more quality control, as in the sciences."*

-- Associate Professor, Linguistics, Santa Barbara

"I am the editor of a society journal. My only concern with e-publishing is the potential for the submission of articles that have not been adequately reviewed by peers and accepted through the traditional review system; e-pubs should not be a depository for unedited work. This is my only real concern."

-- Professor, Anesthesiology and Pathology, San Diego

"Vetting of research quality is extremely important regardless of the dissemination venue. Many of the print journals upload accepted papers on web sites soon after acceptance so dissemination speed isn't an issue. The A journals I am familiar with all allow working paper versions to be uploaded onto ssrn.com or our own personal web pages. It would be great to be able to provide links to the final version for cheap download (just like downloading copyrighted music for $1). Instead, the print journals seem to charge a lot for buying an article. Until my discipline takes seriously publishing in open-access venues that are as rigorously peer reviewed as current print journals, I would be reluctant to publish there regardless of costs. Some of the journals charge more than $500 dollars for each round of submission and yet I feel I have no choice but to pay them. The A journals have a monopoly and the lifelong editors at these journals also sometimes seem like a dictatorship. The UC merit system, where every same-rank faculty member votes, encourages a race towards numbers rather than quality. To be a top-rank institution, we need to encourage risk taking to hit home runs. Failure to hit home runs is indirectly punished because number counting is easier on busy voting faculty."

-- Professor, Business, Irvine

"Electronic publishing is nice for a number of reasons but if peer review is weakened by it, the quality of science will be weakened."

-- Professor, Entomology, Davis

"Frankly, in my discipline, only peer-reviewed publication in respectable journals (either open-access or traditional journals) matters. I am happy to have electronic subscriptions to most journals in my field available through the library. I depend on them. Other methods of publishing are not taken seriously. Universities should not undermine the journals' ability to sell subscriptions by not granting journals copyright ownership."

-- Researcher, Marine Biology and Oceanography, San Diego

IMPACT OF PROMOTION AND TENURE PROCESSES

"*The key issue is and will likely remain what forms are understood to be accepted by tenure and promotion committees and the outside reviewers on whom they rely."*

-- Associate Professor, Medicine, San Diego

"... It's hard to entice junior colleagues to publish in e-journals if electronic publications don't count in tenure and promotion cases. This is ironic because the reason why we should have more e-journals is to make it easier for junior colleagues to get their work out (rather than wait for years to see their work in print). In short, the contributors at present are predominantly grad students and senior professors who can 'afford' to publish in non-print journals. It seems difficult to break this cycle."

-- Professor, German, Berkeley

"…with CAP forcing you to count publications and divide them into A-list and B-list publications, you are forced to publish in high-quality journals, most of which are published by commercial mainstream (and expensive) publishers. Incidentally, I have never before seen such disconnect between what a University professes and what it actually does: it is acknowledged that UCSD's image is not as good as it could be, yet its faculty are forced not to publish in conference proceedings (since these don't count for promotion and tenure) and get virtually no financial support for attending conferences. Yet, what better way to project a positive image of the campus at large than having its members publicize their work among their peers?"

-- Associate Professor, Linguistics, San Diego

"What I would most want to understand is how alternative publishing would be regarded by my peers who will review me for tenure."

-- Assistant Professor, Education, Berkeley

"I edit two journals, both thankfully safe from disciplines and their associations. I edit a book series. I am a member of the UC Press Board. All struggle to avoid the idea that tenure and promotion drive knowledge—that's innovative!"

-- Professor, English, Sociology, and Women's Studies, Riverside

OVERALL LEVEL OF CONCERN REGARDING COPYRIGHT ISSUES

"*Journals in my field(s) leave copyright with the author, at least so far as I know. I have not come across counter-examples."*

-- Professor, Physics, Santa Barbara

"The fact is that, regardless of copyright, versions of articles float around the web as pre-prints and after the fact float around as 'reprints'. Journal publishers do not sue faculty."

-- Professor, Management and Public Policy, Los Angeles

"We have little difficulty with copyrights in our discipline. The most important venues are conferences, which have very author-friendly copyright agreements."

-- Professor, Computer Science and Engineering, San Diego

"I'm the editor of a journal, and we recently renegotiated our contract with Cambridge UP so that transfer of copyright is changed to reflect author's right to post his/her own work on line, etc."

-- Professor, French and Dramatic Art, Santa Barbara

"I have always been able to successfully negotiate the changes I wanted in publishing contracts."

-- Assistant Professor, Communication, San Diego

"Copyright is not a major issue in my field, so most of this questionnaire is much ado about nothing to me."

-- Professor, Political Science, Irvine

"I wanted to publish an article as a chapter in a book or in another publication. Journals have always been cooperative."

-- Professor, Social Sciences, Los Angeles

FACULTY BEHAVIOR REGARDING COPYRIGHT

"*On occasion, I have added a provision allowing my placement of a pre-print on a publicly accessible electronic archive. Most physics journals have by now adjusted their copyright terms to explicitly permit this…"*

-- Professor, Physics, Davis

"Attempted, rejected by publisher."

-- Associate Professor, Medicine, San Diego

"I feel strongly about handing over copyright to the journal if it restricts what I do with the work in other venues. For example, I cannot post book chapters I wrote on the web. The publisher won't let me. So, I won't be writing them any more as they are almost invisible unless they are on the web."

-- Associate Professor, Neurology, Los Angeles

"I have negotiated the order of names on a co-edited book and retained rights to translation and web publishing of my work when publishers' contracts provided for the contrary."

-- Assistant Professor, French and Italian, Santa Barbara

"In my work as an author and an editor I have rewritten contracts, inserted addendums, and replaced contracts wholesale. The main goal has been for authors to retain copyright. The secondary goal has been for the rights authors grant to publishers to be specific and limited (and, especially, not preclude free web posting)."

-- Assistant Professor, Communication, San Diego

"I cross out any part of the agreement that limits my right to redistribute the article electronically."

-- Professor, Biomolecular Engineering, Santa Cruz

"I retain the right to post and disseminate my own work and to reuse it in other publications. I also retain copyright wherever possible. As long as I can have control over the use of my work, it's usually easier to let the publisher have copyright. I have withdrawn an article when they refused to accept my changes. I also have negotiated at length with a book publisher about control and registration of copyright in my name."

-- Professor, Information Studies, Los Angeles

"I believe in owning all copyright to what I publish."

-- Professor, Media Arts and Technology, Santa Barbara

"I do not, as a rule, waive copyright over my work except in cases where the journal is esteemed enough for me to accept that it won't misuse its control of copyright to my work."

-- Assistant Professor, History of Art and Architecture, Santa Barbara

Contracts are negotiable in my copyrighted works (films), although usually the ownership of the copyright is not. I take direct and contingent compensation rather than argue about copyright ownership."

-- Professor, Film, Television and Digital Media, Los Angeles

UC REPOSITORY PROPOSAL – COMMENTS IN SUPPORT

"I think this is a very important issue. I'm glad that UC is taking leadership on this. From the beginning of my career I have felt bitter about the coercive requirement that I sign away copyright to my intellectual work. My preference would be to retain copyright for myself, always. It isn't right that publishers are getting rich off the free labor of academics. I'm also concerned about the financial burden on libraries and the barriers to open communication and distribution."

-- Associate Professor, Psychology, Santa Cruz

"Professors are paid by the University while doing their scholarly work so should at least make it available to the University who supported them, especially as any license is non-exclusive and limited."

-- Professor, Film, Television and Digital Media, Los Angeles

"Publishers are not going to make deals with individual faculty. UC is big enough to have some clout."

-- Professor, Management and Public Policy, Los Angeles

"The federal government does not allow employees to agree to the copyright rules of print journals and the journals accept this. I'll bet UC could do the same."

-- Professor, Medicine, San Diego

"That would be great! Do it."

-- Professor, Psychology, Berkeley

"If indeed articles would be freely available online to anyone, I'd strongly support it."
-- Administrator, Anthropology, Davis

COMMENTS OPPOSING OR QUESTIONING THE UC REPOSITORY PROPOSAL

"*The University should stay out of this area. It has already been addressed in my discipline by the federal government. UC has a poor record of intellectual property management. Efforts to meddle in publication will only increase regulatory burdens and skim off even more funds for the administration."*
-- Professor, Bioengineering, San Diego

"UC faculty should not be forced by the administration or academic senate to follow certain policies with regard to how they handle copyright issues for their own publications. They should continue to retain the unrestricted ability to make these decisions on a case-by-case basis, and according to their own judgment."
-- Professor, Statistics, Davis

"I think it important to stress that faculty should be free to publish wherever they want and under whatever conditions make most sense to them. No mandatory conditions should be set by UC!"
-- Professor, Political Science, Los Angeles

"If you publish the best stuff, the journals will go belly up."
-- Professor, Agricultural and Resource Economics, Berkeley

"Will likely weaken the journals in which I publish."
-- Professor, Medicine, San Diego

"This might jeopardize publication in a real journal."
-- Professor, Chemistry, Biochemistry, Los Angeles

"As long as the publisher prestige factor is important in tenure/promotion considerations, taking any steps that would make our publications less attractive to the potential publishers (such as reserving the copyrights for University repositories) are problematic."
-- Professor, Applied Linguistics and TESL, Los Angeles

"*There is too much bad research being published. Do we really need more non-refereed venues?"*
-- Associate Professor, Linguistics, San Diego

"It needs to be accepted by the discipline as a serious peer-reviewed venue."
-- Professor, Engineering, Santa Cruz

"What happens with peer review? Science needs it."
-- Professor, Entomology, Davis

"Online repositories need to be organized by discipline, not by the University. No one will pay attention to a UC-only repository."
-- Professor, Physics, Santa Barbara

"*This is discipline-specific as a problem: It is MUCH more a science problem than a humanities problem, so a 'one-size' solution will likely be disastrous."*

-- Associate Professor, Religious Studies, Riverside

NEW FORMS OF SCHOLARLY COMMUNICATION

"*Like many similar surveys, this one has ignored the crucial issue: who pays? I have been told by administrators and colleagues (from outside my department) to 'just ask my funding agency for more money to pay for open access publishing.' My funding agency will not provide this, and I worry that the net effect of a focus on open access—however laudable the intentions—will be to shift costs away from institutions (e.g., the University library) and onto individual PIs. My grant is stretched as far as it can go—you can't milk it for more!"*

-- Professor, Physics, Davis

"Important issues, but UC response has been feeble. There has been a jump-on-the-bandwagon effect for open-access publishing, but author-pays journals are going to shut out unfunded researchers. Reading gets cheaper, but writing articles gets much more expensive."

-- Professor, Biomolecular Engineering, Santa Cruz

UC's eSCHOLARSHIP SERVICES

"*You have a long way to go in getting colleagues to become aware of this in my parts of the University (Humanities and Social Sciences)."*

-- Professor, History, Berkeley

"Since I haven't heard of eScholarship I have no ideas on how to use it or what it does."

-- Assistant Professor, Social Sciences, Irvine

"Never heard of an active UC involvement in eScholarship...but I have just been hired this fall!"

-- Assistant Professor, French and Italian, Santa Barbara

PREFERRED METHODS OF COMMUNICATION ABOUT eSCHOLARSHIP

"It would be highly useful to provide workshops on the subject of eScholarship."
-- Professor, Spanish and Portuguese and Chicano Studies, Santa Barbara

"If UC wants to encourage ePublishing, just sending more emails that won't be read won't help. I don't know what will, but I already get too much email from UC and UCI."
-- Professor, Cognitive Sciences, Irvine

"… a separate office for monitoring the changing field of scholarly publishing and UC policies about this field should be established, rather than assigning this task to Senate committees such as the Committee on the Library. These issues far exceed the purposes of the COL and need to be addressed more comprehensively and decisively within an administrative office."
-- Assistant Professor, Anthropology, Santa Cruz

APPENDIX B:
SURVEY INSTRUMENT

The University's Office of Scholarly Communication is surveying UC faculty to better understand emerging trends and practices in scholarly publishing.

Thank you for responding to the invitation to participate in the survey, and for taking a few minutes of your time to give us your candid views. This survey contains approximately 35 substantive questions and will take approximately 15 minutes to complete. The results of this survey will help identify potential university responses to key challenges and opportunities. Your participation and answers will be kept confidential. Results will be announced to the UC community.

– –

[Demographics] Your faculty rank is:

Assistant Professor
Associate Professor
Professor
Other:

– –

[Demographics] Your academic discipline is within:

Arts
Humanities
Life & Medical Sciences
Physical Sciences
Social Sciences
Other

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[Demographics] Please tell us your specific department name:

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[Demographics] Your campus affiliation is:

Berkeley
Davis
Irvine
Los Angeles
Merced
Riverside
San Diego
San Francisco
Santa Barbara
Santa Cruz

Los Alamos Lab
Lawrence Berkeley Lab
Lawrence Livermore Lab
Other (please specify):

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1. Scholarly communication refers to the processes for disseminating research results and other scholarship. It includes traditional publishing as well as alternative dissemination vehicles, such as open access journals, institutional repositories, web sites and portals, and blogs, among others.

How would you characterize the general health of the current scholarly communication system within your discipline?

No changes need to be made
Some minor changes need to be made
Substantial changes need to be made
No opinion

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2. To what extent do you agree or disagree with the following statements?
[Strongly agree; Agree somewhat; Disagree somewhat; Strongly disagree; I don’t know]

Too much research is being published.
I publish more than I ought to.
Citations are a good indicator of the usefulness of research.
The number of article downloads is a good indicator of the usefulness of research.
Journals have become too specialized.
Tenure and promotion drive my interest in disseminating my work more than any other factor.

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3. To what extent do you agree or disagree with the following statements?
[Strongly agree; Agree somewhat; Disagree somewhat; Strongly disagree; I don’t know]

Scholarly societies in my discipline generate more revenue from publishing than is required to cover their publishing costs.
Commercial publishers in my discipline control scholarly dissemination to the detriment of my discipline.
Universities should do more to support publishing of scholarly books.
The rise in journal prices increasingly is a burden to my institution.
High journal prices have made it difficult for me to access the literature I need.
High journal prices may make it difficult for others to access the literature I produce.
As an author, I deliberately publish in journals that are affordable to readers.

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4. When submitting your work for publication in any venue, how important to you are the following factors?
[Very Important, Somewhat important, Not important]

Journal or book publisher's reputation
Journal's impact factor

Publication venue's weight in tenure and promotion considerations
My ability to retain copyright of my article
My ability to put the pre-publication version of my work on a web site
My ability to put the published version of my work on a web site
My ability to submit my manuscript online
Availability in both print and electronic versions
Low or no subscription costs to readers
Speed of publication

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5. To what extent do you agree or disagree with the following:
[Strongly agree; Agree somewhat; Disagree somewhat; Strongly disagree; I don't know]

The existing promotion and tenure processes at UC...

...force me to publish in print publications, rather than electronic-only forms of dissemination.
...cause me to forego using alternative forms of dissemination.
...encourage new forms of high-quality (peer-reviewed) scholarly communication.
...are keeping up with the evolution of scholarly communication.

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6. To what extent do you agree or disagree that scholars' management of copyright is ...
[Strongly agree; Agree somewhat; Disagree somewhat; Strongly disagree; I don't know]

... an important factor in the evolution of scholarly publishing?
... an important factor in my own scholarly publishing?
... a topic needing faculty discussion and analysis?

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7. How do you approach the copyright terms in your publication contracts?
[choose one]

I don't examine the copyright terms of the contract -- I just sign it as is.
I examine the copyright terms of the contract and usually sign it as is.
I modify the copyright terms of the contract before signing.

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8. If you have modified the copyright terms of a publication contract, what actions have you taken?

[all that apply]

Replaced publisher's contractual terms with my own
Attached an addendum
Replaced the entire agreement with one of my choosing

Please provide details if possible:

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9. To what degree do you adhere to all copyright terms of your publication contracts?
[select one]

Consistently, all the time
Not really sure because I do not pay attention
From time to time, I likely disregard the terms of the contracts

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10. In cases where you would prefer to retain some copyright rights but <u>do not</u> negotiate with publishers to do so, what is the most important factor that prevents you from doing so?
[select one]

I need to publish in the journal to get tenure, merit increases, or promotion.
It is too much trouble to negotiate with the publisher.
I do not have the knowledge to negotiate.
I have not thought about this issue.
Other (please specify):

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11. Are there instances in which you have refused to sign a publication contract because of concern about the copyright terms, thereby foregoing the opportunity to publish in that journal?
Yes
No
Not applicable

Please provide details, if possible:

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12. To what degree are you concerned that transferring copyright to a publisher may limit your ability to:
[Concerned; Not concerned; Haven't thought about it]

Put the materials on a web site or in an institutional repository
Use the materials in a class that you or others are teaching without asking for permission from the publisher
Make the materials available for course packs without asking for permission from the publisher
Use or submit the materials to an anthology
Create a derivative work based on the material

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13. What single factor would help you the most in negotiating or modifying the copyright terms of a publication contract?
[select one]

If I had precise instructions and examples of how to do it.
If I had someone to do it for me.
If I knew I would not be penalized for refusing to sign the standard contract.
Other (please specify):

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14. In May 2006, a special committee of the UC Academic Council forwarded a proposal for faculty to routinely grant to the University a limited, non-exclusive license to place their scholarly publications in a non-commercial publicly-accessible online repository. Under the proposal, granting such a license would be the default situation, but faculty could opt out when necessary.

To what extent are you aware of this proposal?
[select one]

Not aware
Aware, but don't know much
Knowledgeable
Am actively involved in this issue

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15. Based on your current level of knowledge, would you be in favor of this proposal?
[select one]

Yes
No
I understand the proposal, but I am not sure
I do not understand the proposal
Comments:

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16. Please tell us which of the following activities you would be willing to undertake [all that apply]

I would be willing to encourage my society's publication board to make its copyright policy more author-friendly.
I would be willing to encourage my society to seek alternative sources of revenue, rather than relying on subscription fees to support society activities.
Before signing a publishing contract, I would be willing to strikeout and modify its language to change the contract from granting "exclusive" rights to the publisher to granting "non-exclusive" rights to the publisher.
I would be willing to submit my scholarly output solely to publishers who require only the right of first publication and no other right.
I would be willing to encourage publishers to experiment with business models in order to reduce or eliminate barriers – including subscription costs – to readers.
None of the above

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17. Traditionally, libraries and individuals pay for scholarly journals and books. Alternative ways to disseminate scholarship are emerging, several of which – in pursuit of "open access" – make the content available at no cost to the reader or library, with production costs covered elsewhere.

What is your level of knowledge about the following alternative forms of scholarly dissemination?

[Not aware; Aware, but don't know much; Knowledgeable; Have actually used to disseminate my work]

Institutionally-based "repositories" of open access content
Disciplinary "repositories" of open access content
Fully open access journals (all journal articles freely available without university or individual subscription)
Blogs/wikis

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18. To what extent do you agree or disagree with the following statements?
[Strongly agree; Agree somewhat; Disagree somewhat; Strongly disagree; I don't know]

Open access will dramatically change scholarly communication in my discipline in the next two years.
Open access threatens commercial publishers in my discipline.
Open access threatens my scholarly society(ies).
Libraries' subscriptions are a critical source of revenue for scholarly societies.

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19. Over the past 12 months, in which of the following activities have you engaged to disseminate your work?
[all that apply]

Published articles in subscription-based journals
Published articles in open access journals
Published monographs
Posted postprints on a personal or departmental web site
Posted postprints on an institutional repository, such as arXiv, REPEC, or PubMed
Posted working papers, preprints, and technical reports on a personal, departmental, or institutional web site or repository
None of the above
Other (please specify):

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20. In the next 12 months, how, if at all, do you expect your participation in these dissemination activities to change?
[Increase; Decrease; Stay about the same]

Publishing articles in subscription-based journals
Publishing articles in open access journals
Publishing monographs
Posting postprints on a personal or departmental web site
Posting postprints on an institutional repository, such as arXiv, REPEC, or PubMed
Posting working papers, preprints, and technical reports on a personal, departmental, or institutional web site or repository

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21. UC offers many different publishing services to the academic community. Which best characterizes your level of <u>awareness</u> about each publishing service below?

[Have not heard of this; Have heard of this, but do not understand it; Have heard, read, and discussed this occasionally; Monitor and discuss this regularly; Am actively involved in this]

eScholarship programs in general
eScholarship Repository
eScholarship Journals & Peer Review Series
eScholarship Editions
UC Press/eScholarship Editions

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22. The following describes my involvement <u>with eScholarship Services</u>:
[all that apply]

Editor of a journal or monographic series
Author/contributor
Seminar convener
Member/Director of a participating department or unit
UC Press published author whose book is in eScholarship
No involvement
Other (please specify):

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[if “No involvement” on #22, skip to #27]
23. To date, I have put the following types of scholarly output in UC's eScholarship Repository:
[all that apply]

Previously-published peer-reviewed journal articles
Original peer-reviewed journal articles <u>not</u> previously published elsewhere
Monographs, edited volumes, and other book-length works
Working papers, preprints, and technical reports
Other (please specify):
Not sure
None

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24. How often have you deposited your scholarly output in UC's eScholarship Repository?
[select one]

Weekly
Monthly
Each semester
Annually
Once only

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25. Who actually posts your work in the eScholarship Repository?
[select one]

I do it myself

A departmental administrative assistant
A graduate student/teaching assistant
Someone else (please specify):

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26. Please tell us the top reasons that you contribute your scholarly output to the UC eScholarship Repository.
[select up to three]

Increases exposure of my previously-published work (e.g., postprints)
Provides exposure for work not previously published (e.g., seminar papers)
Broadens the dissemination of academic research generally
Mandated by my academic department
Increases academic institutions' leverage with commercial publishers
Increases my own commercial publishing opportunities
Increases my rank, promotion, and tenure prospects

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27. Have you ever consulted the eScholarship Repository as an aid to your own research?
Yes
No

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[if no to #27 then skip to #31]
28. What is your <u>primary</u> means of accessing works contained in UC's eScholarship Repository?
[select one]

Via a public search engine
Through eScholarship's home page and its search facility
From another work that links to a specific work in the repository

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29. How do you rate the <u>quality</u> of works within the eScholarship Repository?
[select one]

Very high
High
Moderate
Low
Very low
No opinion
Feel free to add any comments:

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30. Overall, how do you rate the <u>value</u> of the eScholarship Repository as a research tool?
Very high
High
Moderate
Low

Very low
No opinion
Feel free to add any comments:

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31. For which of the following types of content would you like to see the University provide publishing support ?
[all that apply]

Journal articles
Monographs/books
Conference papers
Seminar papers
Technical reports
Other working papers
Theses
Dissertations
Field notes
Data sets
Maps, charts, graphs, drawings, and diagrams
Photo images
Software (including simulations)
Audio
Video
Teaching and text assessment materials
None of the above
Other: (please specify)

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32. Which would be the most effective sources <u>for keeping you updated</u> about UC eScholarship services?
[select up to three]

eScholarship/Office of Scholarly Communications directly
UC Senate
Campus library/librarians
Departmental meeting
Faculty meeting
Higher education press (e.g., Chronicle of Higher Education)
Discipline-specific literature
Ad-hoc colleague conversation
Academic conference
Other

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33. Please comment on any innovative publishing activities in which you and your colleagues are currently engaged:

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34. Please feel free to add any comments about this survey or the issues it addresses:

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35. Would you be willing to have an in-depth telephone conversation with one of our researchers on the topics covered in this survey?
Yes
No

[if no to #35 then skip to end]
Please give us your contact information:
Name:
Telephone:
Email:

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Thank you for participating in this survey.