

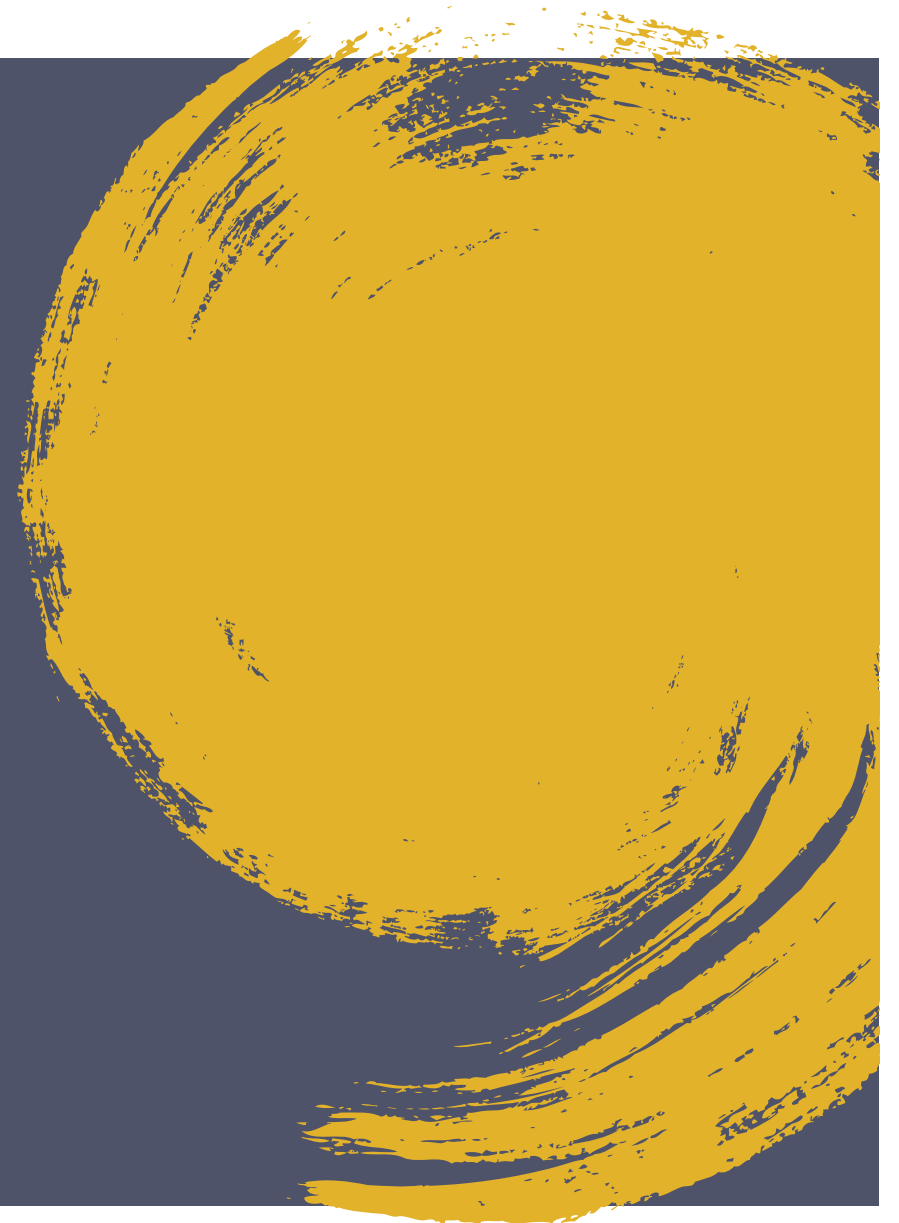


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Researchers'
perspectives on the
purpose and value of
the monograph:

Survey results 2019



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Foreword

Earlier this year, Cambridge University Press and Oxford University Press decided to carry out a major piece of research that asked how our authors, readers, and researchers really see the monograph. The report you are reading is the result of that research. For many years, we've heard that the days of the monograph are numbered, that it is inaccessible and old-fashioned, that the world has moved on. And yet, we see ever more monographs submitted to publishers and a growing online usage of monograph materials. Most importantly, we see significant and meaningful research communicated through the monograph form. We wanted to understand this so that we could better respond to the needs of the academic community. To hear it from the horse's mouth, as it were.

It made sense for Cambridge University Press and Oxford University Press to work on this together, odd though it may seem to interrupt the long-established rivalry of our two great institutions. As the oldest and largest university presses respectively, we have published many thousands of monographs over many decades and they have become a cornerstone of our publishing programmes. If we, as a scholarly community, have reached a point where the monograph is no longer relevant and our authors and readers need something different, we need to know and to adapt.

We focused on the Humanities and Social Sciences but opened the survey to respondents of all ages, in all countries, at all points in their academic careers, and what we found was that the monograph remains vital to the scholarly ecosystem. The sheer number of responses to our survey speaks to the importance of this topic. But even more impressive was the fact that so many people took the time to offer us their heartfelt opinions, which made it very clear how highly the monograph is regarded. It is a valued part of both the reading and output of Humanities and Social Sciences scholars and is perceived to offer something that a medium such as the journal article does not. We found that the monograph remains the established vehicle for

dissemination and debate of new research in the Humanities and Social Sciences, alongside journal articles, and represents a 'gold standard' for scholarly achievement. And we found that the value of the monograph is not just in its dissemination but in the research process itself—it is an organising principle in research.

Embedded as university presses are within the scholarly community, we expected to hear much of this. Equally, we were not shocked to hear that while respondents felt that the monograph remains incredibly important, it must evolve to remain relevant to the way academics work in an increasingly digital world. What is important for us at this stage is that, if it evolves successfully, the role of the monograph looks set to continue into the future. Its days may not be numbered but now it falls to us, alongside our authors and readers, to facilitate this evolution and ensure that this important piece of the scholarly jigsaw continues to fit into the future of academia.

David Clark, Managing Director, Academic Division, Oxford University Press

Mandy Hill, Managing Director, Academic Division, Cambridge University Press

October 2019

Executive Summary

Background

This report presents the results of a large-scale global survey, jointly undertaken by Cambridge University Press and Oxford University Press in the summer of 2019, with nearly 5,000 responses. The survey set out to understand the value of monographs to researchers and to hear the voices of researchers on the relationship between monographs and their research activities.

The results should be interpreted alongside other recent reports into the monograph ecosystem; see ‘Appendix: Further Reading’ on page 40 for details. This report incorporates both qualitative and quantitative data and focuses on researchers in Humanities and Social Sciences (HSS). Whereas previous research typically differentiates Humanities from Social Sciences and HSS from Science, Technology, and Medicine (STM), this report also highlights some key differences between subjects. It provides analysis of the results based on a range of segmentations: by career stage, region, discipline, and subject.

Monographs remain a vital part of scholarly ecosystems

Monographs continue to play a crucial role within HSS. The research shows how the long-form monograph is valued as part of researchers’ reading and output in ways that complement but are not equivalent to journal articles. Across all analysed career stages, regions, and subjects, monographs are important to knowledge, to scholarly debate, and as a medium for dissemination, access, and reference for scholars.

Monographs are the established medium for dissemination and debate of new research in HSS

Together with articles in scholarly journals, monographs are a core medium for the dissemination and debate of new research. In many fields, monographs are the main scholarly contributions and can define areas of study for many years, even decades. They represent a

‘gold standard’, a measure of scholarly excellence and achievement, especially in the Humanities.

Respondents at all career stages report spending a large part of their reading time with monographs, roughly equal with journal articles. As one respondent commented, “*Monographs are always the best way to get the greatest level of information and analysis*”. They are read for research and teaching as well as for enjoyment, general interest, and discovering new topics and thinking.

Readers typically engage with monographs on a chapter level or by using paratextual elements, including references and headings, as well as searching for keywords. Monographs are also used as reference sources to build bibliographies and discover relevant references. They are important as syntheses of literature in the field and are valued for their comprehensive, in-depth, and definitive perspectives.

Monographs are also used to keep up-to-date on the latest thinking and to follow the work of specific authors.

Writing a monograph supports the research process itself; the monograph is an organising principle in research

Writing a monograph is extremely or very important to most respondents, particularly for developing and enriching thinking throughout the research process. When writing a monograph, researchers value the scale and scope of the form and the freedom to develop interconnected, complex arguments.

Writing a monograph enables researchers to clarify, organise, and structure their thinking and to draw connections between related ideas. In HSS, a monograph does more than report on the results of research; it is part of the research.

Monographs allow for in-depth, comprehensive analysis, the formulation of sustained arguments within and across a specific topic,

and the development and presentation of new interpretations, new conclusions, and new ideas. The monograph form permits researchers to build and manage a complex synthesis of multiple perspectives and nuanced argumentation, supported by detailed source analysis and contextualisation. A monograph allows an author to make higher-level points that are not always possible through journal articles.

The crucial role of monographs looks set to continue in the future but evolution is needed

The importance of monographs remains high across all career stages. A large majority of respondents think it extremely or very likely that monographs, in their current form, will have value for their research in 10 years' time, especially in the Humanities.

However, many respondents show an interest in experimentation and change over time. While the core form and function of the monograph is expected to endure, respondents made suggestions about how changes to content, format, length, and dissemination could keep the form relevant in the future, as well as the need to improve the publishing process and the period between manuscript submission and publication, which is felt to be too long for the fast-moving fields.

Results indicate an interest in coexisting print and digital formats. In line with other studies, print is generally preferred for reading, with digital for quick reading and searching.

Some felt that there is too much pressure to publish to meet career progression requirements. Overall, there was a desire for improved access to monographs, with concerns around costs and suggestions for greater online availability or open access to improve discoverability and usage.

Responses from early- and mid-career researchers suggest that other formats, such as working papers and blogs, may grow in importance, leading to a 'mixed economy' of formats meeting different and

changing needs. However, to sum up, as one respondent put it, it seems that the unique function of the monograph "*to be able to present a comprehensive examination of a field and ideas to move the field forward*" is set to continue.

Background and methodology

Background and objectives

Cambridge University Press (CUP) and Oxford University Press (OUP) undertook a joint survey to explore the intrinsic value of monographs to researchers and their role in research within the Humanities and Social Sciences.

The research aimed to understand the views of academic researchers, readers, and authors on what monographs mean to their work and field to ensure that publishers continue to support the purpose they serve within research. We aim to drive informed debate on this topic across the industry and findings may also be used to inform individual contributions to the current consultations such as UKRI's Open Access Review.

Although monographs have been the focus of a number of research studies, CUP and OUP believe that our combined global reach into the research community provides a fresh opportunity to investigate researchers' perceptions of what monographs contribute, both to the overall advancement of knowledge in a field and to the work of individual researchers.

The survey explored questions about the role of reading monographs in the research process and the significance of writing a monograph to researchers' work and careers.

Although monographs are published in STM subjects, the majority of monographs originate in HSS disciplines, which is reflected in the focus of this study.

This report, jointly written by CUP and OUP, presents the full findings from the research. Each publisher will separately consider the implications for their own plans and strategies going forward.

Methodology and sample

This study took the form of a survey that included a mix of quantitative and qualitative questions.

To help to ensure the survey questions were phrased in a way that was meaningful to academic researchers, an early draft was piloted through cognitive interviews, in which researchers explained what they understood the questions to be asking, and areas of ambiguity were identified. Some revisions were made based on the outcome of these interviews before the survey was launched.

The survey was emailed by each publisher to their author and researcher contacts in HSS subjects globally, and in addition appeared on CUP's research platform, Cambridge Core.

The survey was open from 28 June to 10 July, 2019 and received 4,984 usable anonymous responses. Responses that did not progress beyond the initial questions or whose answers were formulaic were excluded from the data analysis.

Demographic questions included career stage, high-level discipline, subject, country of residence, and age group.

The largest subsegment of respondents was researchers from North America or the United Kingdom and the rest of Europe, based in Humanities disciplines, and aged between 36 and 65 years. But cross-tabulations showed that the demographic splits were fairly similar in each category (except as outlined in the following paragraph), so it was possible to compare differences between subgroups without weighting the data. As an illustration, 48% of the total sample was from Europe; in the Humanities subgroup, 48% was from Europe; and in the Social Sciences subgroup, 47% was from Europe.

Questions about the role of writing a monograph in research and reasons for writing a monograph were presented only to respondents who said they had published one or more monographs. The author

sample was skewed toward more senior researchers, with 63% in the Reader/Professor/Emeritus/Retired category compared to 50% in the wider sample.

The survey included many free-text responses; all responses were reviewed and key qualitative data were systematically and thematically coded to draw out the dominant themes.

Definitions of format types

For the purposes of this survey, the following definitions were provided to respondents:

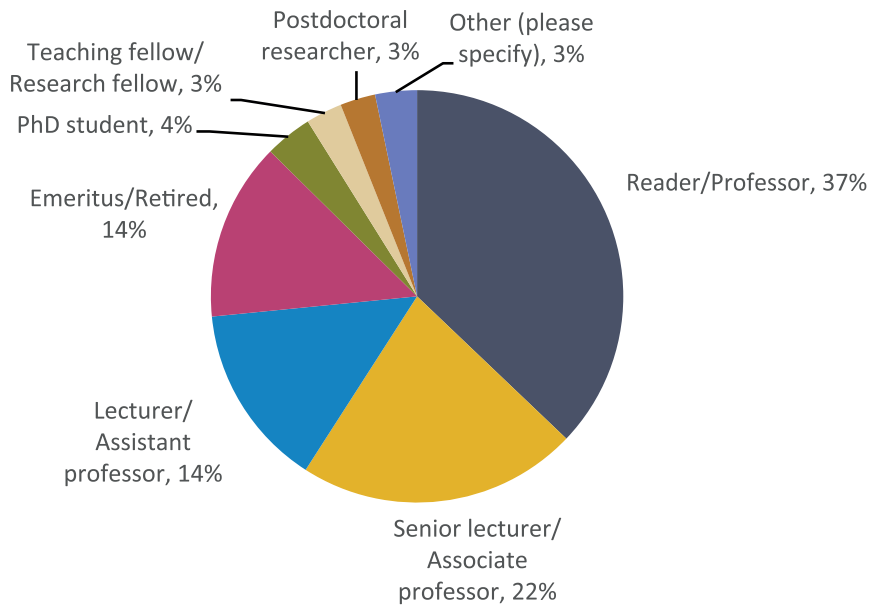
- **Journal article:** A peer-reviewed publication in a scholarly journal.
- **Monograph:** A scholarly or highly specialised work on a single argument or theme, for subject specialists rather than a general audience.
- **Scholarly edition:** A work that presents an authoritatively annotated and/or edited version of a primary text.
- **Textbook:** A core text used for studying and teaching.
- **Working paper:** Any manuscript before a final peer-reviewed Version of Record, including a preprint and accepted manuscript.
- **Blogs and specialist networking sites:** Online opinion pieces and collaborations relevant to a specialist/professional topic.

Demographics

Career stage

Almost three-quarters of the sample (73%) indicated their career stage as 'Senior lecturer/Associate professor' or a more senior level (i.e., 'Reader/Professor' or 'Emeritus/Retired'). Only 7% of the sample indicated they were PhD students or postdoctoral researchers.

Figure 1: Which of the following most closely represents your career stage?

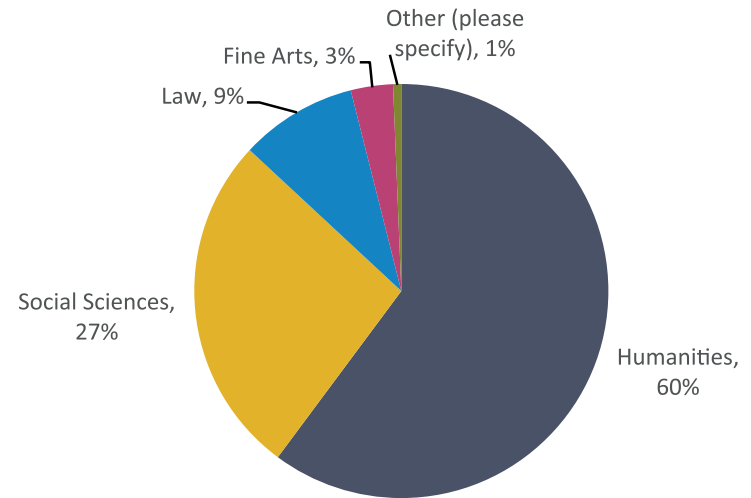


N=4,984

Disciplines

There was a larger proportion of respondents from the Humanities discipline (60%) than Social Sciences (27%).

Figure 2: Which of the following most closely represents your discipline?



N=4,984

Subject focus

The respondent group represented a fairly broad spread of HSS subjects, with History being the most common (18%), followed by Literature (11%).

Table 1: What is your specific subject of research or expertise?

	Responses	
	N	Percentage
History	1193	18%
Literature	707	11%
Politics / Political science / International relations	573	9%
Law	504	8%
Philosophy	446	7%
Classical studies	376	6%
Modern languages and linguistics	353	5%
Religion	342	5%
Other	299	5%
Music	225	3%
Economics	220	3%
Archaeology	194	3%
Sociology	188	3%
Anthropology	155	2%
Art	127	2%
Psychology	122	2%
Education	103	2%
Area studies	96	1%
Drama and theatre	82	1%
Film and media	76	1%
Geography	53	1%
Management	40	1%

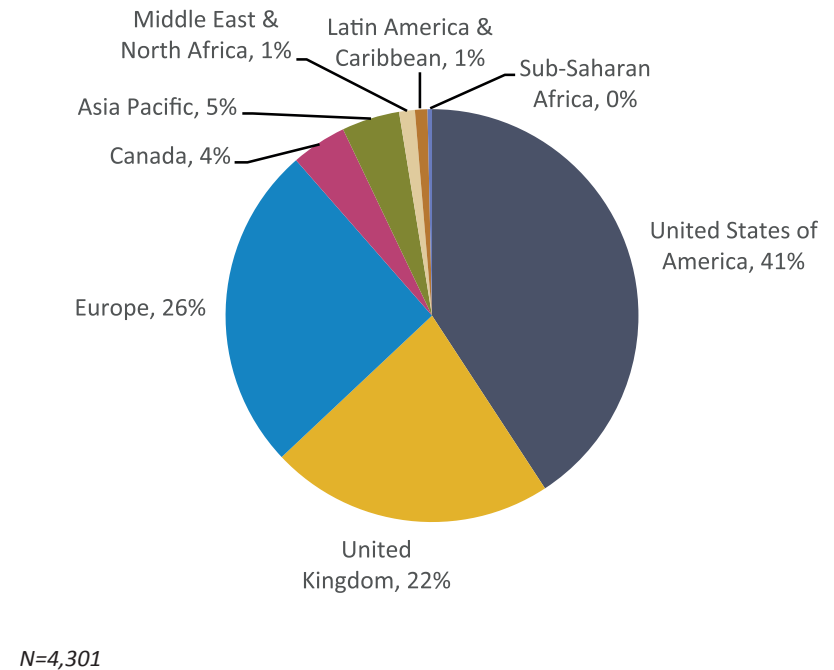
Multiple-response question, therefore percentages do not sum to 100.

N=4,983

Regional breakdown

Overall, 93% of the respondents were from North America, the United Kingdom, or the rest of Europe. This reflects the regions where debates around monographs are most prominent. It may also be reflective of the fact that the survey targeted scholars in HSS; disciplines that are less prominent in regions outside Europe and North America.

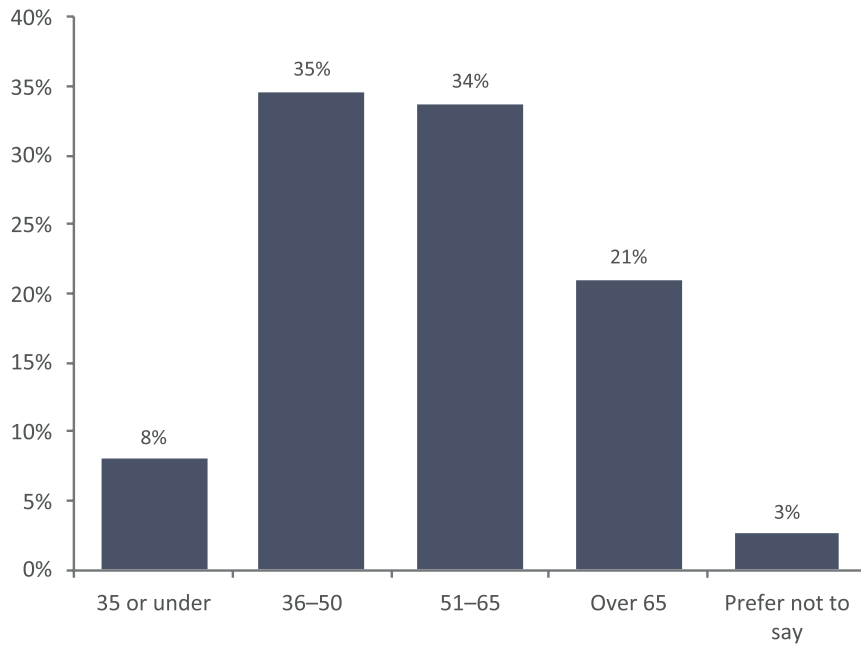
Figure 3: In which country do you currently live?



Age group

About two-thirds of the respondents were aged 36 to 65 years. Under 35s represented 8% of the sample and over 65s represented about 21% of the sample.

Figure 4: What is your age?

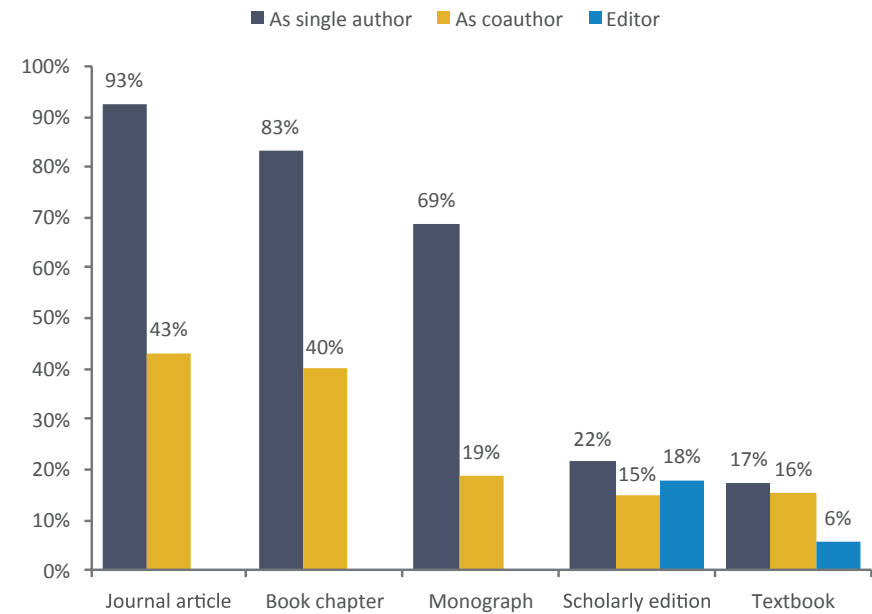


N=4,421

Types of authored publication

Almost all of the respondent group (93%) had authored a journal article as a single author. This was followed by book chapter (83%) and monograph (69%).

Figure 5: Please indicate which of the following types of scholarly publications you have authored with any publisher? Select all that apply.

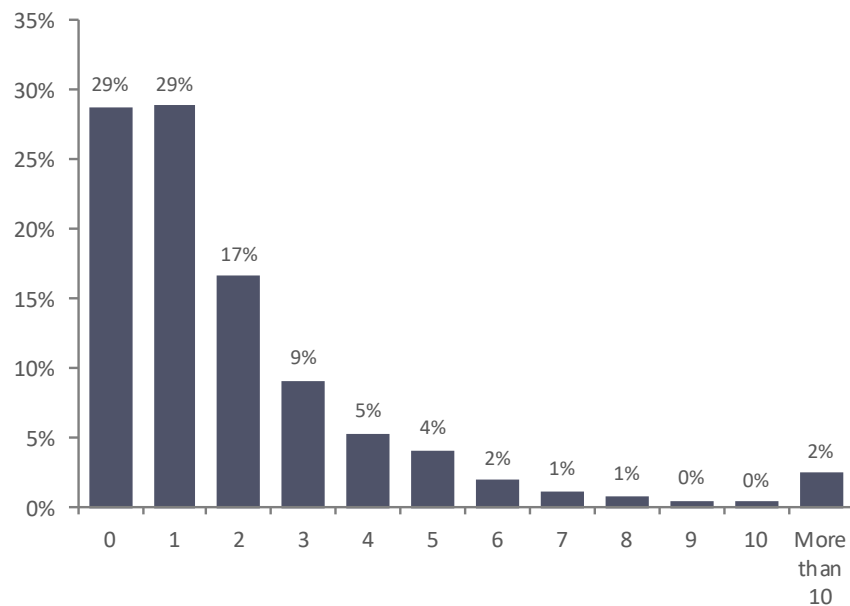


Multiple-response question, therefore percentages do not sum to 100.
N ranges from 4,271 to 4,513

Number of monographs published

Around two-thirds of respondents (64%) said that they had published between one and five monographs as a single author, whereas 29% had not published any.

Figure 6: Overall, how many monographs have you published as a single author?



N=4,039

A note about the segmentation analysis

A number of categories were used for the segmentation analysis (as outlined below). This report draws upon the segmentations where there were interesting or notable differences.

Discipline categories:

- Fine Arts/Humanities = 'Humanities'
- Law/Social Sciences = 'Social Sciences'

Subject: An analysis by individual subject was undertaken where there were more than 300 respondents. This included History, Religion, Classical Studies, Literature, Philosophy, Politics/Political Science/International Relations, Law, Modern Languages & Linguistics.

Region categories:

- USA & Canada = 'North America'
- UK = 'United Kingdom'
- Europe (excluding UK) = 'Europe'
- All other regions (rest of world) = 'RoW'

Career stage categories:

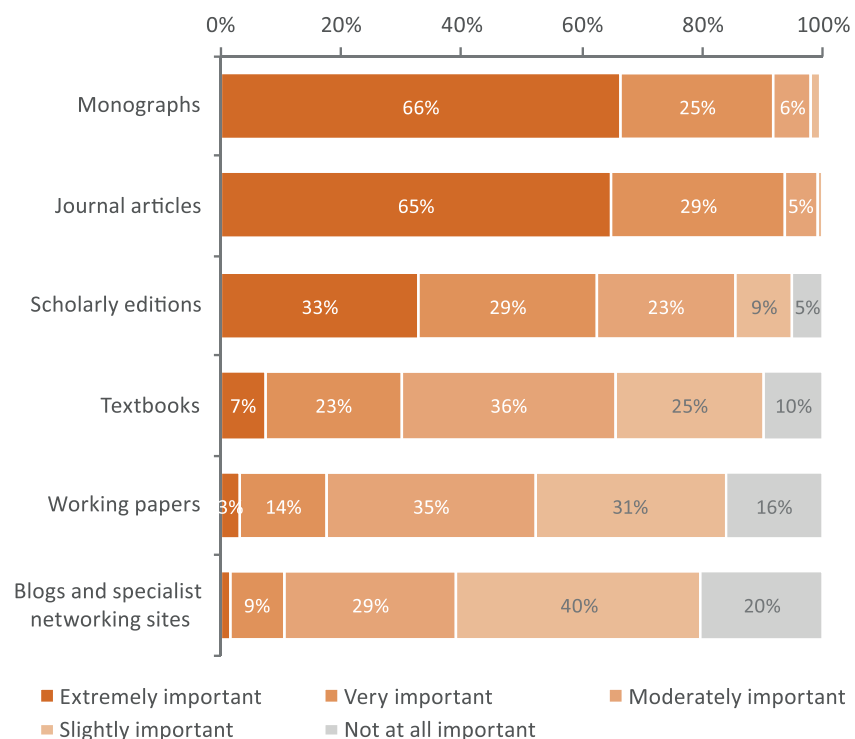
- PhD student/Postdoctoral researcher/Teaching fellow/Research fellow = 'Early career'
- Lecturer/Assistant professor/Senior lecturer/Associate professor = 'Mid-career'
- Reader/Professor/Emeritus/Retired = 'Late career'

The importance of monographs to scholarly knowledge

- **Monographs remain highly important to scholarship. Overall, 91% of respondents considered monographs ‘extremely’ or ‘very’ important to the overall body of knowledge in their subject area compared to 94% for journal articles.**
- **Monographs are particularly important to researchers in the Humanities.**
- **Respondents consider monographs to be important because they provide space and scope for in-depth analysis with sustained argument on a highly specific topic.**
- **Monographs are valued as an extended form, allowing scope and space for complex perspectives and arguments, with detailed exposition and analysis of source material. As a ‘gold standard’, monographs are the main scholarly contribution in many disciplines and can define fields, often for many years.**
- **A high proportion of respondents felt generally aware of important research published as monographs and journal articles in their field compared to a small proportion who felt generally aware of important research published as blogs or working papers in their field.**
- **A majority of respondents reported that the volume of high-quality research published as monographs and journal articles is growing.**
- **Around 40% reported that it is increasingly difficult to keep on top of research published as monographs in their field.**

Monographs and journal articles are very important to researchers: Over 90% of respondents considered **monographs** and **journal articles** as ‘very’ or ‘extremely’ important to the overall body of knowledge in their subject area.

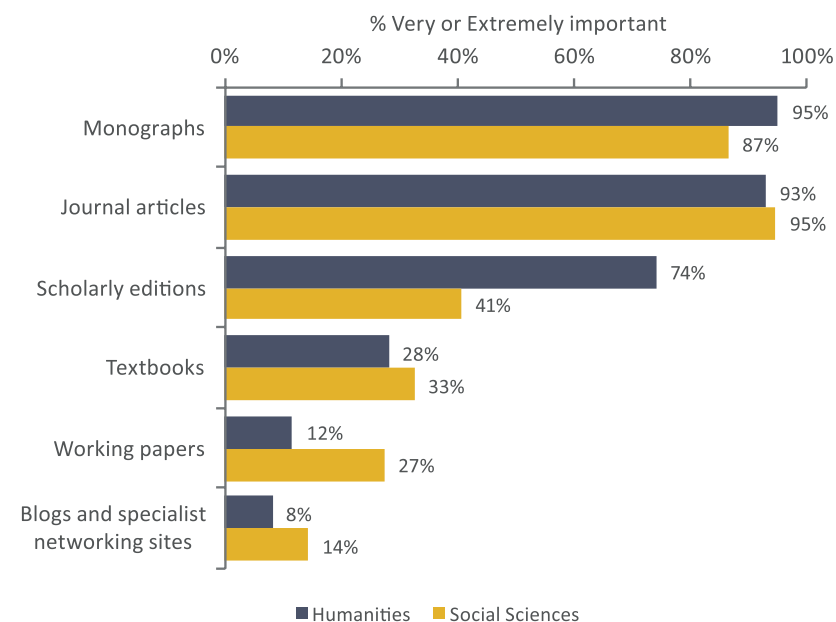
Figure 7: In your opinion, as a reader of scholarly materials, how important are each of the following types of publications to the overall body of knowledge in your subject area?



N ranges from 4,883 to 4,984

Monographs are particularly important to researchers in the Humanities: Respondents in the Humanities were more likely than those in the Social Sciences to consider monographs and scholarly editions as ‘very’ or ‘extremely’ important to the overall body of knowledge in their subject area.

Figure 8: In your opinion, as a reader of scholarly materials, how important are each of the following types of publications to the overall body of knowledge in your subject area?



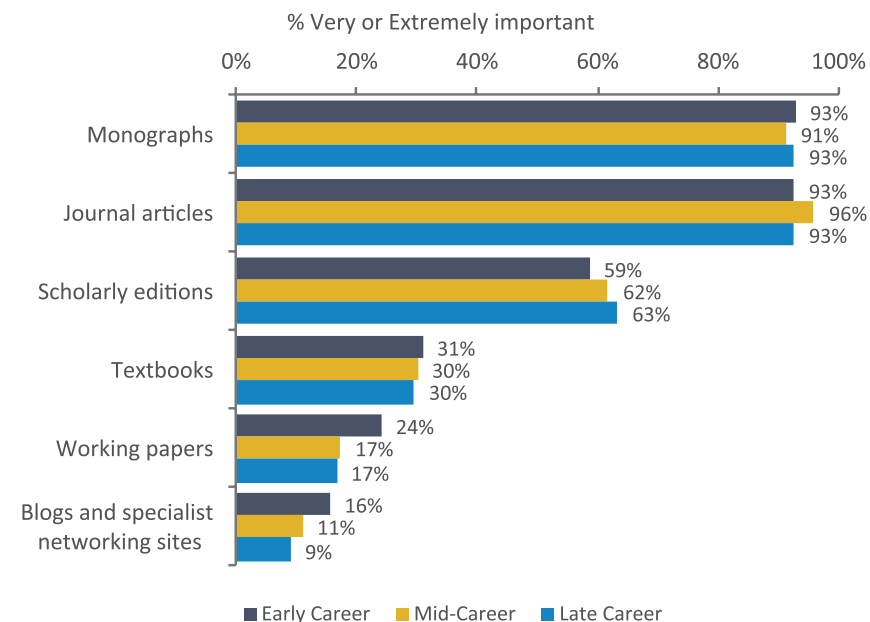
N ranges from 4,694 to 4,795

By contrast, respondents in the Social Sciences were more likely than those in the Humanities to consider working papers and blogs as ‘very’ or ‘extremely’ important to the overall body of knowledge in their subject area. Further, analysis at the subject level showed that researchers in Religion, History, Philosophy, and Literature valued monographs slightly more than journal articles, but those in Modern Languages & Linguistics, Law, Politics/Political Sciences/International Relations, and Classical Studies valued journal articles marginally more than monographs.

Regions: An analysis by regions showed that while both monographs and journals are key to all regions (United Kingdom, Europe, North America and RoW) (all over 90%), textbooks are relatively important in Europe (37%) compared to other regions (25% to 32%) and blogs in RoW (19%) compared to other regions (8% to 11%).

Monographs are important across all career stages: Working papers and blogs were more likely to be considered important by early career researchers compared to mid- and late career researchers, but much less than other formats for all career stages.

Figure 9: In your opinion, as a reader of scholarly materials, how important are each of the following types of publications to the overall body of knowledge in your subject area?



N ranges from 4,217 to 4,301

Monographs provide an essential output for in-depth analysis with sustained argument on a specific topic: Respondents were asked to explain the reason for their rating for monographs, and those selecting 'extremely important' outlined a variety of reasons for their rating around the unique ability of the form to do justice to a topic.

A large number of respondents made general comments about how monographs are fundamental and central to the process of scholarly discussion and to the communication of the most up-to-date thinking. Some valued the specific focus of the format on a niche area, others the ability to give a broader picture.

The most frequent reason for considering monographs to be 'extremely important' to the overall body of knowledge in the researcher's subject area was the scope and space to create a sustained argument and extended discussion. The format allows for both breadth and depth, enabling the author to weave different threads together to form a coherent whole.

Respondents described the function of monographs in synthesising research, bringing together different themes either across a subject area or more widely across multiple disciplines. In many cases, a monograph was seen as the culmination of a long period of research and analysis or sometimes the summation of an entire academic career.

Many comments considered the question in the context of the other formats rated, in particular comparing the ability of the author of a monograph to give the subject comprehensive treatment compared to the word and format restrictions of the journal article. Monographs were also seen as having greater longevity than an article. Some respondents considered monographs to be more accessible, with greater reach than journals.

Many respondents expected a monograph to contain cutting-edge original research or new thinking, keeping academics up-to-date and moving the field forward to advance knowledge.

Accuracy and quality control, particularly in relation to the peer review process, were valued. Related to this was the prestige and standing in the field that writing a monograph confers, as well as the role it plays in career progression.

A number of respondents commented that the monograph is the best, only, or standard format for communicating and discussing research and thinking and an established vehicle of academic discourse.

"Remains the primary method of definitively moving the field forward." [Humanities, early-career researcher]

"I feel that monographs allow the scholar to develop a longer, more detailed argument that incorporates various components, and possibly illustrations in a way that cannot be done in a shorter piece of work." [Social Sciences, early-career researcher]

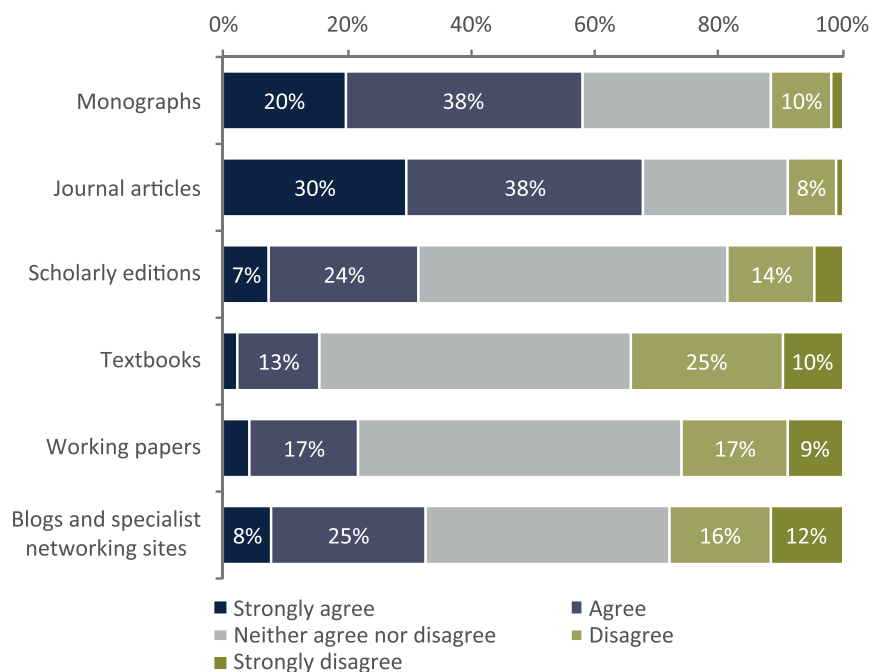
"A monograph is not equivalent to a series of journal articles placed side-by-side. It presents more detailed, nuanced and sophisticated argument than a sequence of journal articles ever can ... and remains the gold standard for career success (appointments; promotion) in my discipline." [Humanities, late-career researcher]

The few respondents who considered monographs to be 'not at all' important indicated that they do not use monographs or did not consider them relevant to their work.

"So far in my research I have not used them as most of the recent material is in journal articles." [Humanities, early-career researcher]

Many researchers consider that more high-quality research is being published as monographs: Almost 60% of respondents agreed or strongly agreed that the amount of high-quality research in their field, published as monographs, is growing. This figure was almost 70% for journal articles.

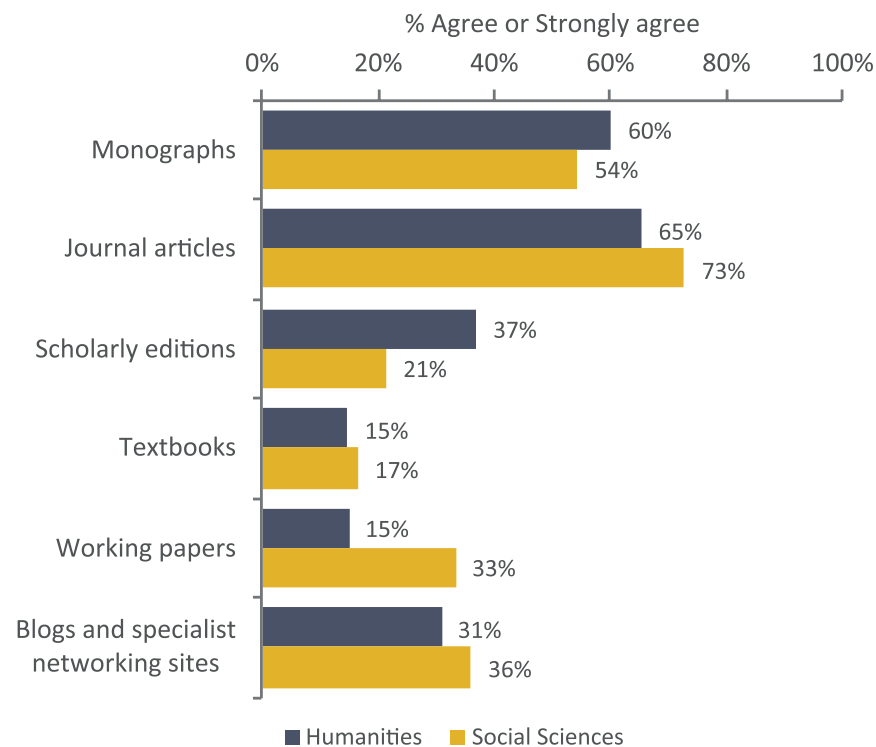
Figure 10: Thinking about research published in each format type, please answer the following statements: *“The amount of high-quality research in my field is growing in this format type”*:



N ranges from 4,595 to 4,703

More respondents in Humanities consider that the volume of high-quality monographs is growing: A larger percentage of researchers in the Humanities than in the Social Sciences think that the volume of monographs and scholarly editions is growing. For journal articles, textbooks, working papers, and blogs, a larger proportion of researchers in the Social Sciences think that the volume is growing.

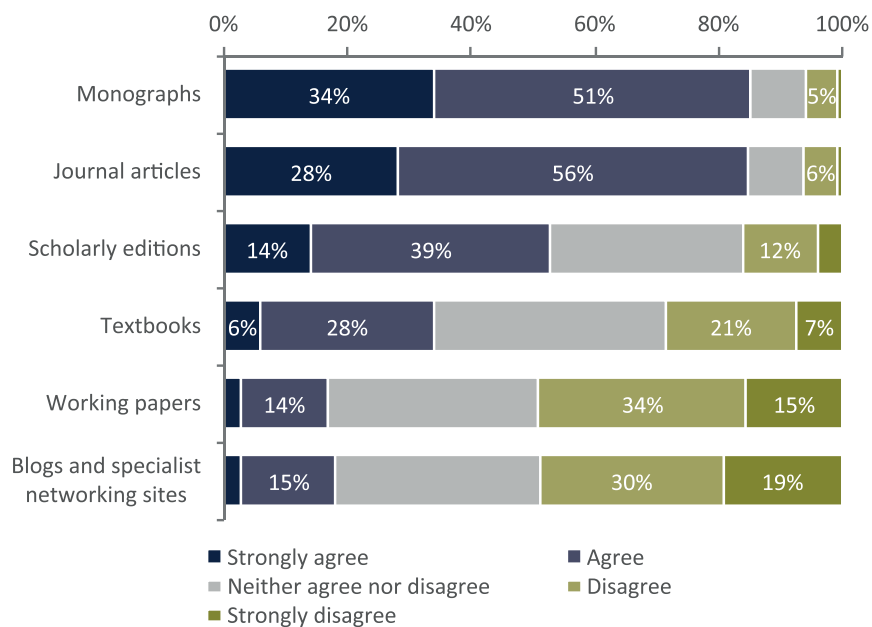
Figure 11: Thinking about research published in each format type, please answer the following statements: *“The amount of high-quality research in my field is growing in this format type”*:



N ranges from 4,429 to 4,525

There is a relatively high awareness of important research published as monographs and journal articles: A high proportion (around 85%) of respondents indicated that they were aware of important research published in their field via monographs and journal articles. By comparison, about half the sample indicated they were unaware of important research published in their field via blogs and specialist networking sites as well as working papers.

Figure 12: Thinking about research published in each format type, please answer the following statements: *“I am generally aware of important research in my field published in this format type”*:



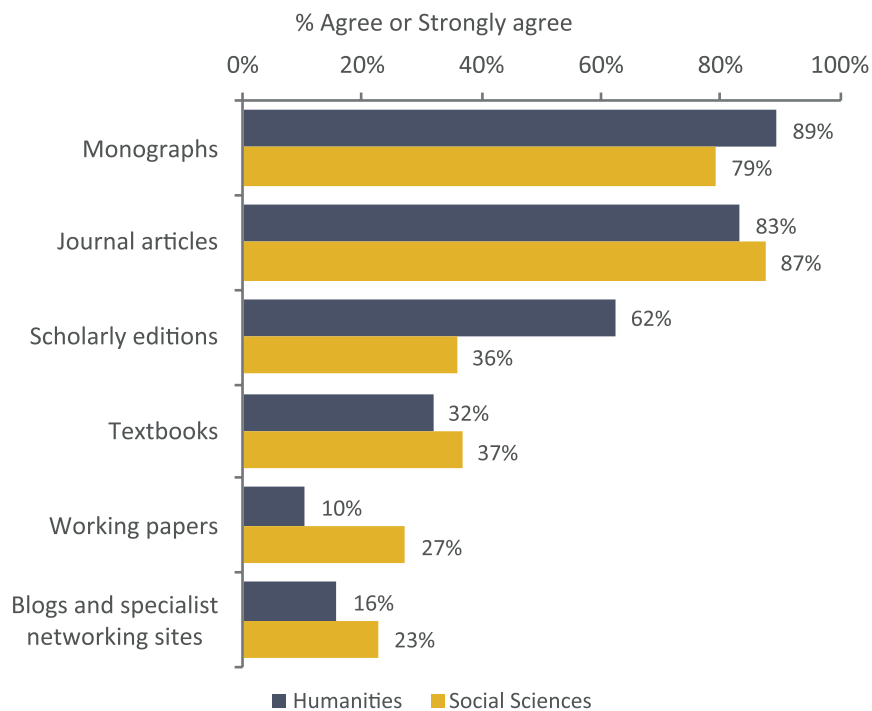
N ranges from 4,608 to 4,716

Awareness of monographs is high across career stages, with at least 84% of each career-stage group indicating awareness: However, differences were as follows:

- Early career researchers were more likely to say they were aware of important research in working papers and blogs than other career stages.
- Mid-career researchers were more likely to say they were aware of important research in textbooks than other career stages.
- Late career researchers were more likely to say they were aware of important research in journals, monographs, and scholarly editions than other career stages.

There is higher awareness of monographs in the Humanities than in the Social Sciences: Respondents in the Humanities were more likely to say they were aware of important research published as monographs and scholarly editions, whereas respondents in the Social Sciences were more likely to say they were aware of important research published as working papers and blogs (see following page).

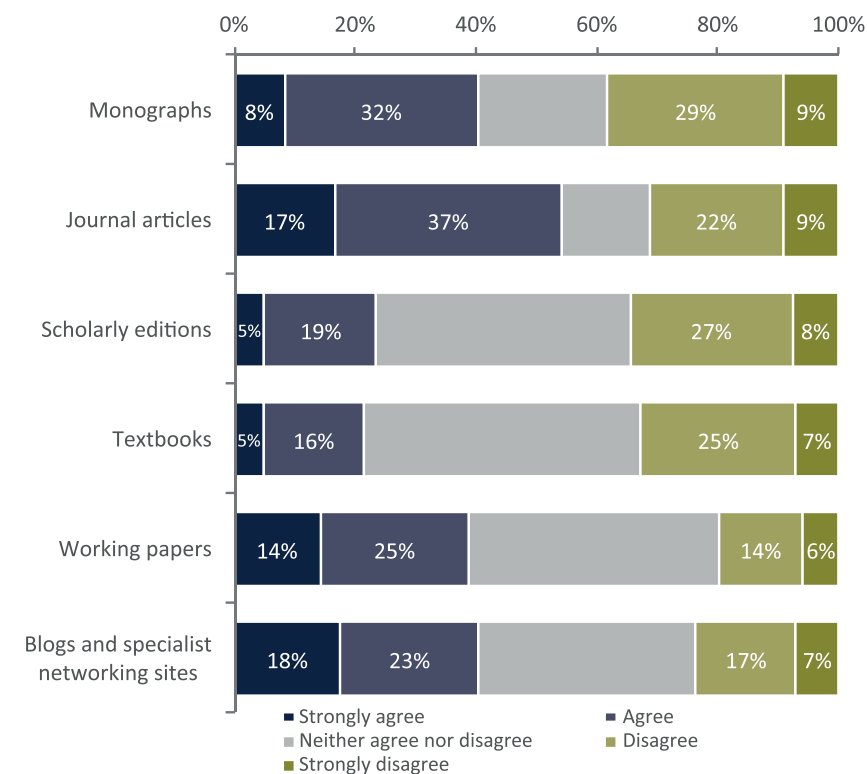
Figure 13: Thinking about research published in each format type, please answer the following statements: *“I am generally aware of important research in my field published in this format type”*:



N ranges from 4,435 to 4,539

Keeping on top of monographs and journal articles is increasingly difficult: There was a relatively even split between those who agreed it is difficult to keep on top of monographs published in their field and those who disagreed with this statement. By comparison, a larger proportion of respondents found it difficult to keep on top of journal articles published in their field.

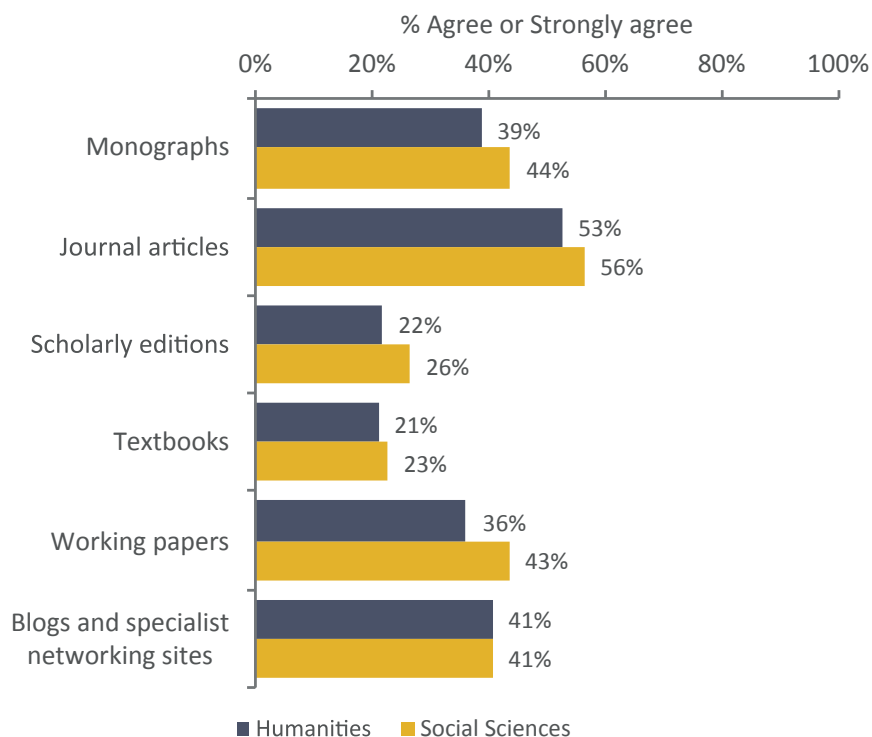
Figure 14: Thinking about research published in each format type, please answer the following statements: *“It is increasingly difficult to keep on top of research published in my field, in this format type”*:



N ranges from 4,588 to 4,706

Keeping on top of monographs is more often considered difficult in the Social Sciences than in the Humanities: Respondents in the Social Sciences were more likely than those in the Humanities to report difficulties in keeping on top of research, particularly research published as monographs, scholarly editions, and working papers.

Figure 15: Thinking about research published in each format type, please answer the following statements: *“It is increasingly difficult to keep on top of research published in my field, in this format type”*:



N ranges from 4,413 to 4,528

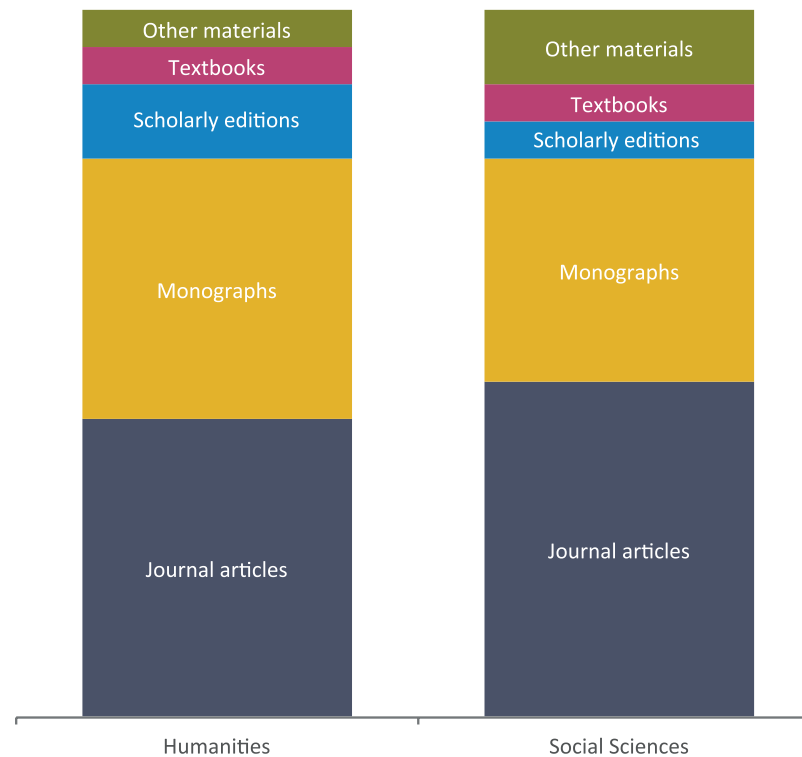
Using and engaging with monographs

- Respondents report spending a large part of their reading time with monographs, roughly equal with journal articles, in all regions and at all career stages. Respondents in the Humanities spend more of their reading time with monographs compared to those in the Social Sciences.
- A majority of respondents are 'extremely' or 'very' likely to read or refer to monographs in research and teaching, as well as for enjoyment, general interest, and discovering new topics and thinking.
- Monographs are used as reference sources to build bibliographies and discover relevant references. They are also important as syntheses of literature in the field, valued for their comprehensive, in-depth, and definitive perspectives. Monographs are used as well to keep up-to-date on the latest thinking and to follow the work of specific authors.
- Readers typically engage with monographs on a chapter level or by using references and headings as well as by searching for keywords. When accessing a monograph, over 80% of respondents indicated they were 'extremely' or 'very' likely to read specific chapters.
- Readers are typically less likely to read a monograph cover-to-cover. Early career respondents are more likely to read specific chapters, find references, and search for specific keywords. In mid-career, respondents are more likely to annotate and mark sections for reuse. Late career researchers are more likely to read monographs cover-to-cover.

The largest proportion of a researcher's reading time is typically spent with journal articles and monographs: Respondents were asked to estimate what proportion of their scholarly reading time was spent with each format type. Figure 16 illustrates the proportional split based on our typical respondent (using median values).

Researchers in the Humanities typically spend slightly more time reading monographs than those in the Social Sciences: This finding is consistent with the slightly greater importance placed on journal articles in the Social Sciences.

Figure 16: Thinking of the time you spend reading scholarly literature, please indicate approximately what proportion of that reading time is spent with each of the following sources (illustration of the proportional split, based on median values):

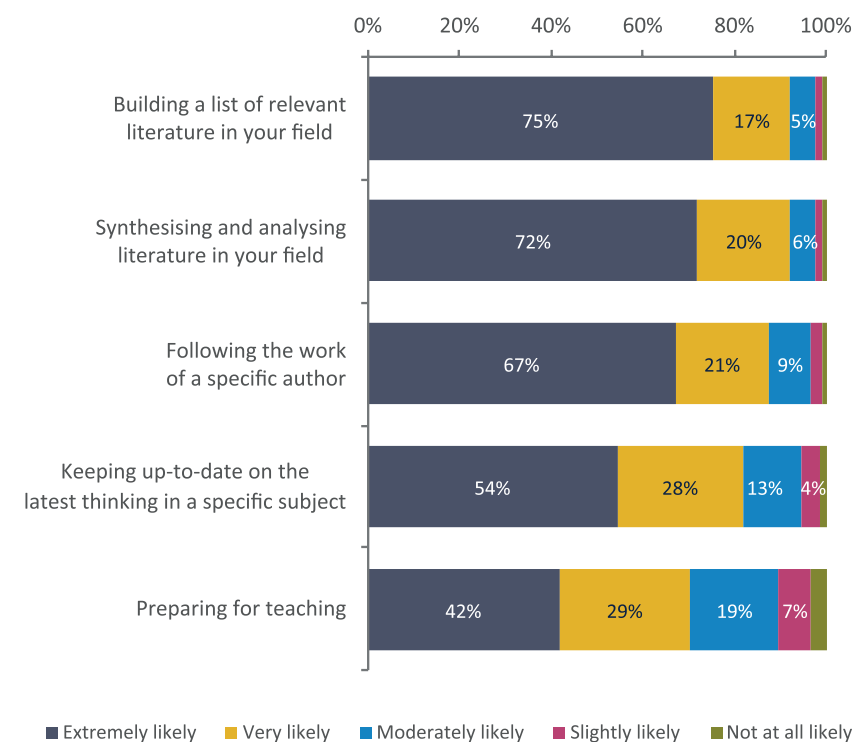


N ranges from 3,700 to 4,405

Monographs are important throughout research and teaching:

Respondents indicated that they are ‘extremely’ or ‘very’ likely to read or refer to monographs in a range of situations in research and teaching. In particular, monographs play an important role in compiling lists of literature and synthesising literature. This suggests that researchers value the function of monographs in collating information in one place. Monographs are also a way to keep up-to-date with a particular author or subject.

Figure 17: How likely is it that you would read or refer to a monograph when doing the following?



N ranges from 4,349 to 4,591

A regional analysis showed that researchers outside North America, the United Kingdom, and the rest of Europe are slightly less likely to refer to monographs when undertaking these tasks.

Additional reasons for reading or referring to monographs:

Respondents had the opportunity to specify additional reasons for reading monographs or to expand on their responses more generally. Some specifically mentioned the importance of reading and referring to monographs whilst writing, as well as gaining knowledge on new and unfamiliar topics and fields. Others mentioned reading for pleasure and advising students.

“Obviously, I should think, preparing to write a monograph! Or article, or review. In short, I would be extremely likely to consult monographs in my scholarly writing.” [Humanities, late-career researcher]

“As an entry to other relevant fields other than my own in questions that guide my work, when the author has engaged with multiple disciplines.” [Social Sciences, early-career researcher]

“I also just think some monographs in literary criticism and philosophy are well written and interesting on their own.” [Humanities, late-career researcher]

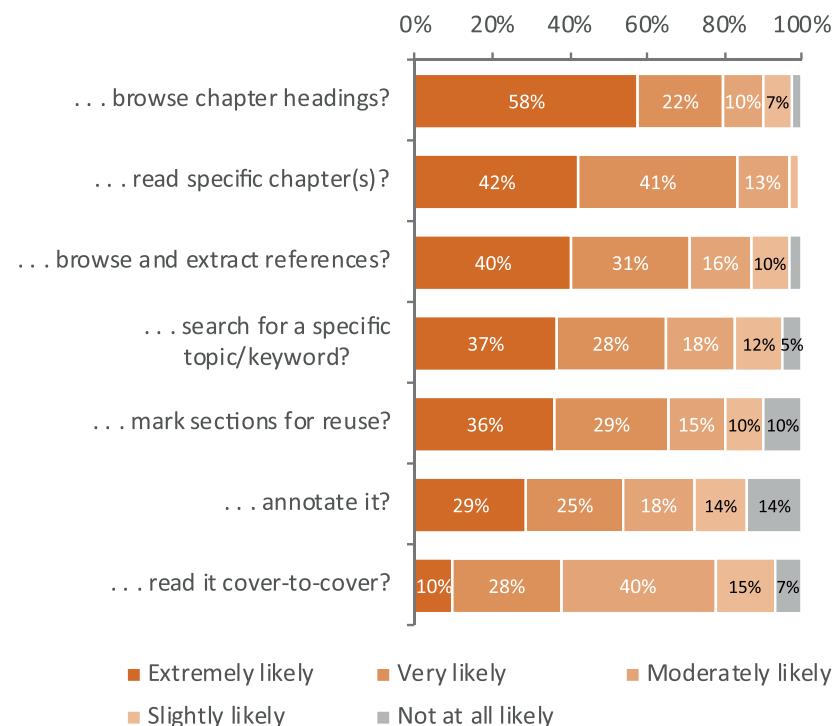
The key themes covered by those who chose to expand on their responses echo those already outlined on page 15, highlighting why the monograph is important. Additionally, the use of the monograph in teaching was referenced here, with mixed responses. Some prefer not to use monographs for teaching (especially for undergraduate courses), whereas others deem them invaluable to prepare for teaching and often include them in reading lists.

“For undergraduate teaching, monograph chapters are often too long and/or complicated. Journal articles work better.” [Humanities, early-career researcher]

“... If a monograph seems to be useful and accessible for students in a course, then I may assign it... [but] I am very careful about what monographs I assign to students.” [Humanities, late-career researcher]

Readers often engage with monographs on a chapter level: When accessing a monograph, over 80% of respondents indicated they were ‘extremely’ or ‘very’ likely to browse chapter headings and read specific chapters. Further, over 70% were ‘very’ or ‘extremely’ likely to browse and extract references and over 50% were likely to annotate it. Less than 40% were ‘very’ or ‘extremely’ likely to read a monograph cover-to-cover.

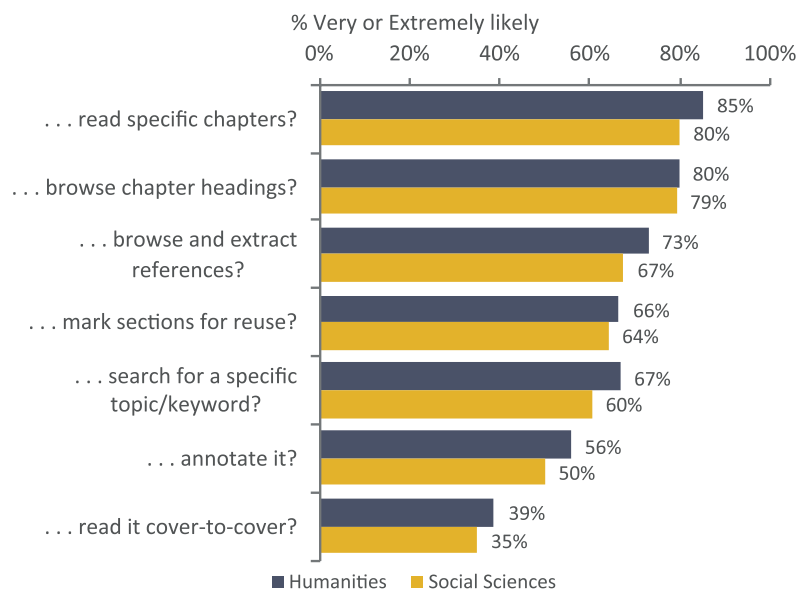
Figure 18: When accessing a monograph, how likely is it that you would ...



N ranges from 4,418 to 4,562

Humanities researchers are more likely to engage with monographs in a variety of ways: A total of 85% of the Humanities respondents were ‘very’ or ‘extremely’ likely to read a specific chapter in a monograph, compared with 80% in the Social Sciences. Further, 39% of the Humanities respondents were ‘very’ or ‘extremely’ likely to read a monograph cover-to-cover compared with 35% of the Social Sciences respondents.

Figure 19: When accessing a monograph, how likely is it that you would ...

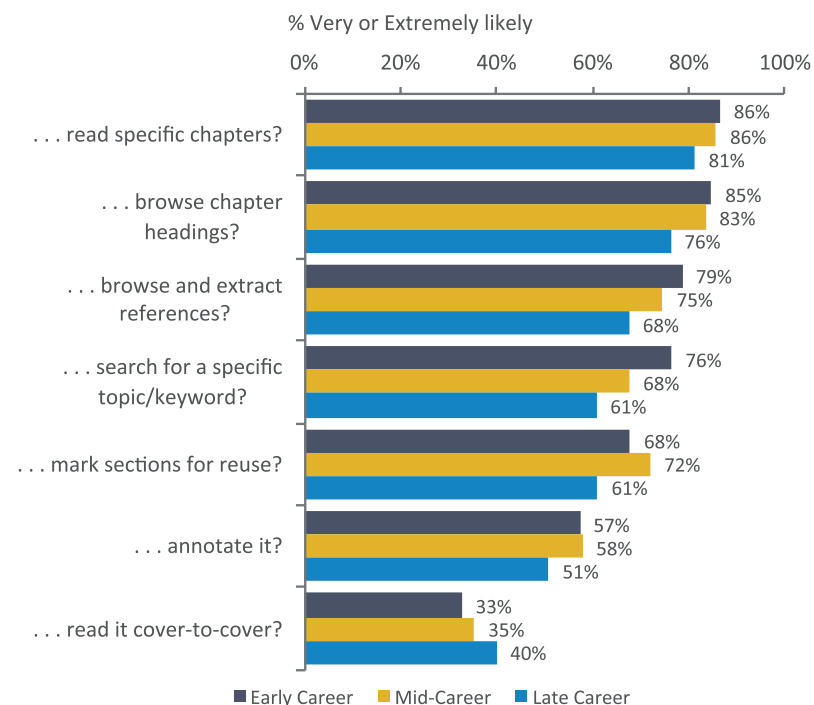


N ranges from 4,277 to 4,386

An analysis at subject level showed that researchers in Philosophy (46%) and History (45%) are slightly more likely to read monographs cover-to-cover compared with those in Classical Studies (31%) and Law (32%). Further, researchers in Modern Languages & Linguistics (79%) and Classical Studies (73%) are more likely to search a monograph for a specific topic or keyword compared with those in Politics/Political Science/International Relations (58%), and History (60%).

Career stage affects how researchers engage with monographs: Browsing and searching behaviour were more prominent in early career researchers whereas reading cover-to-cover was more prominent in late career researchers.

Figure 20: When accessing a monograph, how likely is it that you would ...



N ranges from 3,808 to 3,932

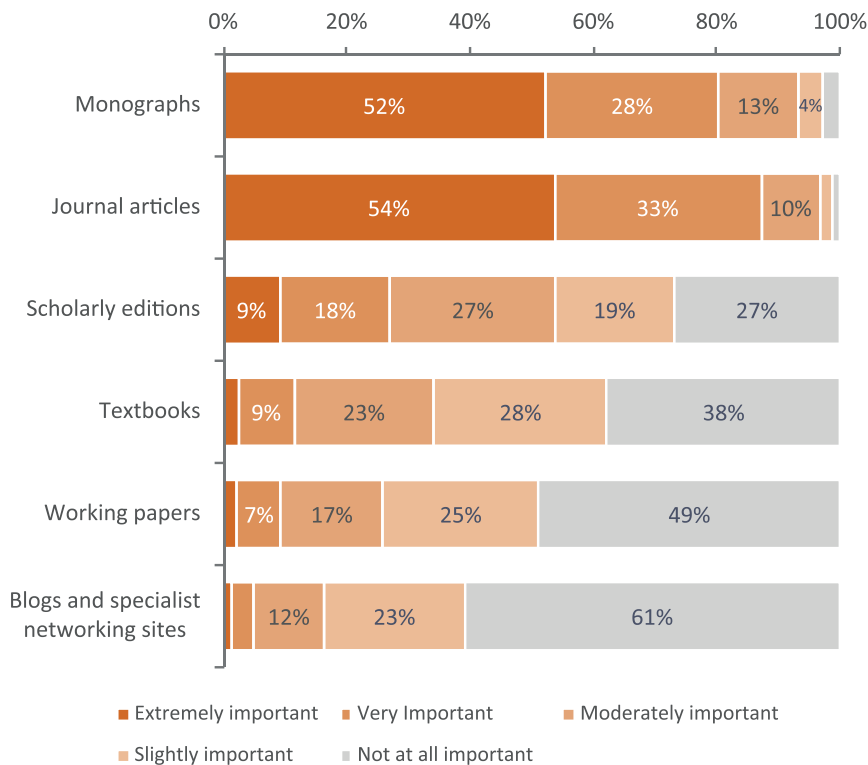
Writing monographs

- **Writing monographs is ‘very’ or ‘extremely’ important to 80% of respondents; writing journal articles is ‘very’ or ‘extremely’ important to 87%.**
- **Writing monographs is particularly important in the Humanities. In History, Religion, and Philosophy, publishing monographs is more important than publishing journal articles.**
- **Reasons given for the importance of writing monographs include:**
 - **the monograph as an organising principle in research;**
 - **scope and scale;**
 - **impact and reception; and**
 - **career progression, reward, and assessment.**
- **Many respondents commented on the differences between writing a monograph and writing a journal article for a range of reasons, but particularly in terms of the greater scope a monograph gives.**

Researchers consider monographs and journal articles

important to publish: Journal articles were considered ‘extremely’ or ‘very’ important to publish by 87% of respondents, followed by monographs at 80%. By comparison, a large proportion of respondents considered blogs (61%) and working papers (49%) ‘not at all important’ from an author’s perspective.

Figure 21: Overall, as an author, how important to you is it to publish each of the following types of publications?



N ranges from 4,455 to 4,555

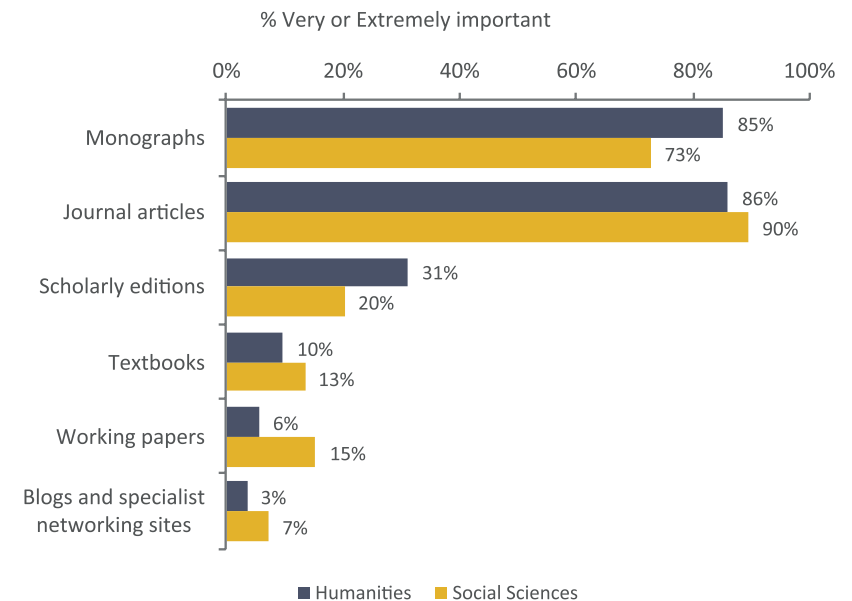
Publishing monographs is particularly important to researchers in the

Humanities: More respondents in the Humanities (85%) than in the Social Sciences (73%) said that it was ‘very’ or ‘extremely’ important to publish a monograph.

For Humanities respondents, the importance of publishing monographs was roughly equal to the importance of publishing journal articles.

Scholarly editions are more important in the Humanities than in the Social Sciences, whereas working papers are more important in the Social Sciences.

Figure 22: Overall, as an author, how important to you is it to publish each of the following types of publications?

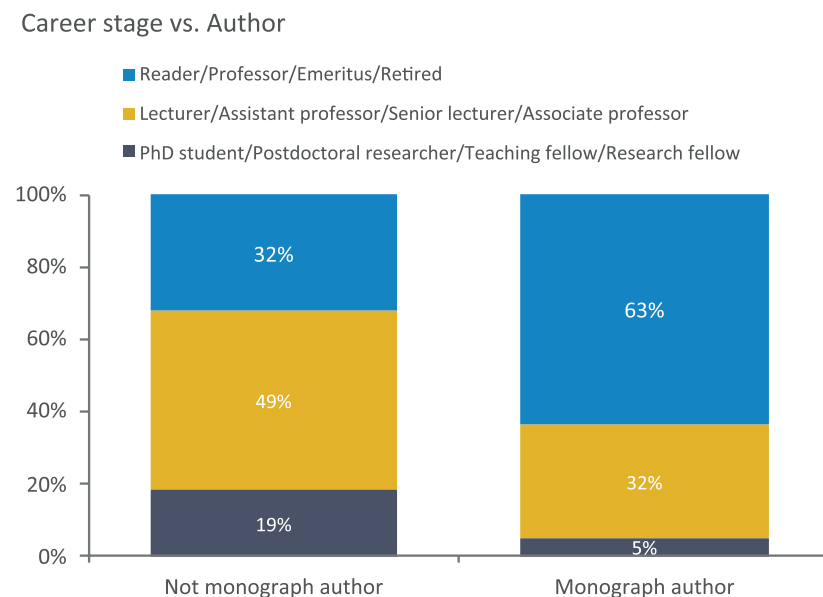


N ranges from 4,287 to 4,383

A subject analysis showed that a slightly higher proportion in History, Religion, and Philosophy valued publishing monographs marginally more than journal articles. Conversely, a higher proportion in Modern Languages & Linguistics, Law, Politics/Political Sciences/International Relations, Literature, and Classical Studies valued publishing journal articles more than monographs.

The role and importance of publishing monographs: Several questions in the survey explored, through open text responses, the reasons why researchers choose to write a monograph and the role it plays in their research. A number of themes describing the importance of the monograph format emerged from these questions (which were only presented to those who indicated they had published a monograph). The sample base for these responses is weighted toward more senior researchers, as Figure 23 shows.

Figure 23: Career stage and monograph authors.



A large number of respondents stressed the centrality of books to their field, discipline, or topic of research. Monographs are seen as fundamental to many disciplines and at the heart of what researchers in particular fields do. In addition to defining fields and areas of study, they are also the medium of scholarly communication and the expected way that significant research is disseminated and takes the field forward.

Theme 1: The monograph as organising principle in research

- A large number of respondents described how researching and writing a monograph helped them to clarify their thinking and to organise their thoughts, supporting the development of ideas and arguments.

- Many respondents made a close connection between the writing process and the research process, with some indicating that constructing a monograph provided a structural or conceptual framework and drove the organisation of their work.

“It’s the organizing principle.” [Social Sciences, mid-career researcher]

“The book sums up the results but the book plan also structures the work as it unfolds.” [Social Sciences, late-career researcher]

“It is the central spine around which the rest of my research is organised.” [Humanities, early-career researcher]

“The process of writing, although sometimes excruciating, helps develop insight that probably would not emerge with several short papers.” [Humanities, late-career researcher]

“Essential: I generated new knowledge by doing the writing and re-writing and organizing required for writing a monograph. This is how humanities scholars analyze their evidence: by writing about it.” [Humanities, early-career researcher]

“My entire research rhythm revolves around the writing of monographs.” [Humanities, late-career researcher]

“Writing is thinking.” [Social Sciences, early-career researcher]

“The monograph is the far horizon guiding present research.” [Humanities, late-career researcher]

Theme 2: Scope and scale

- Many respondents expressed the importance of the monograph as providing scope to develop comprehensive, in-depth, broad, and substantial work.

- Respondents emphasised the value of monographs for developing more complex arguments, providing fuller contexts, and generating a synthesis of ideas.
- Many disciplines and fields rely on methods, evidence, and analyses for which the monograph is the ideal form: from the analysis of long periods of historical change to highly detailed ethnographical studies of complex fieldwork.
- Respondents also contrast this complexity and synthesis with journal articles, stating that a monograph is not equivalent to a series of articles; researchers see monographs as accomplishing more than a set of connections between articles. However, some respondents described how articles complement monographs, flagging topics for future treatment.
- The monograph is also prized by some researchers for the publication of highly specialised work.
- Many researchers spoke of the importance of the monograph form for expressing the results of lengthy research undertaken over a period of many years.

“The only means of providing sustained, developed argument.” [Social Sciences, late-career researcher]

“I need the space to make justice to arguments as they build on extensive ethnography in combination with theoretical frameworks.” [Social Sciences, late-career researcher]

“To be able to present a comprehensive examination of a field and ideas to move the field forward.” [Social Sciences, late-career researcher]

“It’s the central medium in which to address colleagues in a given field both intensively and extensively.” [Humanities, late-career researcher]

“The need for space to develop a novel view.” [Humanities, mid-career researcher]

“I believe it is the most appropriate way to publish overarching insights from a longer research project. Publishing a series of articles may be more rewarding career-wise but a monograph still provides the highest degree of freedom to make broader interrelated contributions to scholarship.” [Social Sciences, early-career researcher]

“A big enough canvas for me to work on.” [Humanities, late-career researcher]

“An article is like a skirmish, a monograph is like a complete military campaign.” [Humanities, late-career researcher]

Theme 3: Impact and reception

- Monographs are highly valued as prestigious publications. Beyond the narrow and measurable requirements for tenure and promotion, many researchers mentioned intangible benefits to reputation, recognition in the field and community, and the kudos attendant on mastering a complex and difficult form.
- Many respondents valued the greater visibility of monographs, especially in comparison with journal articles, and the perceived possibility of reaching wider or larger audiences, again usually as compared with journal articles. Citations were mentioned only by a handful of researchers.
- A number of respondents mentioned the long lifespan of monographs and their longevity. They are seen as a way to have a long-term impact on a field and to make a long-standing mark as a scholar.

“Prestige and scholarly significance.” [Humanities, mid-career researcher]

“Solid and lasting achievements that may continue to be read.” [Humanities, late-career researcher]

“Shelf life and accessibility.” [Social Sciences, late-career researcher]

“Monographs have a greater longevity and are more visible externally.” [Humanities, late-career researcher]

“It is the core of my research; journal articles are the satellites.” [Social Sciences, mid-career researcher]

“It is the most important publication in my career and stands as an original contribution to the field. I published it as a monograph in order to offer a prolonged work on the topic, which articles simply do not allow for.” [Social Sciences, early-career researcher]

“I want to make an impact on the field.” [Humanities, mid-career researcher]

“An article typically advertises an idea but a monograph is more likely to sell it.” [Social Sciences, late-career researcher]

Theme 4: Career progression, reward, and assessment

- Many respondents mentioned tenure, promotion, and career prospects in connection with these questions.
- Many commented that publishing a monograph is a requirement for obtaining tenure and promotion, particularly in US research universities.
- Respondents frequently note that without a monograph, an academic job would be an impossibility.
- A relatively small number of respondents mentioned the UK Research Excellence Framework (REF) among reasons for publishing monographs.

“Until you publish a monograph, you aren’t really in the scholarship game.” [Humanities, early-career researcher]

“Without a monograph you are not eligible for a job, nationally and especially internationally.” [Humanities, early-career researcher]

“Promotion and tenure; expectations of the discipline.” [Humanities, mid-career researcher]

“Monographs are the ‘coin of the realm’ for tenure and promotion in my discipline in US colleges and universities.” [Humanities, mid-career researcher]

A minority did not consider the monograph to be of importance:

Respondents who gave lower importance ratings to the format gave reasons including the monograph as the wrong format for research, as not needed for career progression, or as not required by their institution. Workload, including a high teaching load and too much admin, was also mentioned.

“I have no interest in engaging others in my field through a monograph at this point. Shorter discussions in journals seem more appropriate and manageable.” [Humanities, early-career researcher]

“Not necessary at this stage of my career and I do not have the time.” [Social Sciences, late-career researcher]

Differences between writing a monograph and a journal article:

When asked about the factors that influenced their decision to publish their research as a monograph, many respondents contrasted monographs with journal articles, offering insights into the differences between the two most important forms of scholarly writing.

The majority of comments concerned the greater extent of the monograph compared to a journal article, with the monograph allowing enough scope to cover a complex topic in sufficient detail. Related to this, some said that the book format carried more weight or ‘heft’.

Others mentioned the ability of a monograph to tie different strands together coherently compared to splitting the work into individual journal articles. Some respondents said that the journal is not the preferred format for the discipline; others mentioned restrictive styles in journals.

Comments also mentioned some of the connections between books and articles, with articles preceding or ‘spinning off’ from a monograph. A few respondents thought that a book would reach a wider readership than a journal article.

“It was too much for an article and too complex for a textbook.”
[Humanities, mid-career researcher]

“The ability to develop an extended study covering a range of topics without the somewhat artificial narrowness that journal publication can encourage.” [Humanities, early-career researcher]

“Ability to make a broader argument than is possible in a journal article.” [Humanities, mid-career researcher]

“I could have extracted four or five good articles out of the research instead, but they would have failed to tell the story that I wanted to tell.” [Social Sciences, mid-career researcher]

“[I] conceive of my research in blocks that are structured around monographs, with articles and chapters often coming as ‘spin offs’”.
[Humanities, mid-career researcher]

“The arguments I had to make with my material were more powerful standing alongside each other in a single volume than as journal articles.” [Humanities, early-career researcher]

“After I had worked through a body of research via articles, I co-published a book to make a higher level point that could not have been easily made using an article. To publish the findings of a larger research project (e.g., PhD research).” [Humanities, late-career researcher]

The future of monographs

- Respondents found it difficult, sometimes even catastrophic, to imagine their fields, research, and careers to date without monographs.
- Across all career stages, more than 80% of respondents reported that it is 'extremely' or 'very likely' that monographs, in their current form, will have value for their work or research in 10 years' time. This is especially the case in the Humanities.
- Respondents were asked to explain why they believe the monograph will continue to have value in 10 years. Echoing comments across the survey, respondents described how monographs offer sustained engagement with complex topics and play a valuable role not met by other formats. Longevity is key—monographs are used and remain relevant for many years.
- Some felt that reducing the pressure to publish to meet career progression requirements would be a good thing.
- Results indicate an interest in coexisting print and digital formats. In line with other studies, print is generally preferred for reading, with the digital format preferred for quick reading and searching. Many respondents commented that greater online availability or open access could improve access.
- While the core form and function of the monograph is expected to endure, respondents made suggestions about how changes to content, format, and dissemination could keep the form relevant in the future.

Scenario: A career without monographs

Respondents were asked to imagine a scenario where it had not been possible to read or publish scholarly monographs during the length of their career to date, and to comment on the potential impact on their research/work/study. All responses were systematically coded and the dominant themes were extracted.

Overwhelmingly, most respondents thought that the absence of the monograph in their career would have had some form of negative impact, while a further segment said that there would have been a “significant impact”.

The most frequent comment was on the negative impact this scenario would have, with respondents using terms such as “negative”, “disastrous”, “detrimental”, “terrible”, or “catastrophic” (see Figure 24).

In contrast, only a few respondents said that there would have been little or no impact on their careers. A small minority (less than 1%) indicated there would have been some positive impact from this scenario.

Overall, responses suggest a negative impact in four areas:

- Research and scholarship;
- Knowledge and understanding;
- Career prospects; and
- Quality of work.

The Word Cloud (Figure 24) shows words mentioned at least five times in the most frequent category of response, giving a general comment on the negative impact.

Figure 24: Word Cloud of comments about negative impact.



Area 1: Research and scholarship

A major complaint was that the absence of the monograph would have a negative, limiting impact on research and scholarship—that it would severely hamper aspects of scholarly life. Moreover, some respondents said that their research career or study would be impossible without the monograph. A further group of respondents said that this scenario would have had an “impoverishing impact” on their research, work, or

study, and that they would incur a negative reputational impact (such as a decreased profile).

“It would have substantially hindered my research and ability to publish in any format.” [Humanities, mid-career researcher]

“This would have had an extremely detrimental effect on my academic career and intellectual life.” [Humanities, mid-career researcher]

“It would have seriously impoverished my research and I wouldn’t have been able to get to where I am, intellectually or professionally.” [Social Sciences, mid-career researcher]

“I can’t even begin to imagine the negative impact on my research. I am currently researching for a book chapter, and have used several monographs for this, one in particular being crucial.”
[Humanities, early-career researcher]

“I would not have been able to develop a reputation in my field. I would not have had the work of other scholars to reference. I would not have had the opportunity to fully explore a topic of great importance in my field, which needed a publication of longer length than a series of articles.” [Humanities, late-career researcher]

Area 2: Knowledge and understanding

Respondents suggested that the lack of the monograph would also have a negative impact on their knowledge or understanding of their field. Monographs are seen as important markers of many fields, particularly History. Without them, some respondents indicated that this would lead to a fragmentation of both knowledge and research, with alternate, shorter-form publication types such as journal articles having to be used as a substitute.

“My level of knowledge of my field would be insufficient for me to be a contributing scholar.” [Humanities, early-career researcher]

“I believe that I would have missed the most fundamental insights into both my discipline and other disciplines I have engaged with. It would mean that entire traditions in philosophy, sociology, politics or economics would vanish and in-depth contributions to theory would disappear. A rather unfortunate outcome that would essentially hamper critical thinking.” [Social Sciences, early-career researcher]

“There would be far less context to my understanding of the field, both currently and historically. Monographs are not just for advancing knowledge but are important markers of the history of a field.” [Social Sciences, mid-career researcher]

“Absence of monographs would have contributed to an even more serious fragmentation of my field and a lack of synthesis.” [Social Sciences, late-career researcher]

“. . . Monographs are the anchors of a discipline, providing solid islands or waymarkers in an ever expanding sea of research.” [Social Sciences, late-career researcher]

Area 3: Career prospects

Respondents also made clear that career prospects would have been negatively impacted, particularly in terms of tenure or promotion, which, in many institutions is dependent on the publication of a monograph. Some respondents suggested that they either wouldn’t have a job or that they would not have been able to have a career in academia or as an academic.

“As of yet, none. However, looking into the future, I cannot imagine completing my career without authoring at least one monograph. My dissertation chair has also discussed with me value in writing a book.” [Social Sciences, early-career researcher]

“I would simply not have been able to secure a permanent position in my field of research/teaching.” [Humanities, mid-career researcher]

“It would be impossible to gain promotion, or to be appointed to a permanent post in any institution that I can think of without having published at least one monograph; nor would one be regarded as a serious scholar by many colleagues.” [Humanities, late-career researcher]

“First, I might not have started to study what I finally did since monographs open up worlds to the reader that other formats can’t do the same way. Second, I would not be able to follow my career path at this point since a monograph is still a quality standard in the Humanities.” [Humanities, early-career researcher]

“Significant decrease of the quality of my work.” [Social Sciences, late-career researcher]

“I would not have scratched the surface of argument, detail, or parameters of my work.” [Humanities, mid-career researcher]

“Would be forced to make much simpler arguments, and reduce attention to unique qualitative data that requires lengthier work.” [Social Sciences, mid-career researcher]

“I would have been more focused on specific/‘small’ topics, rather than thinking in broader terms.” [Social Sciences, early-career researcher]

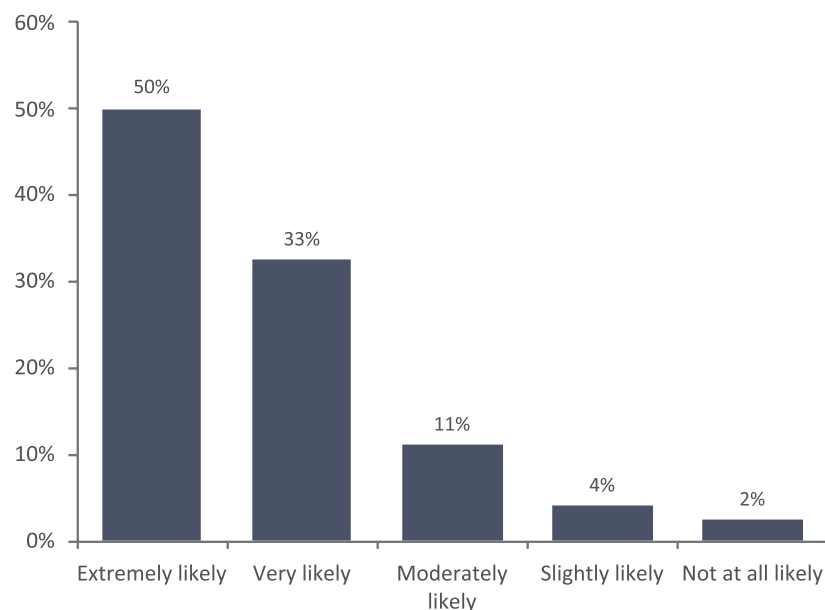
Area 4: Quality of work

Finally, the negative impact on the quality of work or research was another significant concern among respondents, with many commenting that it would increase superficiality. Some respondents also commented about the demotivating impact this scenario would have, with their research or work being less interesting without the monograph. Other respondents commented that they would focus more on short-term, specific projects (rather than large-scale projects).

“The field would move more quickly, but would lose a significant amount of genuinely field-shaping, provocative, immensely important literature.” [Humanities, mid-career researcher]

Monographs will continue to have value for researchers: Overall, 83% of respondents anticipate that the monograph, in its current form, is ‘extremely’ or ‘very’ likely to have value for their work/research in 10 years’ time.

Figure 25: Thinking generally about monographs overall, how likely do you think it is that the monograph, in its current form, will have value for your work/research in 10 years’ time?

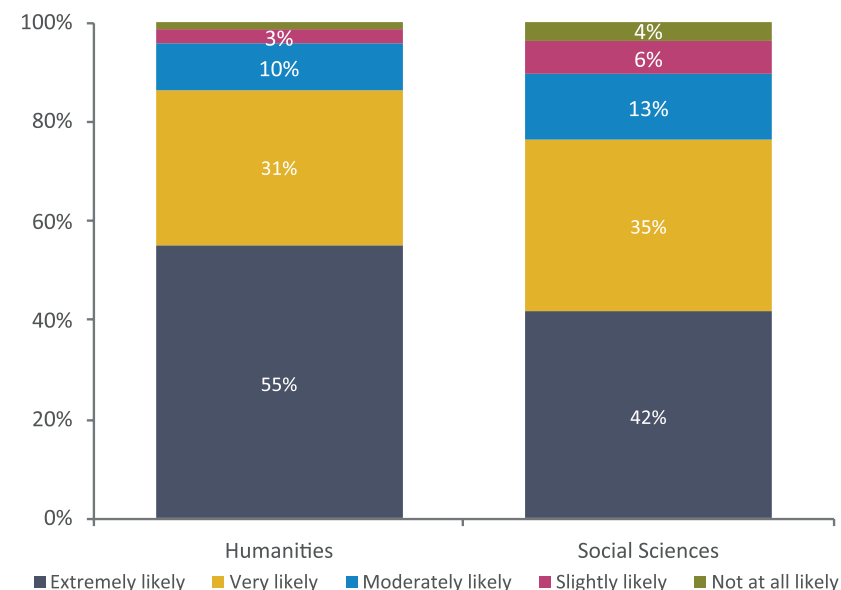


N=4,412

More researchers in the Humanities than in the Social Sciences think that monographs will have value for their work or research in 10 years’ time: When comparing by discipline, 86% of respondents in the Humanities anticipate that the monograph, in its current form, is

‘extremely’ or ‘very’ likely to have value for their work/research in 10 years’ time compared to 77% in the Social Sciences.

Figure 26: Thinking generally about monographs overall, how likely do you think it is that the monograph, in its current form, will have value for your work/research in 10 years’ time?



N=4,244

Reasons why the monograph will continue to have value:

Respondents were asked to give reasons for their ratings. The key themes covered by those who indicated the monograph was ‘extremely likely’ to have value for their work/research in 10 years’ time were similar to the themes outlined in earlier responses: that the monograph is the only format allowing sufficient space for in-depth

engagement with complex topics, giving the opportunity to elaborate on extended arguments and engage in long-form research. They stated that the monograph is an excellent format and the gold standard in their academic field. Historians in particular stressed the incredible importance of the monograph. The inherent value of monographs was stressed, where quality research is most likely to be published, and, according to some respondents, no other format can successfully replace the monograph. Last, the aspect of longevity was once again stated: respondents remarked that monographs, once published, often remain relevant for decades, especially in Literature, Classics, and History.

“Humanities scholarship requires a venue to make a deep sustained engagement with evidence, the scholarly record, and argument. If the monograph did not exist it would be necessary to invent it. Some inessential aspects of the form have been altered and will be. But the monograph can only go away if the humanities go away, which some people wish to make happen, but they will not succeed within ten years. I hope they never succeed.” [Humanities, mid-career researcher]

“Because history as a field relies on in-depth research. Journal articles are too short to fully flesh out the depth of a monograph’s argument and evidence. Textbooks and broad synthetic works rely on research that is produced in monograph form. Monographs form the foundation of the field [...] a foundation that enables other kinds of historical research.” [Humanities, mid-career researcher]

“A monograph ought to represent years of careful research and reflection, with arguments thoroughly analyzed and supported. Such work retains its value to subsequent scholars (in history and medieval studies) well beyond ten years.” [Humanities, late-career researcher]

“The length of a monograph is needed to develop arguments with both breadth and complexity. While one could conceivably publish a text of any length digitally, quality would have to be ascertained by some kind of peer review process in order not to be overwhelmed by work that does not meet academic standards.”
[Humanities, early-career researcher]

Only a small minority of respondents felt that the monograph was unlikely to retain its value for their work or research (2%). When asked to expand on this answer, almost half of those respondents mentioned retiring or passing on.

“I am retired, doing little research now. In 10 years, I doubt I will be doing any research.” [Social Sciences, late-career researcher]

“I shall be in my 80s and fully retired or dead.” [Social Sciences, late-career researcher]

What should change?

Respondents were asked to think broadly about reading, writing, and publishing monographs and what they would change if they could change one thing. All responses were systematically coded. Responses were very varied but the main themes are drawn out under the categories of reading, writing, and publishing monographs, with a final theme on the perceived importance of the monograph.

Reading monographs: Under the broad theme of reading, the most dominant response related to access, with many comments on the price of the monograph, which is often considered to be too expensive for an individual buyer, and sometimes not affordable for libraries. Therefore, respondents suggested printing more monographs in paperback or moving to digital-only publishing, possibly with open access. However, some respondents specified they prefer reading print but would like to have a digital version alongside for quick reading and searching. Others suggested e-reader-friendly editions.

“Their price! I keep buying monographs and quite frankly it’s an unmanageable budget. Everything else I would keep as is :)”
[Humanities, early-career researcher]

“Greater online availability of monographs, in the same way that journal articles can be accessed. I strongly believe the (lack of) ease of access is the primary obstacle to greater dissemination of monograph material today.” [Social Sciences, mid-career researcher]

“Being able to purchase print and electronic versions of the same monograph, without having to purchase 2 copies. I still prefer print for in-depth reading and making notes/recall, but digital is more convenient for searching.” [Humanities, career stage not specified]

Writing monographs: Under the broad theme of writing monographs, the most common response related to time. Many commented about a lack of time to write (and read)—especially due to their teaching load which they felt does not allow sufficient time for research. Others commented on the desire for shorter content and the need for a mid-length category (e.g., 30,000–60,000 words), between journal articles and monographs. Another suggested change was for authors to use more accessible language so that the monograph could appeal to a broader group.

“Academics need more research time. To achieve this, universities need to significantly reduce the administrative and meeting burden on academics.” [Humanities, mid-career researcher]

“Perhaps more options for publishing a shorter monograph of 60,000 words or so. There is no format between a 10k journal article and an 80–100k book.” [Humanities, mid-career researcher]

Publishing monographs: Under the broad theme of publishing monographs, some focused on the editorial review processes, with comments about the time between manuscript submission and publication often being too long, especially for those from fast-moving fields where timeliness was particularly valued. Additionally, some made suggestions around improving the editing process, production, copy-editing, and proofreading. Others criticised the double-blind peer review system and felt limited by not being able to react to reviewers’ comments. Respondents suggested adding supplementary material (e.g., videos, images, maps, interactive elements) to the book online. Some requested endnotes to be abolished and footnotes to be used instead and others asked for the quality of graphics to be improved.

Others considered that too many monographs are being published, and of these, too many of poor quality. Many felt that there is a lot of pressure on young academics to publish soon after graduation to get tenure or for the UK REF, resulting in researchers publishing PhDs that may be little read. However, some suggested that presses should be more open to publishing original ideas and should support creativity and give authors more freedom.

“Make the publishing process faster so that the information is not so out of date by the time the monograph is published.” [Social Sciences, late-career researcher]

“Publishers are not keeping up with research trends, for example, the visual turn in history writing. Publishers continue to dislike publishing images but the field is increasingly using them. So we have a disconnect.” [Humanities, late-career researcher]

“Less quantity, more quality (way too many monographs being published without necessarily being convincing or even really good); giving chances to YOUNG scholars and not to accomplished scholars.” [Humanities, early-career researcher]

General importance: Finally, as a general comment, some readers once again took the opportunity to stress the value of the monograph. Comments were made about consideration for the importance of monographs in general, with the desire for the monograph to be more appreciated in their particular field. There were also many who suggested that nothing should change.

“I would give back more importance to monographs rather than journals.” [Humanities, early-career researcher]

“I would change nothing. Despite the publishing difficulties for monographs, they have vital importance in the humanities. I seek them out for review, I read them cover to cover, I keep them for citation in published research.” [Humanities, late-career researcher]

This study set out to hear the voices of researchers in the Humanities and the Social Sciences on the value of monographs to their work.

The final word goes to an anonymous respondent, trying to imagine a world without monographs:

“Almost everything I know about my field—especially the best insight and archival detail—has come from monographs. [...] Big work needs a big, worthy outcome, and some mark of closure. [...] Journal articles are important too. They are fishing trips with friends at the local pond. Monographs are three-year voyages from which no one returns unchanged.”

Appendix: Survey Questions

NB: Response options are not listed here.

1. Which of the following most closely represents your career stage?
2. Which of the following most closely represents your discipline?
3. What is your specific subject of research or expertise?
4. In your opinion, as a reader of scholarly materials, how important are each of the following types of publications to the overall body of knowledge in your subject area?
5. Please explain the reasons for your rating for monographs.
6. Thinking about research published in each format type, please answer the following statements: "It is increasingly difficult to keep on top of research published in my field, in this format type ..."
7. Thinking about research published in each format type, please answer the following statements: "I am generally aware of important research in my field published in this format type ..."
8. Thinking about research published in each format type, please answer the following statements: "The amount of high-quality research in my field is growing in this format type ..."
9. Thinking of the time you spend reading scholarly literature, please indicate approximately what proportion of that reading time is spent with each of the following sources: please enter a number (without the % sign). The values should add up to 100.
10. How likely is it that you would read or refer to a monograph when doing the following?
11. Other, please specify:
12. Please expand on the reasons for your answer if you wish.
13. When accessing a monograph, how likely is it that you would ...
14. Overall, as an author how important to you is it to publish each of the following types of publications?
15. Please explain the reasons for your rating for monographs.
16. Please indicate which of the following types of scholarly publications you have authored with any publisher. Select all that apply.
17. Overall, how many monographs have you published as a single author?
18. What factors influenced your decision to publish your research as a monograph?
19. What role does the process of writing a monograph play in your research?
20. Thinking generally about monographs overall, how likely do you think it is that the monograph, in its current form, will have value for your work/research in 10 years' time?
21. Why do you say that?
22. Imagine a scenario where it had not been possible for you to read or publish scholarly monographs during the length of your career to date. What impact do you think that would have had on your research/work/study?
23. Thinking broadly about reading, writing, and publishing monographs, if you could change one thing what would that be?
24. In which country do you currently live?
25. What is your age?

Appendix: Further Reading

Blankstein, M., & Wolff-Eisenberg, C. (2019). *Ithaca S+R US faculty survey 2018*. <https://dx.doi.org/10.18665/sr.311199>

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JISC (2018). *OA briefing paper on monographs in the UK*. <http://repository.jisc.ac.uk/7090/1/2018JiscOABriefingOAMonographsUK.pdf>

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Williams, P., Stevenson, I., Nicholas, D., Watkinson, A., & Rowlands, I. (2009). The role and future of the monograph in arts and humanities research. *Aslib Proceedings*, 61(1), 67–82. <https://doi.org/10.1108/00012530910932294>