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Abstract

The Credibility of FUP

This research deals with electronic publishing contemporary academic context. In particular the focus of the research is to verify the degree of credibility of Firenze University Press (FUP), academic electronic press project of the University of Florence, investigating its users' perceptions and opinions.

This survey was motivated by the need of FUP to develop a strategy focused to rationalise resources, responding to users requirements.
Survey investigated mainly two categories of FUP user: professors as customers, authors (or potential authors) and students, as customers.

Mixed method have adopted to draw the survey model, that combining qualitative and quantitative approaches, use both of them.
Sample survey methodology have been used to obtain a picture of the general trend of faculty of the University of Florence, by selecting and measuring a sample from the whole population.

Research have been directed to a sample of 'electronically oriented' users, those who have no prides towards Internet and email as information and communication tools and let personal email to be visible on the University website.

On the basis of data and opinions gathered emerged:
1. high percent of user satisfaction;
2. promotional factors:
   Primary
   - high visibility
   - copyright guarantee
   Secondary
   - speediness
   - easiness
   - extended access;
3. recommendations:
   a) Activity of promotion and growth of visibility b) Collaboration with   commercial publishers, other University Presses c) Production scheme d) Editing e) Access and selling

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1. Introduction, aims and objectives

Premise

Impact of ICT on information exchange and in reading habits in terms of scientific update is changing the scholarly communication. New models of publishing are emerging and new effective communication ways, using Internet as a channel.

Quality in this scenario, have new standards and measures. Publishers retain impact factor control and authors prefer to publish with them for career and advancement reason. Attempts to address the problems associated with the scholarly information explosion tend to focus more on alternative and cheaper formats for publication (Bot et al.; Fishwick et al. 1998; Harnad 1996; Harnad and Hemus 1997; O'Donnel 1996) than on reducing the quantity of published research output. (Tammaro, 2001)

1.1 The topic and the focus

This research deals with electronic publishing contemporary academic context. In particular the focus of the research is to verify the degree of credibility of Firenze University Press (FUP), academic electronic press project of the University of Florence, investigating its users' perceptions and opinions.

Primary focus is on customers, looking at services they need, measuring performance and then continuos improvement: are we doing what is needed? How we achieve it?

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1.2   The context: That's the way it is

The University of Florence spends twice: first to publish result of studies and researches, then to buy from booksellers the same material that its authors have produced. Furthermore, authors publish individually their own work.

 According to data resulting from the 1997 - 1999 census[1], University of Florence authors have produced a rich output, publishing 619 known titles of monographs, in a wide range of disciplines.

Budget decrease and , on average, every year University departments spend L. 800.000.000 using commercial publishers (Tammaro, 1999).

The objective of FUP project is to let University to regain possession of these resources, taking on itself the function of publisher, helping authors in production, easing access and promotion of their work and, last but not least, saving public money.

Now, July 2001, on expiry of the 'one year long' project, continuing its activity as Institution, FUP wants to assess the real state of things to draw its own development plan for the next years, on the basis of users needs.

To assess the authors/users needs, as explained in the following chapters, a survey will be thought in its methodological aspects and objectives, then drawn and distributed to users. The respondents' replies will be gathered and analysed. The result will constitute the basis of the next development plan.

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[1] Università degli studi di Firenze: Pubblicazioni 1997 – 1999. - Firenze : Firenze University Press, 2001

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1.3   The future

What to do?

It's important that people to whom the service is directed realise FUP opportunity and potential.

Do they trust FUP?

Do they know FUP, what they think about it, what they need?

If users don't know FUP they don't publish. If they don't publish the credibility falls. It's a loop.

So, as consequence, to verify the degree of credibility of Firenze University Press (FUP), users perceptions and opinions must be investigated and a sequence of steps done to reach the aim.

1.   The investigation tool will be a survey. The study and analysis of the survey's outcome will answer two main questions:

a)   What is FUP? (Analysis of respondents perception)

b)   Where does it goes? (Analysis of respondents expectation/needs)

2.   On the basis of the survey outcome, a strategic plan useful to develop and enhance services, will be drawn.

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1.4   The aim

The target of this study is to size FUP services on the basis of users' needs, investigating mainly two categories of FUP user: professors as customers, authors (or potential authors) and students, as customers.

To reach this goal two different tools have been chosen: questionnaire and interview.

Two different questionnaire have been drawn to gather, on one hand, expectations and perceptions from potential authors, on the other hand those from students.

The interview questionnaire addressed to FUP authors draw a picture of the work (strengths and weakness) that has been done until now.

Questionnaire to potential authors face the future.

The past experience (satisfaction degree, needs, and suggestions) compared with expectations and opinions of users will constitute the basis for the strategic development plan.

To go in the right direction, it's important to draw a plan to enhance *Visibility, Access*, and a clear *Production line.*

Survey coverage

A.   Survey coverage

A sample of authors/users that represent the 'electronically oriented' faculty, and a sample of students that represents all the users of the FUP's learning material have been selected.

All FUP authors have been invited to give an interview.

Areas covered in the survey are:

1   Information about respondents

2   Subject of study

3   Knowledge of FUP availability

4   Opinions of aspects of services (types of publication desired, quality review, impact etc.)

5   Roles in electronic publishing

6   Free form comments

B.   Sample design

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Data will be collected by area and by title. Areas represents the five thematic groups in which departments are collected. The four academic titles are Professor (Prof. 1° level), Associate professor (2° level Prof.), Researcher, Part-time professor.

This sample is designed to represent all the 2200 faculty and a group of students that, within the year, have used the FUP online course notes.

C.   Confidentiality

Data will be collected under a pledge of confidentiality, with the promise that individually identifiable data will not be divulged

1.5   Survey Design

As seen in paragraph 1.2, faculty authors have produced a rich output in past years, so it seems allowable to suppose a response to the FUP offer of help.
But FUP cannot grow on the basis of an hypothesis, better verify which is the real situation.
To let the service improve and enhance, it's important to know if customers, to whom the service is directed, know this opportunity and trust it. If they do not, it's important to know why: if lack of information or lack of trust on electronic publishing will emerge it's important to identify the reasons and motivations, filling the gap and replying through the better channels (maybe different by area and academic title), spreading information. To draw a development plan it's furthermore important to ask authors which kind of material they need to publish and to which area they belong.

The principal stakeholders involved in Firenze University Press are:
- Faculty as authors
- Faculty as editors and referees
- Faculty as teachers and recommenders of texts
- End users (inc. faculty as researchers, students, clinical, professional and industrial users of electronic academic information, staff)
- HE administrators
- HE librarians
- HE computing support departments
- Publishers of both primary and secondary literature (commercial, not for profit, other University presses)

The target of this study is to size FUP services on the basis of users' needs, investigating mainly four categories of stakeholders:

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- ❑ faculty as authors or potential authors,
- ❑ faculty as editors and referees
- ❑ faculty as teachers and recommenders of texts,
- ❑ end users/customers: faculty as researchers, students.

To reach this goal two different tools had been selected: questionnaire and interview.

Two different questionnaire had been drawn to gather,

- first: expectations and perceptions of faculty as authors, potential authors, editors and referees, teachers recommenders of texts, and customers,
- second: expectations and perceptions of students.

The interview addressed to FUP authors of had the objective to let know their degree of satisfaction, allowing them to show their real opinions and suggestions.

D. Survey coverage

Two sample have been selected: one of authors/users that represent all departments, and one of students that represent all the users of online learning material.

E. Sample design

Data have been collected by area and by title. Areas represents the five thematic groups in which departments are collected. The four academic titles are Professor (Prof. 1° level), Associate professor (2° level Prof.), Researcher, Part-time professor.

This sample is designed to represent all faculty and a group of students that, within the year, have used the FUP online course notes.

F. Confidentiality

This study had chosen to assure respondents that data have been collected under a pledge of confidentiality, with the promise that individually identifiable data will not be divulged, because anonymity may affect response rates positively (Kiesler and Sproull, 1986), also if recently other researchers support the idea that lack of anonymity may not have any effect on response rates (Couper, Blair and Triplett, 1997).

When respondents use the 'reply' function to return by email their surveys, their names and e-mail addresses can be automatically written on the message the researcher will receive. Otherwise the email reply may be encrypted or the fulfilled questionnaire sent by post. A low percent of respondents had chosen the last two solutions.

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2. The Literature Review

"Publishing is moving rapidly into the digital age" Odlyzko says ((Odlyzko, A., 1996). Internet is changing the world we live in. Internet is changing the way publishers, academics, students work. In this environment of change, fertile soil for uncertainty, the publisher faces many challenges: details such as Web design, server management, pricing and policy questions.

2.1   Introduction

Internet has changed the way we live, the way we work and, in particular, the way to publish of authors, publishers, corporations, governments, and even librarians, archivists and museum curators, that identify as emerging need the speed and ease dissemination, with long-term preservation of digital information.

Internet has produced new needs.

Objective of this chapter is to review literature on electronic publishing, focusing on electronic publishing credibility.

2.2 Methodology

The literature Review has been built defining its objectives, scope, and related instruments, as follows:

- Huge quantity of literature has been gathered and scanned
- On the basis of the topic, a selection of gathered documents has been done
- Relevant documents had been analysed and information, ideas, data and evidence on the topic had been collected and codified
- Tools used have been mainly Internet, periodicals, Cd-ROM, forums and discussion groups as follows:

  - **Forums:** Nature See: http://www.nature.com/

            ALA   See: http://www.ala.org/

            ARL   See: http://www.arl.org/

            AIB   See. http://www.aib.it/

  - **Internet:** mainly, two search engines have been used:

    Google see: http://www.google.com/ and

    FAST see: http://www.ussc.alltheweb.com/.

    Key words: electronic press, scholarly communication.

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- **Online Periodicals**: First Monday, The Journal of Electronic Publishing (JEP), DLib
- **Database** on CD-Rom, LISA
- **Books**

2.3   The focus: E-publishing credibility

Humanities and Social Sciences Federation of Canada has identified credibility as the main concern of academics in relation to the electronic publication of their monographs and articles, five main points concerns the Academic Electronic Publisher.
Available: WWW URL , http://www.ucs.mun.ca/~socwrk/elecpub.html

In accordance with Humanities and Social Sciences Federation of Canada, the research starts from a milestone question:

- *What can convince authors to publish electronically, how can they trust electronic publishing*?

In order to build a survey on the experiences "on the ground" of others, literature review will concentrate on following main points:
1.   Citation of the publication
2.   Reply/Request to/of the publication
3.   Influence/weight of the publication on the work of other
4.   Immediate visibility and quick and sure access to the publication
5.   Trust quality of the peer review
6.   Trust archiving

Charles W. Bailey
The notion of credibility as it relates to electronic scholarly publishing is of the utmost importance. Reasons that make customers trust on electronic publishing had been studied world-wide, and the literature review is the right way to learn from other experiences.
Relevant studies have been conducted and the huge bibliography collected by Charles W. Bailey may give a wide range picture of the context.
In his paper *Scholarly Electronic Publishing on the Internet* Bailey examines the study of the National Research and Education Network (NREN), and the National Information Infrastructure (NII) on how scholarly electronic publishing could be conducted on the

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Internet. He says that the study does not consider how the broader electronic publishing industry should be structured to distribute general interest magazines, popular fiction, or other non-scholarly material. It does not assume that print-based scholarly publishing efforts will disappear or radically diminish in the near-term future. It envisions network-based electronic publishing as initially augmenting conventional publishing efforts, then gradually displacing them (Bailey, 1994)

2.4   Electronic publishing scenario

Giuseppe Vitiello identifies four major trends in the field of electronic publishing:

1. Internet bookshops.

   Such as Amazon.com, Barnes and Nobles, Internet bookshops offer a range of titles that would be impossible to find in regular bookshops. Visible benefit is money saving for users -- *up to 40% of the cover price of a book --*.

2. Electronic books.

Internet booksellers and the producers of electronic books are following the same strategy and both are working with content providers. In the near future, e-book devices as well as texts in electronic form in a standard format should be made available.

3. Digital publishing on a print-on-demand basis (Vitiello, 2001)

These publications stay virtual until they are printed with digital printing machines. Print on demand impacts both the production and distribution process. For small productions, it may provide a cost saving solution, as alternative to the high costs of offset technology. It also contributes to creating a new model of distribution that makes the most of the network infrastructure.

4. Direct publishing on the Net.

The majority of publishers are waiting for electronic books to be widely diffused before converting their organizational structures and adapting them to generalized electronic production and distribution. However, some convincing strategies are being defined in this field, such as the Encyclopaedia Britannica.com, whose revenues are generated by advertising. That makes Britannica's system of content distribution more like television broadcasting than like publishing. (Giuseppe Vitiello, 2001).

2.5   New needs and new professional profiles

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The information context is quickly changing.

Information Society global change produces new needs to satisfy as user request of speedy, relevant and reliable information.

Fast access to resources requires traditionally stable professional profiles change: fast information managers are needed. Librarians and archivists must now look to information managers from the computer science tradition to support the development of a system of stewardship in the new digital environment. There is a need to identify new best practices that satisfy the requirements and are practical for the various stakeholder groups involved (Hodge, Gail M., 2000).

2.6   Italian electronic context

To know the Italy context it's important to understand:

Where, in which context FUP is settled?

Which e-commerce chance FUP has in national context?

Which e-commerce chance FUP has in international context?

Who and where are its potential buyers?

Result of national surveys reports as it follows:

Data resulting of "Osservatorio Internet Italia"[2] survey, refers:

a telephonic survey has been conducted on 1997 by the "Scuola di Direzione Aziendale[3]" (SDA) of "Università Bocconi di Milano"[4] (http://Intranet Extranet 1997 Executive Summary - Osservatorio Internet Italia.htm).

▪ Sample: 268 random chosen companies on 2000.

▪ Results: 75,6% of respondents had Internet access;

    44% has a website;

    3,7% e-commerce.

An article published on *Quotidiano.net*   (February 25, 2000), on the basis of the *Anfor*[5]report, preview 50,7% Internet   increase in Italy, at the end of 1996-2000. On average, more than in the rest of Occidental Europe.

Table 1. Internet users in Italy

Internet users		
	1996	2001
	732.000	5.616.000

---

[2] Italia Internt Observatory
[3] Business Direction School
[4] Milan Bocconi University
[5] Association for the convergence of communication services.

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Table 2. Previewed e-commerce increase in Italy

2003	2002	2000	1999
1,5%	2,53%	0,33	0,042%

A 0,5% increase of e-commerce is previewed for 2002.

Free subscriptions had contributed to Internet rise.

Even if Italy is below the European average (Quotidiano.net, April 10, 2000) on presume that Electronic publishing e-commerce shall increase in the next future.

Table 3. Public Internet access: Italy - Europe

Italy	Europe
18,1%	24,1%

Table 4. Internet in Europe (April 2000)

1 Sweden	53,3%
2 Norway	46,9%
3 Denmark	43,0%
4 Finland	41,1%
5 Switzerland	37,2%
6 Holland	36,7%
7 Great Britain	34,6%
8 Austria	29,1%
9 Germany	23,7%
10 France	19,1%
11 Italy	18,1%
12 Belgium	17,0%
13 Ireland	15,0%
14 Spain	7,8%
15 Portugal	6,3%

The Government

To increase and support the Information Society is a main objective of Italy Government (Documento di programmazione economica e finanziaria per il 2002 Capitolo III - La politica economica 2002 – 2006: il progetto per l'intera legislatura)[6].

Through:

a) wide band telecommunication;

b) public administration computerisation

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[6] "Economic and financial planning document for 2002. Cap. III- The economic politic 2002-2006: The period of office legislature project".

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c) telecommunication services liberalisation

d) new technology penetration, through a cultural dissemination in the social context.

2.7   Academic context

Internet is changing the way academia face the digital context.

The role of academia is to invest in services that will grant storage, access and quality of information produced by its authors.

The process of editing and publishing concerns the Academic Electronic Publisher.

But are academic author/users ready to face new technologies, trusting electronic publishing? "Better the devil you know than the devil you don't know" as the saying goes. To change something in your life you must trust on it. As *Humanities and Social Sciences Federation of Canada* suggests it's important to verify the credibility of electronic publishing users trust electronic press. Available: WWW URL ,
http://www.ucs.mun.ca/~socwrk/elecpub.html

> "Traditional publishers, with understandable reluctance to lose control of their existing intellectual property, have been resistant to allow their works to be digitised," says Peter Perine (publishing-segment general manager at Xerox, in Fairport, N.Y.)
> "At the same time, the rapid growth of Web-browsable books and the recent emergence of e-books in various formats are increasing publishers' awareness that a paradigm shift is under way. A growing number of progressive publishers are definitely ready for the change."

A money problem

The publication price increase is endless and administrators must plan always decreasing budgets. A challenge to society of scientific and academic publishing comes from no-profit Electronic Society for Social Scientists (ELSSS). Objective of the Society is to remunerate referees and authors, maintaining low prices. See: WWW URL
http://www.elsss.org.uk/

The pros and cons of e-publishing

To see how faculty use of electronic publications might affect their interest in publishing their own research in electronic formats. The researcher identified perceived obstacles to

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electronic publishing in the Humanities and Social Sciences and also addressed questions of computing infrastructure and other institutional support for electronic publication of faculty research (McCann, Linda, 1997)

The aims of McEldowney paper is to identify the factors which affect acceptance or resistance toward electronic journals among academics.
The research project collected information on the number of scholarly electronic journals, newsletters, and other electronic communications, as they changed over time, in order to show trends and growth rates. A questionnaire was developed to provide information on the factors of acceptance or resistance among scholars toward electronic journals (McEldowney, Philip F., 1995).

A particularly significant experience is been conducted by the University of Victoria, the University of New Brunswick, Université de Montréal, McMaster University, and Malaspina University-College, that have undertaken a survey on perception and use of electronic publication within the Canadian academic community.
The survey reports a series of recommendations on how to enhance the credibility of electronic and online publishing (Amiran, Eyal and John Unsworth, 1991).

2.8   Citation, influence/weight, reply/request of publication

Influence on other scholars work
A citation analysis, conducted for 39 scholarly journals that began electronic publication no later than 1993, assesses scholars and researchers, are influenced by, and build their own work upon research published in e-journals.
Methodology
- Citation data for these journals were tabulated and analysed.
- For journals that publish both print and electronic versions, citations to articles published prior to parallel publication were eliminated.
- The eight most highly cited e-journals were identified.
- Citation and publication data for three high ranking e-journals in the study were compared to similar data for print journals in the same fields.
- The seven most highly cited articles from the e-journals in the study were determined (Harter, Stephen 1996)

Tools
A universal, Internet-based, bibliographic and citation database had been proposed. The tool would link every scholarly work ever written---no matter how published---to every

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work that it cites and every work that cites it. Such a database could revolutionise many aspects of scholarly communication: literature research, keeping current with new literature, evaluation of scholarly work, choice of publication venue, among others. Models are proposed for the cost-effective operational and technical organisation of such a database as well as for a feasible initial goal: the semi-universal citation database (Cameron R.D., 1997)

2.9 Immediate visibility and quick and sure access to the publication

Originators are able to bypass the traditional publishing, dissemination and announcement processes that are part of the traditional path from creation to archiving and preservation.

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Information quality

Everyone who writes and use a new generation computer may post on the Net formatted text with tables and graphics. Users and in particular academic users need quickly available , high quality, controlled information and the web seems the right place where to find it. The problem is that the web contains a huge quantity of information, but to find the right and good quality one is not so simple (Amiran, Eyal and John Unsworth, 1991).

An opinion against free-access resources

The fear of 'traditional' authors concretises in the paper of Kuny.

Digital information is fragile in ways that differ from traditional technologies, such as paper or microfilm, he says. It is more easily corrupted or altered beyond recognition. Digital storage media have shorter life spans, and digital information requires access technologies that are changing at an ever-increasing pace. Some types of information, such as multimedia, are so closely linked to the software and hardware technologies that they cannot be used outside these proprietary environments [Kuny 1998]

2.10   Trust peer review quality

Agreeing with the Humanities and Social Sciences Federation of Canada research project The Credibility of Electronic Publishing, peer review is the most important factor to assuage the reluctance of scholars to publish electronically. See: WWW URL http://web.mala.bc.ca/hssfc/Final/Credibility.htm

To put material online

With the advent of Internet and new technologies, it is now very easy to publish and disseminate work online. Authors may publish their papers on their own website or in a public paper archive, but the system has its limitations. Everybody can do that, but there are two hot aspects: The papers' visibility and their quality information.

Journals

For journals, a remedy to this problem seems to be the journal peer-review. But people may found that referees' selection criteria are different to their own, and the articles they may have wanted have been turned down. Other solutions had been suggested and experimented.

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Solutions

One possible solution is to separate archiving from review dividing in two different moments the publishing process:

1. Authors may publish their papers on their own website or in a public paper archive,

2. boards of scholars review selections of these papers and publish collations of their reviews.

The collected reviews are stored in such a way as to enable readers to use a web search engine to select the papers they want to read using these quality judgements and paper content (Edmonds, Bruce, June 2000

Harnad

It's impossible to write on peer-reviewed journal without talking of Stevan Harnad, publisher of Psycoloquy, one of the first peer-reviewed, all-electronic journals.

He invites scholarly community to abandon its current "papyrocentric" attitudes and "take to the skies."

To publish peer-reviewed electronic journals is the revolutionary solution, in order to save the scholarly press from collapsing under the growing costs of publication. (Brent, D., 1995)

Harnad main point of view is that scholars do not produce their written work with a view to selling it, they wish to have publication read and used by their peers.

A discussion had been conducted on this topic. The main participants were Stevan Harnad of the University of Southampton and Hal Varian, of the University of California, Berkeley, with Bob Parks of Washington University. This being the case, Harnad makes the 'subversive proposal' that such scholars, in addition to submitting their work to journals for peer review and publication, should self-archive it publicly on the Web -- both the pre-print and the peer-reviewed, published final draft (Harnad, Stevan, Varian & Parks).

Open Archive Initiatives

> The Open Archives Initiatives (O.A.I.)develops and promotes interoperability standards that aim to facilitate the efficient dissemination of content. The Open Archives Initiatives has its roots in an effort to enhance access to e-print as a increasing the availability of scholarly communication. (Open Archives Initiatives, 2001a)

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Interoperability among archives is the revolutionary idea of O.A.I. that takes immediate benefits to scholars that use them.

The most important promised benefit of the Open Archives initiatives is the growing impact of archives and the fact that seems to be a real alternative to the traditional scholarly communication model.

> The Open Archives initiative has been set up to create a forum to discuss and solve matters of interoperability between author self-archiving solutions (also commonly referred to as e-print systems), as a way to promote their global acceptance. (Van de Sompel, h. and Lagoze, C. 2000)

This official statement confirms the above.

Nature Debate on Free Access ('free the literature' for 'freedom of expression')

Authors of journal articles want their efforts certified by peer review and made conveniently available to the widest possible readership. They do not expect or receive royalties. What they hope for is 'impact' — attention, especially from other researchers, and recognition, especially from those who decide on hiring and promotions. Journal articles have greater impact if they are immediately and widely accessible. Maximum impact is achieved by immediate free web access (see *Nature* **410**, 1024–1025; 2001).

Journal publishers are taking advantage of the web's quick, convenient delivery of information by creating electronic versions of their traditional print journals, accessible only to subscribers or to clients of an institution with a site licence. Authors are not offered immediate free web access for their articles.

The Entomological Society of America (ESA), publisher of four leading entomological journals, recently began selling immediate free access. The results suggest that a market-driven transition to free access for all articles in all journals is possible Thomas Walker suggests.

> Authors should encourage publishers to provide immediate free access at a fair price. Other things being equal, many will prefer to publish in journals that provide it, especially as electronic literature indexes begin linking directly to the e-versions of articles. Most authors would like nothing better than for their articles to be available in full text, without tolls, via links in widely used literature indexes (Thomas J. Walker).

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An alert against free access

Gannon put on the alert against free access trend. In particular, against the today boycott against those journals that do not let their research papers be freely available 6 months after publication.

Gannon suggests that free access, will damage:

1. Scientific non-profit societies that publish the specialist journals. In the European countries, these societies are smaller than in the USA and often their only source of income is the profit from the journal.

2. Authors: there are substantial costs associated with the organisation of quality peer review, refereeing and editing. If subscriptions fall, these costs will have to be passed on to the authors. (Gannon, F. 2001)

Nature Opinion on tax-funded navigation

US congressional subcommittee on energy and water development,

decried PubScience (developed by the Department of Energy to provide such services across the physical sciences and modelled on the biomedical service PubMed) as an undesirable duplication of activities already carried out by the private sector.

Butler opinion is that the committee supporting free enterprise, contrast the most basic of researchers' services: search functions across authors, titles and abstracts.

He suggests that these services (PubScience and PubMed) provide no-frills access across the literature that, if left to the private sector, would have been obtained more slowly and at a greater cost to the research enterprise (Butler, 2001).

2.11 Trust archiving

JSTOR, not-for-profit organisation founded specifically to build and provide a trusted central repository of important journal literature in electronic form , has been working on the problem of electronic archiving since its founding.

Unfortunately, there are no simple or easy solutions to this problem and this brief essay does not attempt to provide them.

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The purpose of Guthrie paper is to share JSTOR's experience and reflect upon the key principles the researchers identified that must be addressed if one is to maintain reliable long-term access to electronic content.

The scope of this archiving discussion is limited to published journal literature, admittedly a small subset of the digital materials that require attention.

Still, many of the issues raised in the journals context apply more generally as well (Guthrie, Kevin M., 2000).

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2.12 Copyright and certification

Copyright law

This solution is really revolutionary: Authors have for the first time acquired control of the technology for scholarly communication, but what to do with copyright law (Bennett, Scott, December 1999).

Copyright. Who owns the rights to the text on line? The contractor will review the literature and assess the critical issues that affect the process from the point of view of authors and publishers.

The Credibility of Electronic Publishing

Available: WWW URL: http://web.mala.bc.ca/hssfc/Final/Credibility.htm

Rising Internet publishers, such as Fatbrain.com and Ebookstand.com, publish and sell rights-protected digital works on their websites, thereby seizing the opportunity to throw open the press floodgates and put the publishing power in the hands of the people.

Their sites provide digital-rights technologies that allow authors to produce portable, customisable digital works with built-in royalty protection, without the usual restraints imposed by print publishing's economies of scale and gatekeeper distribution. See.

http://www.fatbrain.com

In his paper, A European Policy for Electronic Publishing, Giuseppe Vitiello discuss on benefits of a policy framework for digital publications that should be promoted by public agencies, concentrated on a few measures.

1. Reinforce copyright regulations in accordance with the draft European Union Directive on copyright in the information society and monitor its future application (Commission of the European Communities (1998*).*

2. Apply the reduced value-added tax (VAT) rate for printed matter to electronic publications of an educational and cultural nature.

3. Create a functional link between the provisions governing the legal deposit of electronic publications in national repositories and national legislation protecting intellectual property.

4. Expand print-on-demand technology for all publication efforts directly supported by public agencies.

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The starting point

A cultural policy on electronic content would be Cultural diversity can be sustained by a variety of actors in both production and distribution.

Any cultural policy should suit the needs of those actors, but also be sensitive to the publics' social and political concerns in matters such as freedom of expression, diversity of content, and the participation of an aware and active citizens (Vitiello G., 2001).

Cultural policy should aim:

> at the greatest freedom, for the greatest number of communication and information suppliers, users, and brokers, and should therefore monitor and correct any situation in which control of access is subject to market failure and consequently out of balance. To put it in other words, a communication policy for access should strive for maximum equality in the distribution of communication freedom (Vitiello, 2001).

Principles to achieve these objectives:

▪ To separate regulations concerning the carrier and the infrastructure on which information is transmitted from regulations concerning the content that is transported. According to this principle, network industries (telecoms, cable, Internet) and content providers (broadcasters, publishers) should not be lumped together; they should be treated differently.

▪ Neutrality: identical services should be regulated in the same way, regardless of their means of transmission. As an example, in countries where the fixed book price exists, a book acquired through electronic means should not cost less than a book distributed on paper.

Other relevant principles are:

▪ proportionality: requires that "the degree of regulatory intervention should not be more than is necessary to achieve the objectives in question."(Vitiello, 2001)

▪ presence of general-interest objectives: identifying and protecting society's general interests, such as freedom of expression or the promotion of linguistic and cultural diversity, through the regulatory process. (Vitiello,2001)

According to UNESCO:

> cultural goods generally refer to those consumer goods that convey ideas, symbols and way of life. They inform or entertain, contribute to build collective identity and influence cultural practices. The result of individual or collective creativity -- thus copyright-based -- cultural goods are reproduced and boosted by industrial processes and worldwide distribution. Books, magazines, multimedia products, software, records, films, videos, audiovisual programmes, crafts and fashion design constitute plural and diversified cultural offerings for citizens at large.(Vitiello, 2001)

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Fair Use

In Italy as in other European countries, the principle of "fair use" in educational and cultural institutions is far from being standardised. This is the reason why the recently issued Council of Europe/EBLIDA Guidelines on Library Legislation and Policy in Europe took a different approach.

They suggest that

1. "*Governments should establish a legal position for libraries in   copyright and neighboring rights*" (art. 9.i)

   Consequently:

   existing practices in libraries should also be valid in the electronic environment, with the principle of public access being safeguarded and not limited by the exclusive right given to authors and producers.

2. "*copyright exemptions that apply to printed materials should, as far as possible, also apply to digital materials*" (art. 9.ii).

   Consequently:

   the application of copyright provisions in libraries (and possibly also in educational and cultural institutions) should be regulated and not left to free negotiations between the public and the private sector.

The United States, attempts to set up guidelines on the fair use of electronic publications within the CONFU (Conference on Fair Use) framework failed in 1999, for no agreement was reached on two of the thorniest issues concerning electronic publishing: distance learning and interlibrary loan.(Vitiello, 2001)

In the United Kingdom, the PA/JISC Guidelines for Fair Dealing in an Electronic Environment identified a series of scenarios where digital copying made either by a librarian or by an individual can be considered as "fair dealing." They do not deal with the interlibrary loan of collections of electronic materials made by educational institutions and users -- a still-unsolved issue.

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3.   Research Methods and Data Collection

> The best method is the one that reply to research questions more efficiently. (Tashakkori, A. and Teddlie, C., 1998)

3.1   Introduction

In this chapter on methodology, the main theories and trends, the most appropriate way to collect, organise and analyse data had been reviewed and chosen. These methods are related to the research objectives outlined in Chapter 1.

The research has been conducted, on one hand, through and analytical review of national and international literature related to two main topics: the perceived credibility of electronic scholarly publication and the research methods; and on the other hand analysing data gathered by two questionnaires and interviews.

3.2   Methodology

Monomethod Studies

Two are the major social science models: positivist/empiricist approach or the constructivist/phenomenological   orientation. The positivist paradigm underlies quantitative methods (QUAN), and respond to the questions "what, when, how many", the constructivist paradigm underlies qualitative methods (QUAL) and respond to the questions "how" and "why" (Yin, 1989).

The following scheme helps to have a glance on the two main traditional methods.

Method	Generalisation
Positivism Monomethod studies QUAN Methodology	Positivists believe that: 1. there is a single reality; 2. inquiry is value free 3.time-and-context-free-generalisations are possible. An emphasis is given on arguing from the general

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	to the particular
Constructivism Monomethod studies QUAL Methodology	Constructivism believe that: 1. there are multiple, constructed realities; 2. inquiry is value-bound 3. time-and context-free generalisations are not possible; An emphasis is given on arguing from the particular to the general, or an emphasis on "grounded" theory.

To decide which method to chose, a scheme of the steps of research process, from survey to outcome, had be drawn following the logical succession of the actions:

⇒ The survey, through a questionnaire, is addressed to users

⇒ Questionnaire reports data from actors and areas

⇒ Data are both qualitative and quantitative

⇒ Qualitative and quantitative data analysis produce an outcome

⇒ Outcome: may produce a change on FUP and benefits to actors/users and areas/environment

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Table 5.   Survey structure on blocks
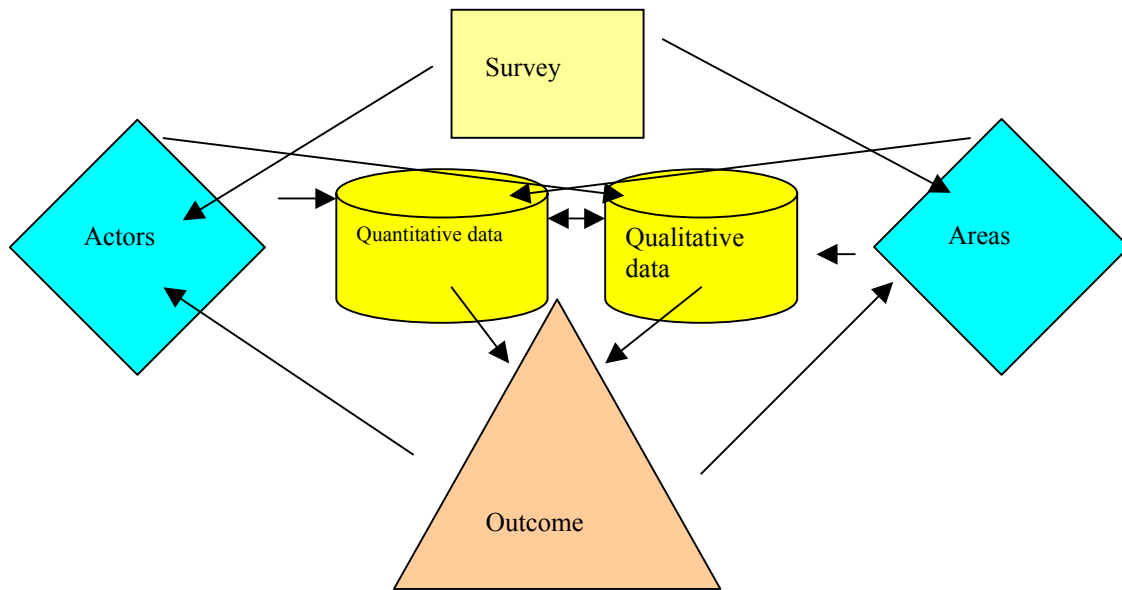
Quantitative and qualitative data, are both important for the research. Countable data (QUAN) and opinions (QUAL) draw a picture of the context, as users expect and perceive it.

Table 6.   *Survey needs both: numeric data & opinions*

	Actors	Areas
Quantitative data	How many	How many
Qualitative data	Why	Why

The research needs a reply to questions as "what, when, how many", but also "why". For instance "*how many* users had returned the filled questionnaire?" or "*how many* users of the humanistic area want to publish with FUP?", even more "*why* users of the humanistic area wants to publish with FUP?" "*Which* are the more attractive aspects of electronic publishing (EP) that convinced you to publish with FUP? ".

The analysis of both quantitative and qualitative data takes to a result, as it follows:
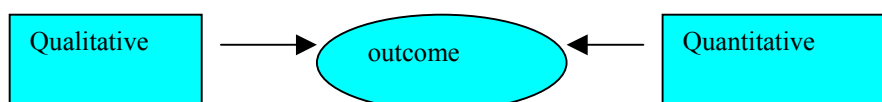
So, both methods must be used: a mixed methodology that, combining qualitative and quantitative approaches and using both of them, stretchs a bridge from QUAN to QUAL (Tashakkori, Abbas and Teddlie, Charles, 1998).

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Both qualitative and quantitative methods may be used appropriately with any research paradigm. Questions of method are secondary to questions of paradigm, which we define as the basic belief system or worldview that guides the investigation, not only in choices of method but in ontologically and epistemologically fundamental ways (Guba and Lincoln, 1994).

3.3   **Which Mixed Methodology**?

All of the mixed method use triangulation techniques. The origin of these techniques is due to Campbell and Fiske (1959) who used it to measure a psychological trait. Denzin (1978) describes four different types of triangulation methods, including data triangulation, investigator triangulation, theory triangulation and methodological triangulation. This last triangulation involves the use of both qualitative and quantitative methods and data to study the same phenomena within the same study or in different complementary studies (Tashakkori, Abbas and Teddlie, Charles, 1998).

Mixed Method Studies

Table 7.   Mixed method studies

Mixed Method Studies	Combine qualitative and quantitative approaches in the methodology of a study (such in the data collection stage) Use triangulation technique
Sequential studies	The researcher conducts a qualitative phase of a study and then a quantitative phase, or vice versa. The two phase are separate
Parallel/simultaneous studies	The researcher conducts the qualitative and quantitative phase at the same time
Equivalent status designs	The researcher conducts the study using both the quantitative and the qualitative approaches about equally to understand the phenomenon under study
Dominant-less dominant studies	The researcher conducts the study "within a single dominant paradigm with a small component of the overall study drawn from an alternative design (Creswell, 1995, p.177)

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Table 8. Mixed Model Studies

Mixed Models Studies	Combine qualitative and quantitative approaches across all phases of the research process (such as conceptualisation, data collection, data analysis, and inference). "The researcher would mix aspects of the qualitative and quantitative paradigm at all or many …steps (Creswell, 1995, pp. 177-178). There could be multiple applications within phases of the study, such as the following: 1. A research design that calls for a field experiment and extensive ethnographic interviewing to occur simultaneously and in an integrated manner 2. Data collection that includes closed-ended items with numerical responses as well as open-ended items on the same survey (e.g. Tashakkori, Aghajanian, and Mehryar, 1996) 3. Data analysis that includes factor analysis of Likert scaled items from one portion of a survey, plus use of the constant comparative method (e.g., Glaser & Strauss, 1967; Lincoln & Guba, 1985) to analyse narrative responses to open-ended questions theoretically linked to the Likert scales (Tahakkori & Teddlie, 1998).

Starting from the assumption that reality is complex and that many are the reasons and the causes that influences it, it's important to have a wide range view of the context we study.

3.4   Sample Survey Methodology

Practitioners are in an ideal situation to carry out in-depth constructivist inquiries within their own institutions, focusing on their own issues and processes. Measuring the value and impact of a service in an area of research that is wholly suited to constructivist inquiry, allowing practitioners and researchers to study cases in great depth and detail,

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gaining insight that would be impossible using a quantitative methodology. (Pickard and Dixon, 1999)

Sample survey methodology had been used to obtain a picture of the general trend of faculty of the University of Florence, by selecting and measuring a sample from the whole population.

Because FUP is an academic electronic press, and survey must assess the needs of academic users of electronic publishing, both faculty as customers or potential authors and faculty as authors of electronic publishing, and on the other hand students using online course notes, the research have been directed to a sample of 'electronically oriented' users, those who have no prides towards Internet and email as information and communication tools and let personal email to be visible on the University website. These are the reasons for exclusively the electronic approach had been chosen to communicate with them.

3.5 Steps and Tools

1. Questionnaires had been sent by email
2. Filled and returned questionnaires, divided in two groups, the first and larger one formed by email replies and the second and smaller by those returned by postal mail, had been gathered, printed and numbered in order of arrival.
3. When possible "open questions" have been codified and codes turned into data.
4. All collected data have been transferred in a spreadsheet Excel, following the method suggested by the analysing tool system
5. The tool used for analysing sample survey data has been SAS System.
6. Those "open questions", impossible to be codified, had been gathered, collected in order of topic, interpreted, analysed and reported.

3.6 Questionnaire and interviews objectives

Because a mixed method has been adopted, triangulation techniques had been used.

Questionnaires are two. One drawn for faculty, the other for students. The interviews had been held with FUP's authors.

The objective of the questionnaire is to know:
▪ Which are the user expectation?

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The objective of the interviews is to know:

- Which are the users perception?
- Are users satisfied of services?
- Has FUP done what it claimed to do?

The expected outcome should reply to questions:

1. is electronic publishing credible?
2. do users trust FUP,
3. Is FUP doing what it has claimed to do?
4. Is the outcome of FUP relevant to the Florence University?
5. Does faculty need FUP?

3.7   Questions

To plan and design qualitative research the following questions have been posed:

- What is the topic of this research?
- what is the objective of this research?
- Where and how gather knowledge on this topic?
- what are my research questions?

Questions, methodologies and methods have been linked.

3.8 Steps

- replying to the questions 'which' and 'how many': who to interview and how many interviews to carry on;
- interviewing;
- constructing and presenting a convincing explanation or argument on the basis of qualitative data;
- analysing documents;
- linking between sampling strategies, the process of data analysis, and the construction of explanations (Mason, J., 1996).

3.9   The Research tools: The collection method

Table 9. The collection method

| The collection method of the survey could be web-based or email based. |
| To select a method, a comparison of the two different tools had been done. |

| Web-based   surveys   allow   for | Email-based surveys don't grant the same |

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anonymity in responses, since the respondent can choose whether to provide his or her name or not (Sheehan and Grubbs Hoy, 1999).	degree of anonymity of web-based surveys, but encryption may help. Assuring confidentiality users may trust on researchers.
Web-based surveys have been used to study large groups of online users (Kehoe, Pitkow and Morton, 1997).	Email-based surveys have been used to study small and homogeneous groups of online users.
	Email surveys may allow researcher, in the respect of anonymity, to draw a general profile of respondents, such as title, discipline area.
Data may be collected all over the world and individuals may decide to reply or not.	Email-based surveys may be directed to a chosen sample of users.
Web-based survey can take advantage of the graphic power. Attractive surveys may invite users to reply (Schillewaert, Langerak and Duhamel, 1998)	Email-based surveys are flexible, can be returned by email, fax or postal mail. Respondents may complete the survey at their own peace and convenience. (Parker, 1992).
Web-based polls generate a high number of responses (Kehoe and Pitkow, 1995)	
The high volume of responses may be collected in a short time (Smith, 1997; McCullogh, 1998)	
Costs of both data collection and analysing can be minimised by the use of web-based surveys (McCullogh, 1998)	Email lows transmission costs and eliminate or reduce paper costs.
No contact with interviewers means no influence on respondents and minimisation of errors due to transcription (McCullogh, 1998)	
Internet users don't use the same browsers: images may be different and users may be not able to respond	

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to the survey.	
If potential respondents are not frequent visitor of the website, they may not see the survey.	
Web-bases polls may allow multiple responses from a single individual, as well as responses from individuals outside of the population of interest	Duplicate responses can be eliminated. In this sense email represents a benefits over web-based polls and also over postal mail. In these case one individual may compile and send multiple copies.
Eighty percent of all users use the Internet daily (Kehoe, Pitkow and Morton, 1997)	100.000 million people worldwide have access to email (DOC, 1998)
	Unsolicited surveys may be considered aggressive by respondents, and not in keeping with Internet culture (Mehta and Sivadas, 1995)
	Email addresses may become out-of-date fairly quickly (Smith, 1997)

Comparing advantages and disadvantages of the two methods, email has been chosen as dispatch media. The main advantages emerged on email-based surveys are:

1. the sample of online users chosen for the survey is relatively little (1.000 individuals) and surely homogeneous: in this case email is a good method;
2. assuring confidentiality, users may trust on researchers and results of the survey may be granted;
3. in the respect of anonymity, the researcher may draw a general profile of respondents, such as title, discipline area;
4. it's easy to locate multiple copies and duplicate responses can be eliminated;
5. world-wide, daily percent of email users is larger than Internet accesses; on assume that, on the analogy of the previous data, also in the University of Florence context the visibility of the survey may be more granted by the email than by the web-based method;

Table 10. web-based / email-based investigation methods

The two main disadvantages and relative solutions:	
Disadvantages	Solutions
Unsolicited surveys may be	Attention and care had been given to a

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considered aggressive by respondents, and not in keeping with Internet culture (Mehta and Sivadas, 1995)	friendly draw of the survey. Thanks have been sent to all respondents.
Email addresses may become out-of-date fairly quickly (Smith, 1997)	When possible, controls and investigations have been done to find the new and correct addresses.

Data have been collected by area and by academic title. Areas represents the five thematic groups in which departments are collected.

 Academic titles referred are Professor (Prof. 1° level), Associate professor (2° level Prof.), Researcher, Part-time professor.

This sample is designed to represent all faculty and a group of students that, within the year, have used the FUP's online course notes.

Table 11. Summary of Survey Research Methods

Author	Response Sample	Survey Topic	Sample Size	Usable Sample	Method	Responses Note	Time (days)
LB for FUP	Faculty	FUP credibility	1.000	130	Email	13%	9.8
LB for FUP	Students	Expectations and perceptions	50	25	Email	50%	4.5
LB for FUP	FUP Authors		13	13	Interviews telephone & face to face	100%	On average 15

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3.10 Questionnaire n.1

First part

The first part of the questionnaire n.1 starts from question n.1 to question n. 8. To every question corresponds a group of closed sub-questions seeking in depth.

The objective of the first group of closed questions was to collected codified replies, furthermore respondents were invited to express comments and opinions.

Second part

In the second part, respondents were invited to express their own opinion on prefixed assertions marked with letters from *a* to *g*. The output of this group of assertions is the verification of what previously declared.

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3.11 Questionnaire n.2

Questionnaire structure

The drawing of the questionnaire previewed a sequential series of question to assess, in the order:

1.   If students have easy access to workstations and Internet. Otherwise the digital project is destined to collapse (questions 1 and 2).

2.   Their preference for one or more formats (questions 3 and 4).

2.   Quality of FUP website in terms of navigation, visual consistency, graphics, content and security (question 5, points a-e)

3.   The general appraisal degree for online learning material (question 6)

The general average provided the general user satisfaction degree.

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3.12 Interviews

Interview objective was to investigate the authors degree of satisfaction, their perceptions of the service in terms of quality.

The method chosen has been the "qualitative interviewing" , intending with this tem a in-depth conversation, semi-structured or loosely structured form of interviewing (Mason, J. 1996).

Characteristics of this kind of interview are:
- an informal style (conversation or discussion);
- a thematic, topic-centred approach. No structured list of questions, but a range of topics to cover;
- the assumption that data are generated via the interaction.

Qualitative interviews may involve face-to-face interactions, one to one or larger groups.

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4. Questionnaire n.1 Findings

4.1 Objective

Objective of questionnaire n.1 was to weigh credibility of FUP, investigating attitudes and perception of faculty, pointing out disciplinary area and academic title of respondents, in order to assess possible different needs.

In particular, the main objective was to learn more about:

2. *FUP Visibility*

   - do University members know FUP value, it's reason to exist;

2. *Access to resources*

    - obstacles access to resources;

    - which are the perceived obstacles to access resources;

3. *Impact of EP*

    - which are the perceived advantages and disadvantages of EP;

    -

4.2 Method

In order to list, in a priority rank, user expectations and perceptions, data had been gathered and analysed.

Questionnaire had been sent by email to University of Florence faculty.

When possible, with the precious collaboration of department secretaries, part of questionnaires returned by email with a "delivery error" message, had been sent to faculty new email addresses.

After ten days a check had been done, calling secretaries and a sample of 'random chosen' faculty, to verify the reception of questionnaires.

A telephonic interview to department secretaries confirmed the misgiving that a percent of respondents don't read email by their own. This particular task is duty of secretary who opens, prints messages and forwards paper shits to professors.

That's likely the reason for a percent of filled questionnaire had been returned by postal mail.

Structure of questionnaire

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⇒ Questionnaire points to different topics and objectives:

a. *Visibility*: questions 1, 2, 3, 4

b. *Credibility*: questions 5, 6,, 7, 8, 12 (from 'a' to 'f')

c. *Check of faculty electronic context*: questions 9, 10, 11

⇒ Assertions are a check of all replies and a way to suggest and promote services (e.g.: online learning material).

⇒ Questions had been both open and closed.

⇒ Opinions had been expressly demanded.

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4.3   Outcome

4.3.1   Return mode

Questionnaire return mode

Postal mail
14%

Email
86%

☐ Email
☐ Postal mail

Table 12. Questionnaire return mode
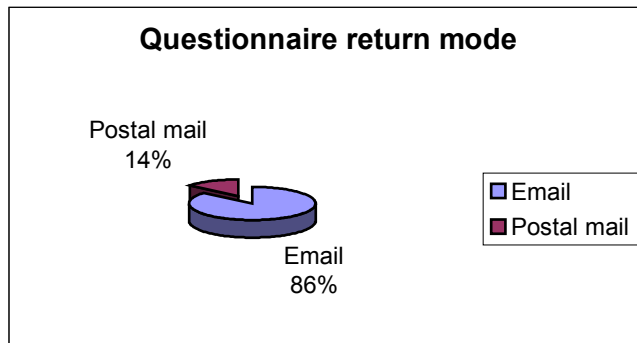
(as evidence, using 'reply' function, user names and email addresses can be automatically written on the message). A small part of messages had been encrypted, and 14% of the fulfilled questionnaire had been sent by post.
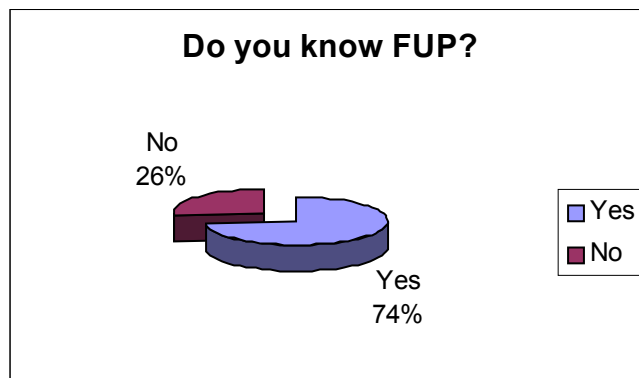
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4.3.2 Visibility

In order to assess the level of visibility, the first question had been:

1. Do you know Firenze University Press?

100% of respondents answered the question.

Table 13. FUP existence user awareness

The survey reports that 74% of respondents know FUP.

2. How did you learned about FUP?

63% of respondents answered the question.

Table 14. Information medium

In the following numerical rank order, mainly they have learned of FUP at meetings
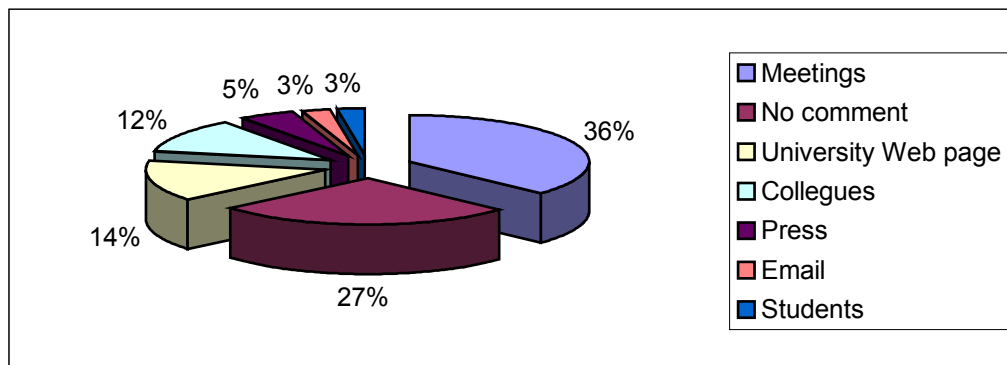
(36%), an other significant percent talking with colleagues and students (15%) or

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looking at University website (14%). From data and respondent comments it emerges that questionnaire had played an, even though modest, information role (3%).

Press has informed only the 3% of respondents. The remaining 27% have not expressed a personal opinion.

3. Have you looked at FUP website?

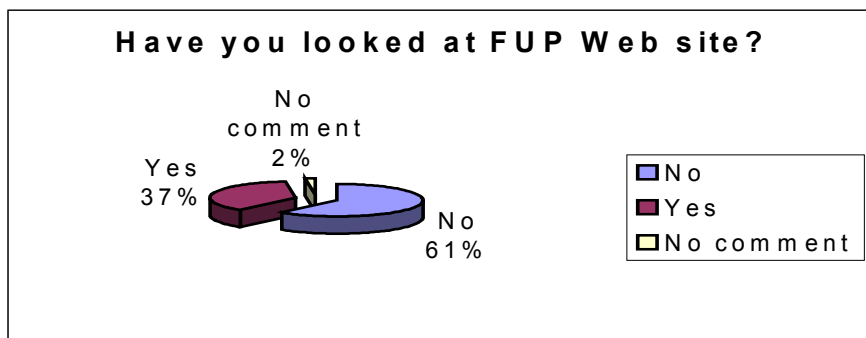98% of respondents answered the question.

Table 15. FUP website visibility

Only a part of those who have declared to know FUP have ever looked FUP website.

A high percent of respondents (61%) has not visited the site and 37% of them has looked at it.

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4. *Did you find the information you was looking for?*

34% of respondents answered the question.

**Did you find the information you
was looking for?**

No
2%
Yes
32%

No comment
66%
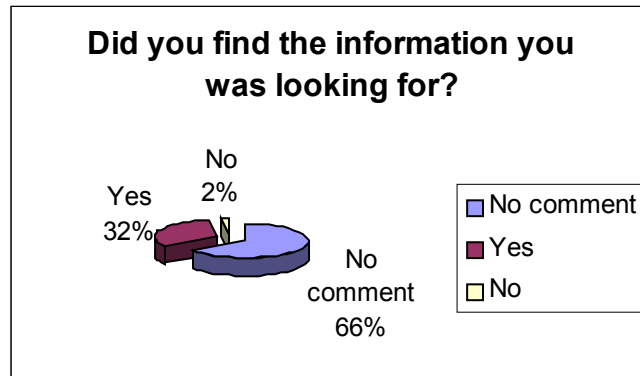
No comment
Yes
No

Table 16. Found information

32% of respondents that visited the site had found the information that was looking for, 2% have not find the right information.

A huge 66% no comments.

Maybe part of respondents that visited the site, have just looked around, without a specific idea of what they were looking for. This, as many other doubts may be assessed in a future survey.

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4.3.3 Credibility

5. *Will you publish with FUP?*

99% of respondents answered the question.

Table 17. Will to publish
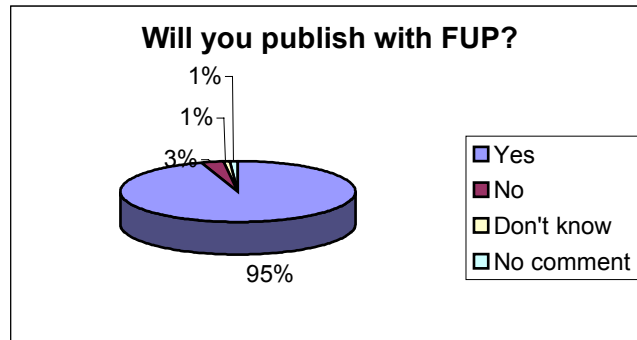
Quite all respondents (95%) are interested to publish with FUP in the next future. Only 3% is not interested to publish and 1% doesn't know yet .

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6. *Which kind of material do you want to publish?*

95% of respondents answered the question

Faculty have a clear idea of material they want to publish, as the following graphic shows.

Research reports and essays come the first (41%), followed by

1. learning material (32%) and
2. books (16%).

   The remaining 11% is distributed between

Table 18. Publishable documents
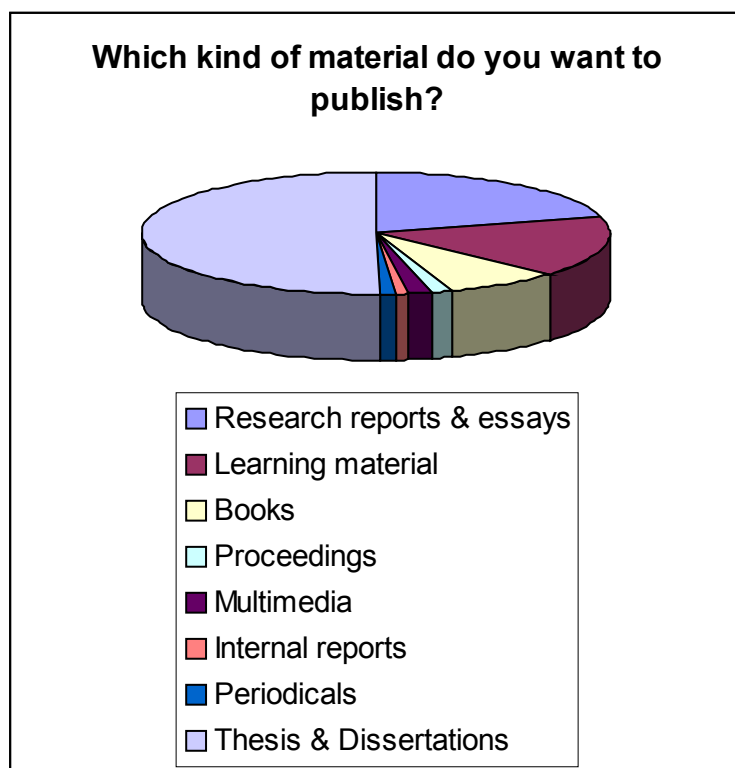
3. proceedings (3%),
4. multimedia (3%),
5. internal reports (2%),
6. periodicals (2%),
7. thesis and dissertations (1%).

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Question n.12.

Out of the sequential numerical rank order, question n.12 asks users what effect they think electronic publishing (EP) may have on the impact of research, in the following areas:

A.   Visibility of their work

B.   Citation of their work

C.   Replication/application of their work

D.   Influencing further work of others

E.   Official recognition of their work

F.   Immediacy of their work visibility and access

12.a   Visibility of your work

92% of respondents answered the question.

As the following graphic suggests, respondents think that EP may enhance visibility of their publications, exactly 52% (medium) plus 26% (great), equivalent to the 78% of the total. Of the remaining 22 percent, 9% attach scarce importance to visibility impact, 6% don't know and the 7% no comments.

Table 19. Visibility impact

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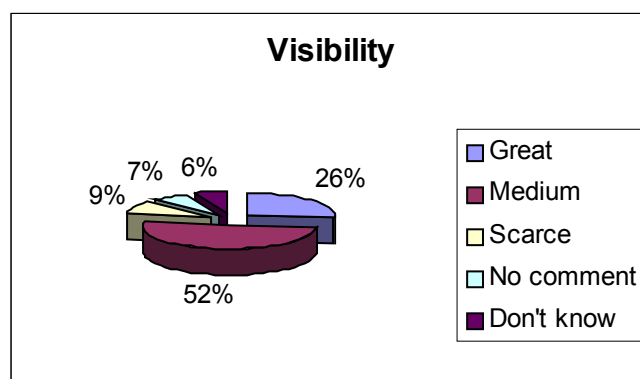
12.b Citation of your work

95% of respondents answered the question.

Table 20. Citation impact

Citation

2%
5%
8%
11%
48%
26%

- Medium
- Scarce
- Don't know
- Great
- No comment
- None
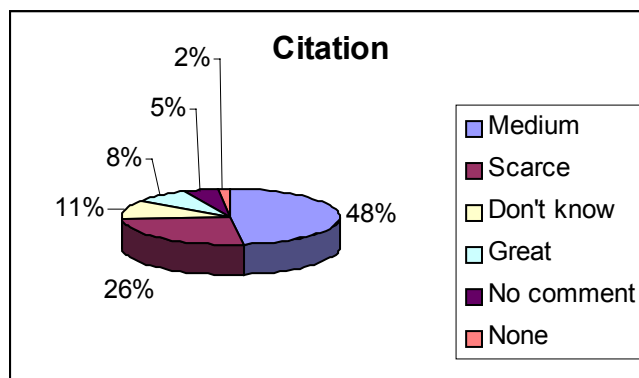
12.c Replication/application of your work

92% of respondents answered the question.

Table 21. Request/Reply impact

Request/Reply

8% 8%
15%
52%
17%

- Medium
- Don'tknow
- Scarce
- Great
- No comment

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12.d. *Influencing further work of others*

96% of respondents answered the question.

Influencing the work of other scholars

12% 4%

12%

20%

20%

44%

- Medium
- Don't know
- Scarce
- Great
- No comment
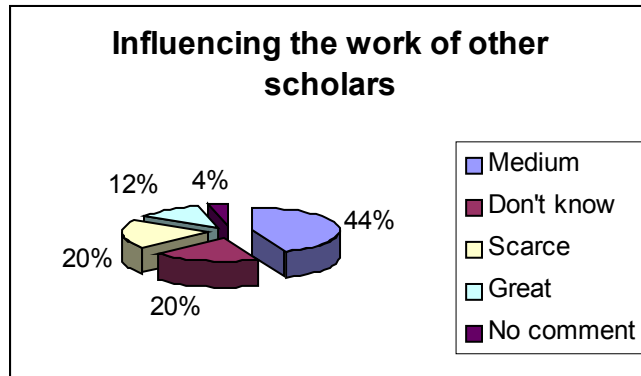
Table 22. Influence on others works impact

12.e *Official recognition of your work*

95% of respondents answered the question.

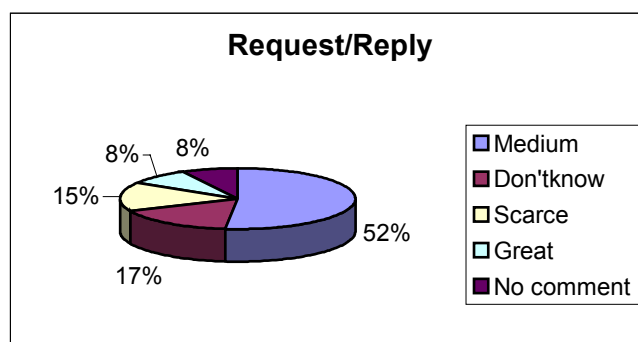**Official aknowledgment**

5% 8%

15%

16%

26%

30%

- Medium
- Scarce
- Don't know
- Great
- No comment
- None

Table 23. Official acknowledgement

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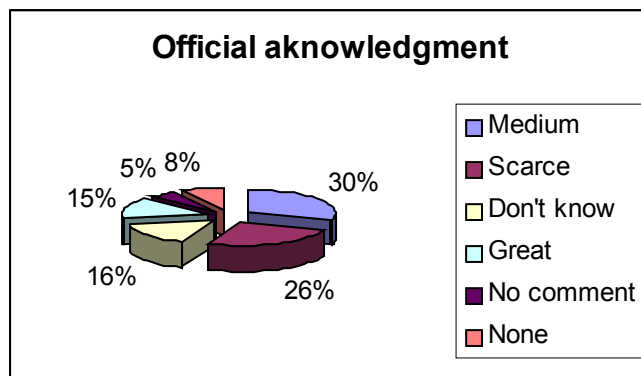
56

12.f Immediacy of your work visibility and access

100% of respondents answered the question.
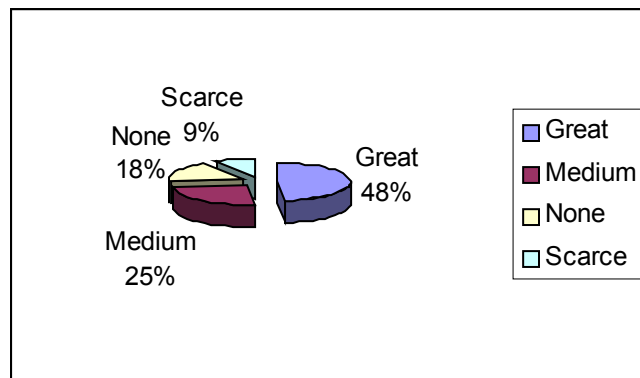
Table 24. Immediacy of visibility impact

4.3.4   Check of the electronic context

The aim of question 9, 10 and 11 is to understand in which context faculty work:

Firenze University Press is an academic electronic publisher, but do academic users habitually use electronic material (hardware and software)?

To assess and verify the required premise of faculty "electronic orientation", two questions had been addressed to users:

1.   do they have a personal workstation and
2.   do they use it habitually?

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8. Do you have a workstation?

100% of respondents answered the question.

Gathered data refers about a high 96% of workstation users.

Do you have a PC?

No
4%

Yes
96%

☐ Yes
■ No
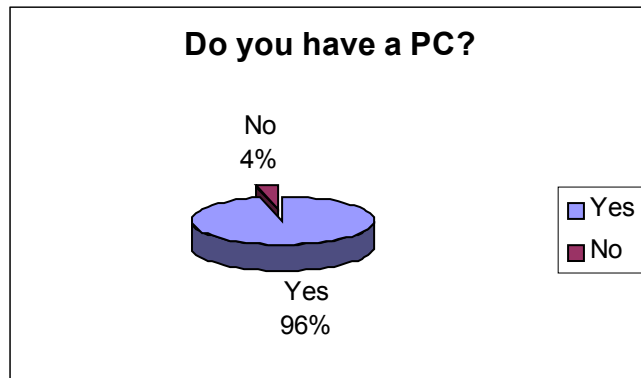
Table 25. Workstation owners

A high 95% percent habitually use the workstation for the research and to create their own publications.

10. Do you habitually use a workstation?

100% of respondents answered the question.

Do you habitually use a PC?

Not
habitually
5%

Habitually
95%

☐ Habitually
■ Not habitually
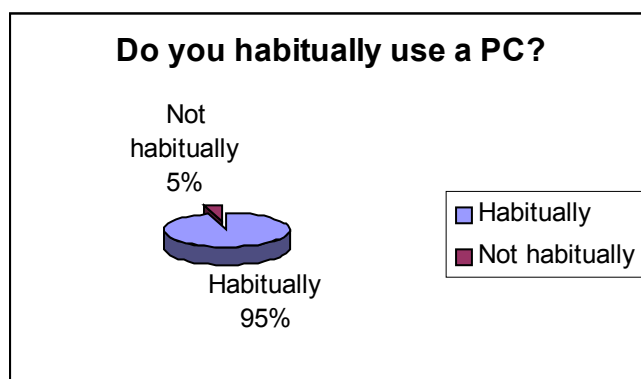
Table 26. Habitual use of workstation

11. Please, pick your preferred modes to access document.

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99% of respondents answered the question.

Replays to this question provide at least two complementary information:

1. user familiarity degree with electronic access to documents
2. useful suggestions to chose and enhance a range of different access to resources.

As the following graphic suggests, preferred modes to access documents are, in order of preference:

a. Internet 35%, b. University website page 31%,
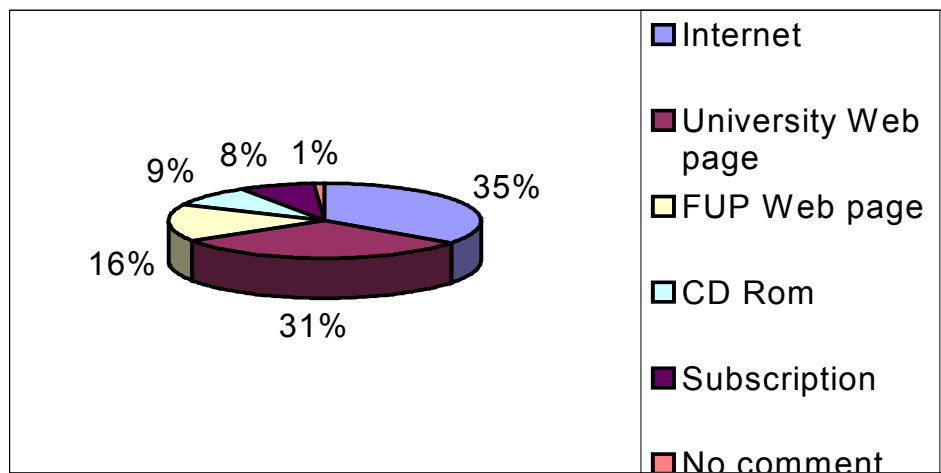
Table 27. Preferred modes to access e-resources

c. FUP website 16%, d. CD-ROM 9%, e. Subscription 8%.

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4.3.5 Assertions

A.1   There is no quality difference between print and electronically published material

100% of respondents answered the question.

No difference between electronic and print

9% 3%
22%
66%

- Disagree
- Agree
- Don't know
- No comment
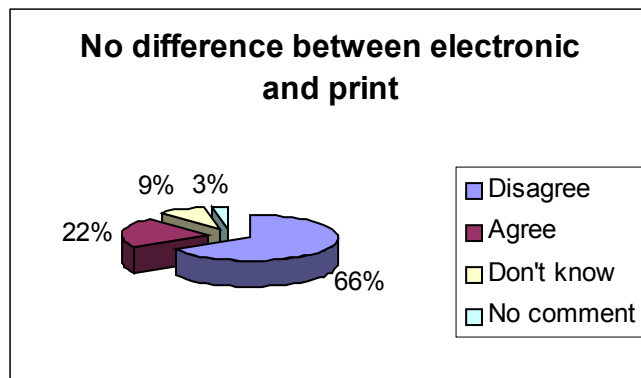
Table 28. electronic & print quality

A.2   Peer review ensures the same quality of traditional paper print, to electronic publishing

95% of respondents answered the question.

Peer review assure the same quality

18% 5%
28%
49%

- Agree
- Don't know
- Disagree
- No comment
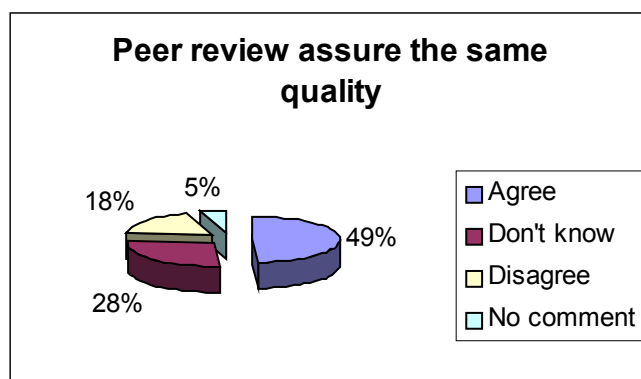
Table 29. Peer review quality

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A.3   Proper archiving ensures long-term accessibility, over the years, to EP

93% of respondents answered the question.

Sure access to EP over the years

6% 7%
19%
68%

- Agree
- Don't know
- Disagree
- No comment

Table 30. Sure EP access over the years

A.4   Nowadays adequate protection safeguard EP

95% of respondents answered the question.

Table 31. Protection safeguard EP

Adequate protection safeguard EP

5%
26%
33%
36%

- Don't know
- Agree
- Disagree
- No comment

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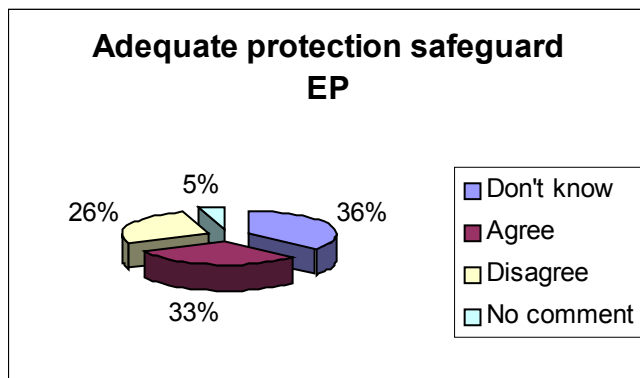
A.5 Online learning material assure fast access to students

93% of respondents answered the question.

Online learning material grants fast access to students

7% 5% 3%

- Agree
- No comment
- Don't know
- Disagree

85%
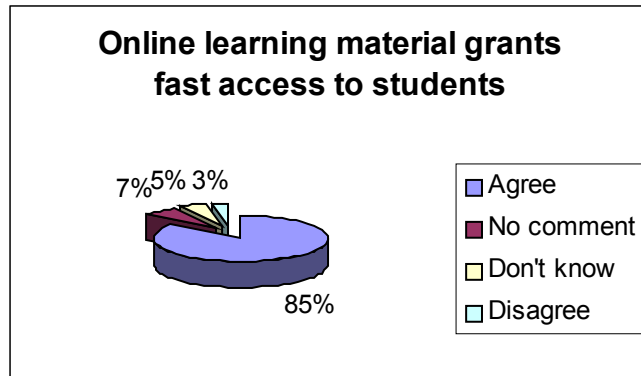
Table 32. Learning material free access

A.7   I want to put online my course notes
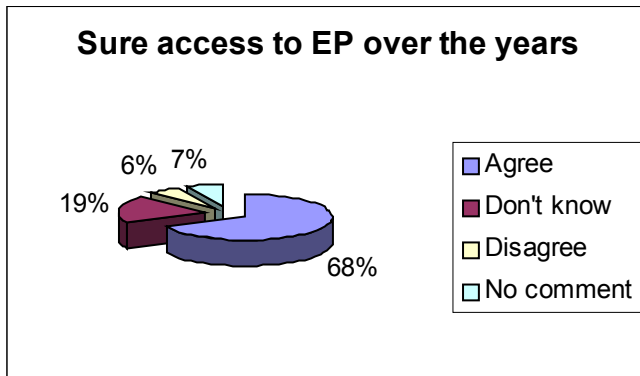
91% of respondents answered the question.

I want to put online my course notes

9% 5%

22%

- Agree
- Don't know
- No comment
- Disagree

64%
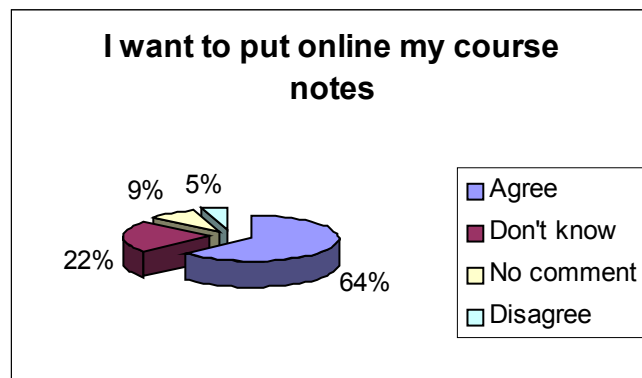
Table 33. Will to put on line course notes

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A.8   A paper copy on demand must be assured to users

90% of respondents answered the question.

A paper copy on demand must be assured to users

☐ Agree	
☐ Don't know	
☐ No comment	
☐ Disagree	

11%   10%   4%

75%

Table 34. Paper copy on demand

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4.4 Comments and recommendations

Respondents had done meaningful comments.

For the following topics they suggest:

1.   Visibility

- Clear and foreground link to FUP on University of Florence home page.

- link to FUP from University of Florence:

  - departments website

  - laboratories website

  - university museums website

- link to FUP from national and international universities Home pages

  - English version of the whole FUP website content

2.   Promotion

FUP promotion at Congresses
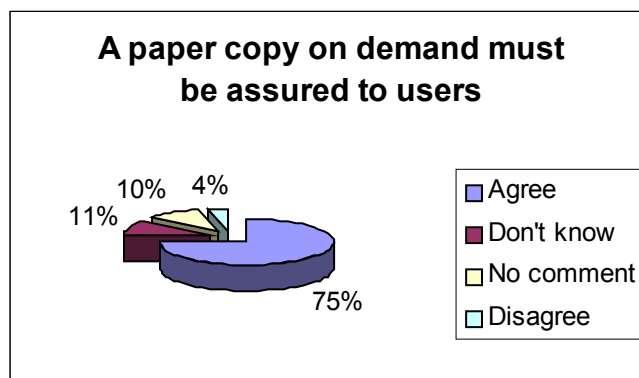
FUP promotion on national and international periodicals

FUP promotion on national and international catalogues and databases

3.   Instructions to users:

  - how manage images

  - instructions for citations and notes

  - Instructions to users on FUP website are complete, but respondents suggest a schematic draw to explain what to do to publish with FUP.

4.   Editorial plan

English translation or assistance in translating is requested of all the published material

Not only Latin, but other scripts are request as diacritic or oriental alphabets.

5.   Areas of main interest:
- Biology/Medicine:
  - .   bio-statistics
  - .   national and international congress proceedings
- Humanity:
  - .   Linguistics
  - .   Philosophy
  - .   History of Est-Europe culture
  - .   Geography: researches and studies
  - .   Hebrew studies
- Sciences
  - .   Anthropology
  - .   Ethnology
  - .   Agronomic: "Tropical and subtropical pastures",
    Computation and analysis program on CD-ROM
- Social sciences
  - .   Social sciences methodology
- Technology:
  - .   ancient architecture technology
  - .   city planning
  - .   architectonic researches
  - . geotechnics and foundations engineering

6.   Respondents recommendations:

- To promote fair use copies of part of articles or part of books for didactic use
- cost-less publication for the author
- Production of CD-ROM (multilingual, Italian and English, at least)
- Production of learning material on CD-ROM
- Multilingual version of products

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- Enhance distribution
- Enhance every kind of electronic forms
- Enhance print on demand
- Enable document delivery

A message of thanks had been sent, on reply to filled questionnaires

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5. Questionnaire n.2 Findings

5.1 Objective

As brand new service, on the present year, FUP placed on line learning material for a course of 50 students.

An Email questionnaire had been sent to all the 50 students.

50% of them returned the filled questionnaire.

The objective of the questionnaire was to gather students perception, their degree of satisfaction.

In order to enhance and improve the service in the next future, data had been analysed and comments taken in high consideration.

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5.3 Outcome

Question n.1

Do you currently use public computer workstations for study, (*home, library, university computing labs, other*).

Table 35. Workstation use - Students
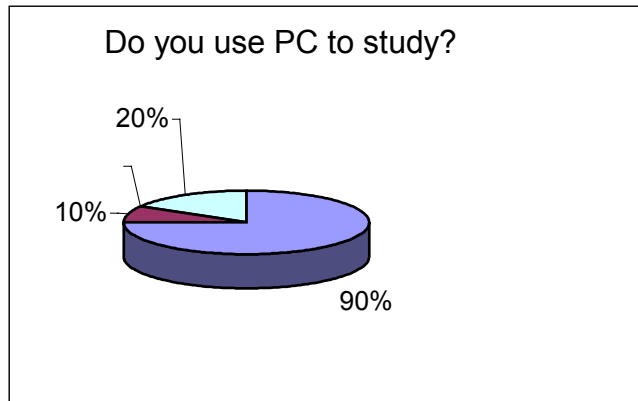
A high 90% studies at home, 10% use University workstations, no one use library workstations to study; 20% use both home and university workstations.

Question n.2
Do you use workstation, habitually?
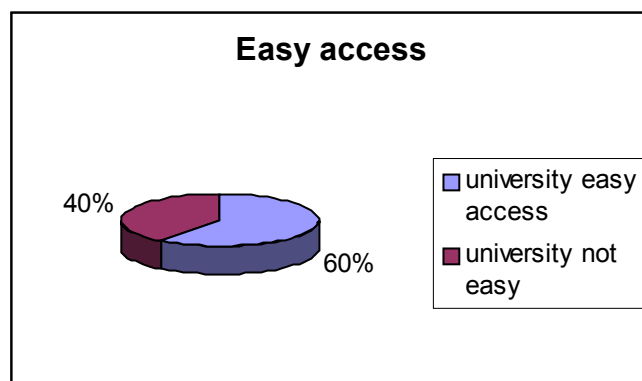

Table 36. easy access to workstation

On this point users are divided in two, quite similar, groups: 60% think that University offers easy access to Internet and resources, 40% think that access is not easy.

Question n. 3

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What do you think about online textbooks. Please pick the definition more close to your perception (*good, sufficient, insufficient*).

Which is your perception?

insufficient
10%

good
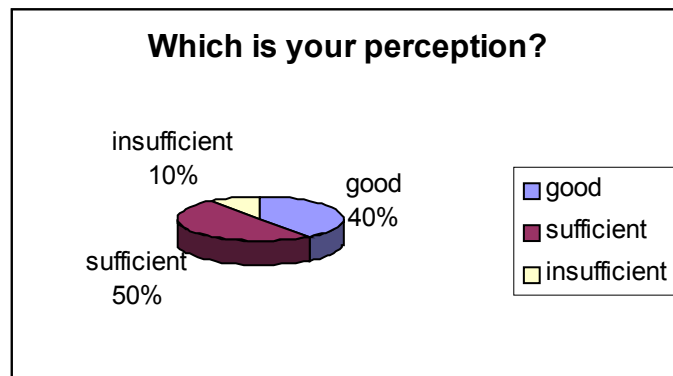40%

sufficient
50%

- good
- sufficient
- insufficient

Table 37. Students perception

Online material user perception is 40% good and 50%sufficient .
They aspect more, but it's not clear which is the weakness. They don't suggest an alternative. It's important to investigate on this point more in depth.

Question n. 4
Would you be mostly like to use electronic resources if they were accessible (you may select more than one) on: CD ROM, FUP Web-page, University Web-page.

Preferred access

30%

100%

70%

10%

- CD ROM
- FUP webpage
- University webpage
- CD ROM, FUP
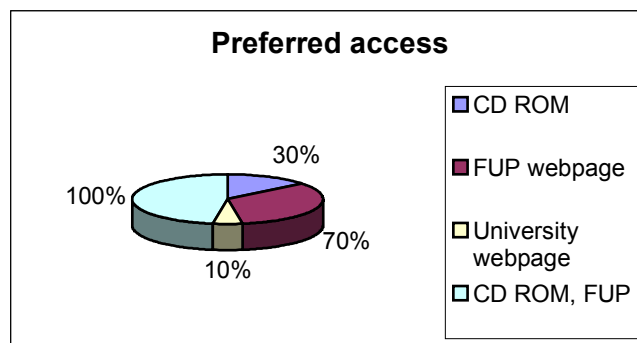
Table 38. Preferred access - Students

Students 100% prefer both FUP website (70%) access and CD-ROM (30%). They should like to have both the chances.

Question n.5
Please, say which has been your perception of the following aspects of FUP website (good, sufficient, insufficient):

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a) Navigation

Navigation

30%

good
sufficient

60%
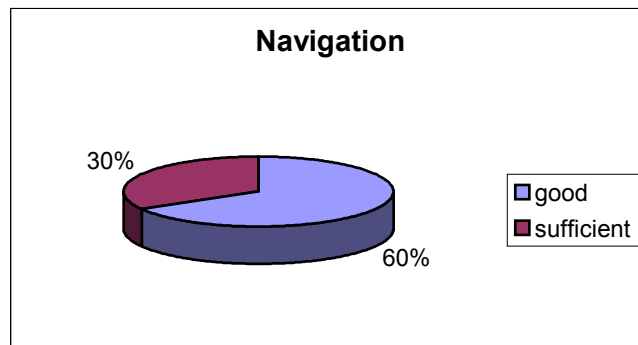
Table 39. FUP website navigation

Students perception of FUP website is good (60% overall)

b) Legibility of the site

Legibility

sufficient
20%

good
sufficient
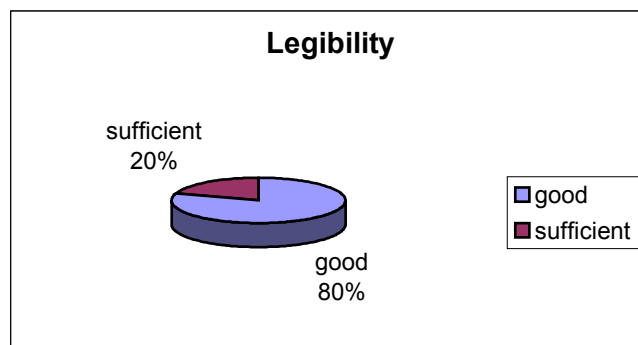
good
80%

Table 40. FUP website legibility

Users perception of the legibility of FUP website is really very good (80%).

c) Colors

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Colors

insufficien
t
10%

sufficient
20%

good
70%

- good
- sufficient
- insufficient
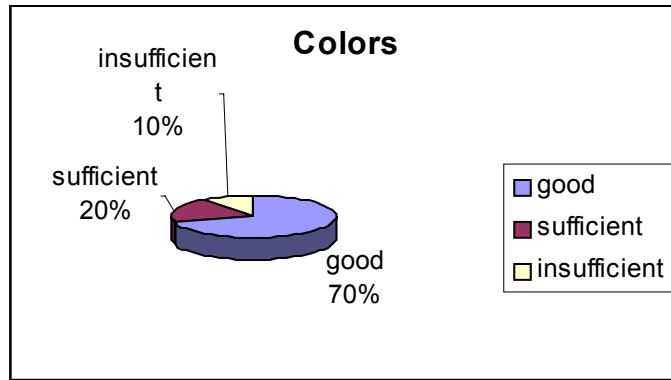
Table 41. FUP website colors

Colors appeals students (80%).

d)   Graphics

Graphics

Insufficient
11%

Good
22%

Sufficient
67%

- Good
- Sufficient
- Insufficient

Table 42. FUP website graphics

Graphics seems to be mostly sufficient (67%) and lowly good (22%).

e)   Content

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Content

Sufficient
20%

Good

Sufficient
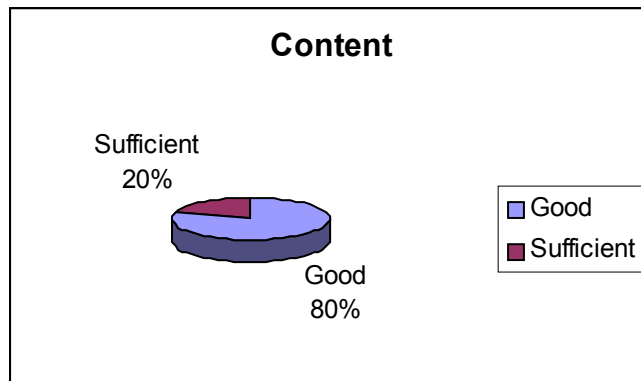
Good
80%

Table 43. FUP website content

High user satisfaction for the content. It seems to be very good (80%).

f)   Do you think website meet the user needs?

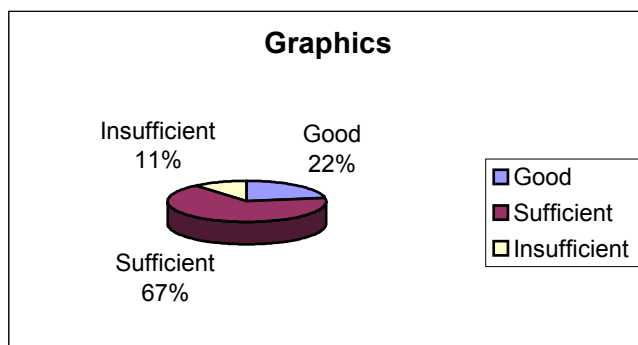**Does website meet user needs?**

No
10%

Yes

No

Yes
90%
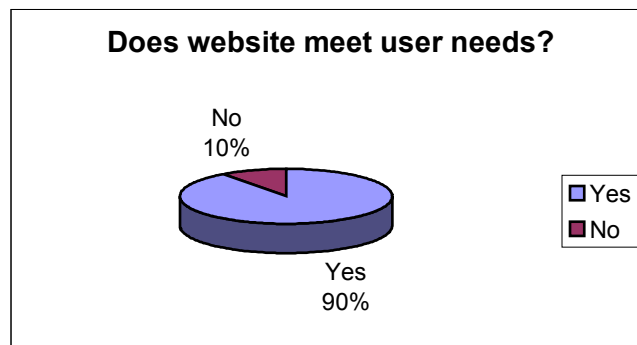
Table 44. FUP website meets user needs

FUP website general evaluation is very good. Students satisfaction degree reaches 90%.

g)   Does the website take into account user security and privacy issues'

100% respondents think that FUP website take into account user security and privacy issues.

5.4   **Comments and recommendations**

Respondents have replied to all questions.

The overall degree of satisfaction is high, on average between 80% and 100%.

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Satisfaction on average

60%   100%

80%

- page, content, perception
- graphics, colors, navigation
- access
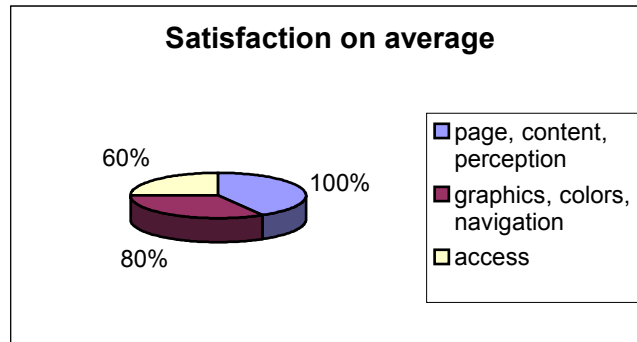
Table 45. User satisfaction

More than all students (on average between 80-100%)

appreciate:

website content and legibility

hope:

1. in the next future, online learning material service will improved and be extended to all the wide range of disciplines.

Comments and recommendations: they primarily hope to can publish with FUP their dissertation.

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6.   Interviews findings

6.1   Objective

The second part of the survey consists of interviews to authors.

Objective of the interview is to know their point of view, perception of services, degree of satisfaction, in order to correct weakness and enhance strengths.

6.2   Method

Each interview lasts, on average, from thirty minutes to one hour.

Interviews to author have been conducted between the beginning of June and the middle of July 2001.

Ten, on twelve authors, have been interviewed. For logistic reasons, it has not been possible to interview two authors.

The interview place changed on the basis of authors willingness, on average the 50% of interviews had been conducted at the FUP office, 30% at the place designed by the author, and the remaining 20% by telephone.

An informal style has been adopted, and a list of topics constituted the researcher draft, to conduct, when possible, a confidential face to face conversation, otherwise by telephone.

The assumption that data are generated via the interaction has been satisfied.

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6.2   Outcome

In brief, the conversations outcome has been schematised as it follows.

Topic discussed   Satisfaction degree

Did you perceived obstacle to publishing research electronically?	70% have not perceived obstacles;
Did you perceived benefits to publish with FUP?	90% have perceived great benefits. In particular in the following areas: 60% visibility 30% speediness 30% easiness 30% extended access
What do you think about quality: peer review, impact factor	70% doesn't expressed a personal comment on this topic; 30% has been very satisfied by referees, trust peer review and electronic format
Do you expect to publish with FUP, in electronic format, in the near future?	100% is sure to publish with FUP again, in the next future.
Do you expect to publish learning material in the near future?	30% want to publish learning material 30% is thinking to publish learning material in the next future 20% of the interviewed authors has put on online course notes

Table 46. Users satisfaction degree on average

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6.3   Comments

Satisfaction

1. High satisfaction to publish with an academic press.
2. High satisfaction to "leave a tangible trace inside the
3. University"
4. Friendly and supporting atmosphere at FUP

What they prefer

5. electronic visibility and copyright guarantee.
6. assistance in editing.
7. Prestige of "Academic" Press

Suggestions

a.   Enhance promotion and diffusion
b.   Enhance assistance in editing

6.4   Conclusions

Satisfaction is high: all authors think to publish again with FUP.

Primary promotional factors:

- high visibility
- copyright guarantee

Secondary promotional factors:

- speediness
- easiness
- extended access

7. Conclusions and recommendations

Conclusions

The basic reason to exist of a no-profit institution is to give a good service to users. The pre-conditions are that

 a) users must know it, trust it, use it;

 b) institution must assess its users satisfaction.

This survey was motivated by the need of FUP to develop a strategy focused to rationalise resources, responding to users requirements.

Analysing data, evidence of results shows both *perceptions* and *opinions*.

 a) Perceptions:

- A high percent of faculty (74%) know FUP

Do you know FUP - Area

	Hu	Tec	Soc	Sci	Unk	Bio-
Serie1	26.2	13.8	13.8	12.3	6.2	2.3
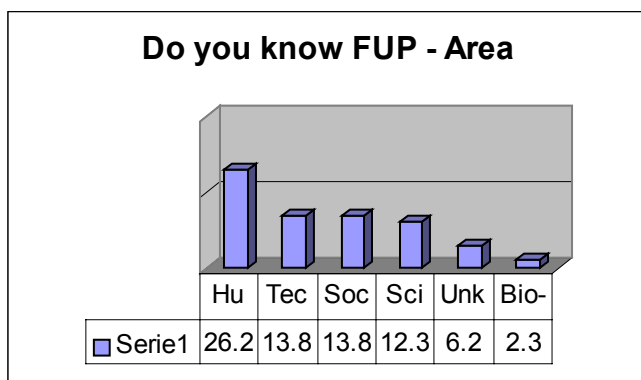
Table 47. FUP existence user awareness - Area

- Quite all faculty (95%) wish to publish with FUP
- A high percent of them shows uncertainty in electronic publishing, referred to impact of their research in the following areas :
  - Citation
  - Official acknowledgement

Electronic publishing more appreciate quality are:

- visibility
- Speediness
- Easiness of access

 b) Opinions/ Users expectations

- type of publication:
  - research reports

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- learning material

c) Role of FUP

- support on publishing

- support on editing

- promotion

- access

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7.1   *Conclusions by area and academic title point of view*

The high majority of respondents belongs to Humanity area

Do you know FUP - Faculty

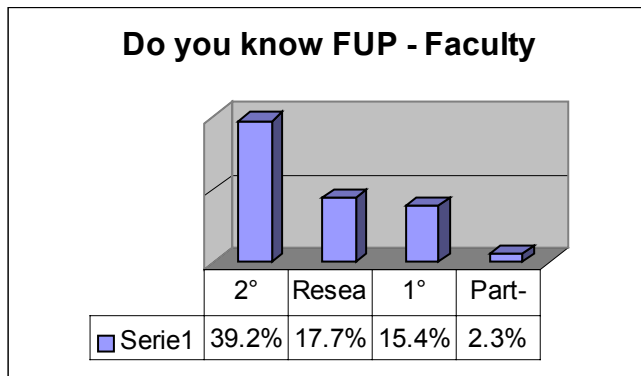|	2°	Resea	1°	Part-
Serie1	39.2%	17.7%	15.4%	2.3%

Table 48. FUP existence user awareness - Academic title

2° level professor are the most informed

To question "How did you know FUP", respondents answer as follows:

How

	Meet	Coll	Univ	Pres	Ema
Serie1	42.6	24.6	15.7	6.2%	2.7%
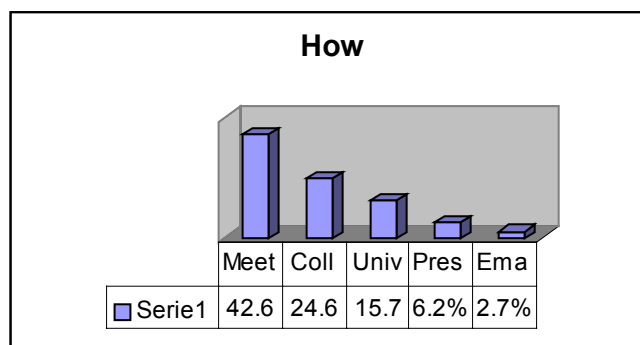
Table 49. Information medium

- Meetings and information exchange with colleagues have been the primary pool of information (overall average 87.2%).
- Questionnaire received by Email has been a useful information vehicle, even if marginal (2.7%).

Inference:

- In the next future, FUP promotion focus must be on increasing press articles on FUP (e.g. publicity to books presentations etc.) and University website visibility.

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- At the moment FUP is not very well visible on University website.

For Biology and Medicine too, the most effective information medium have been meetings and information exchange with

	Email	Collea	Meeti	Press	Univ
☐ BioMed		0.70%	1.40%		0.70%
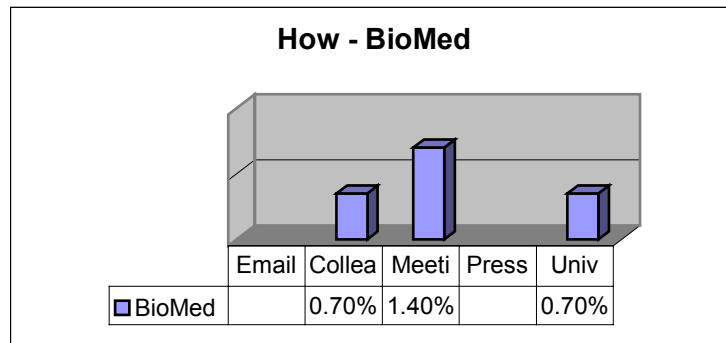
Table 50. Information medium for BioMed area

colleagues.

University website played a marginal role.

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But University website and Email questionnaire have played a decisive role in Science area.

Table 51. Information medium for Sciences

How - Sciences

	Emai	No	Meet	Stud	Univ
Sciences	3.4	3.4	0.7	0.7	5.4
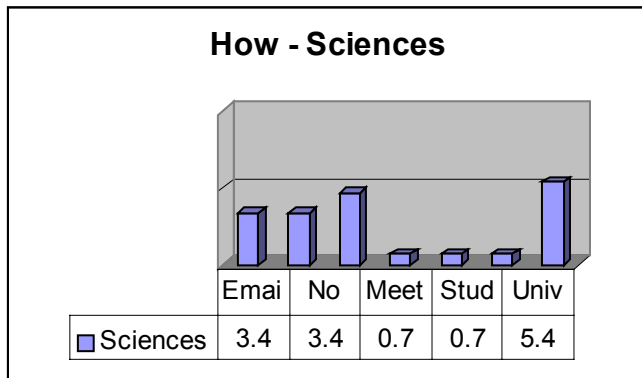
In Social sciences information exchange with colleagues has played a decisive role.

How - SocSc

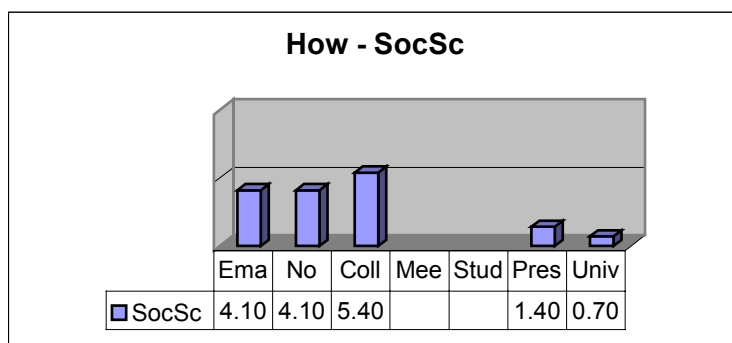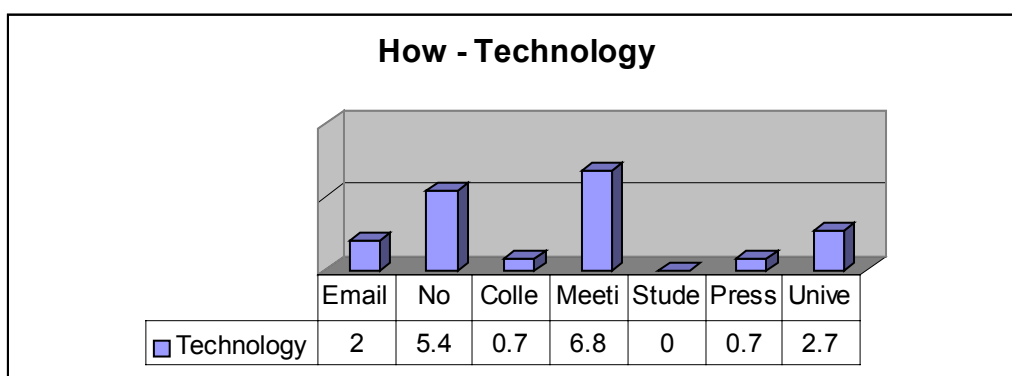|	Ema	No	Coll	Mee	Stud	Pres	Univ
SocSc	4.10	4.10	5.40			1.40	0.70

Table 52. Information medium for Social Sciences

Compared to general average, Science, Social sciences and Technology areas have a scanty knowledge of FUP.

How - Technology

	Email	No	Colle	Meeti	Stude	Press	Unive
Technology	2	5.4	0.7	6.8	0	0.7	2.7

It remains to understand why.

Table 53. Information medium for Technology area

Meetings and information exchange with colleagues and students have been the primary pool of information for Humanity.

Information power of press, University website and questionnaire reach a 7.5% overall average.

How - Humanity

	Ema	No	Colle	Meet	Stud	Pres	Univ
Humanity	0.70	6.10	2.70	16.2	0.70	2.70	4.10
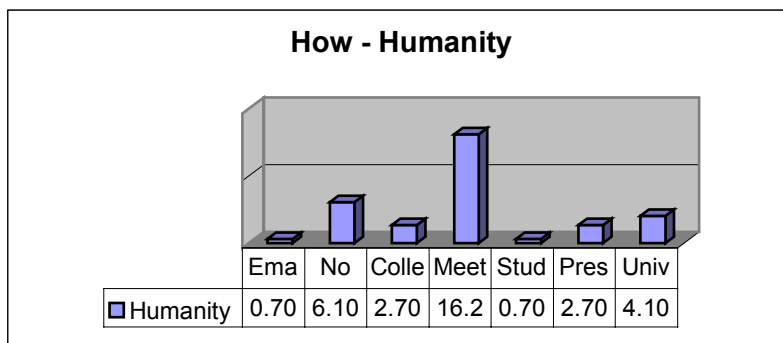
Table 54. Information medium for Humanity area

Quite all respondents (95%) wish to publish with FUP.

Will publish - Area

	Hu	Tec	Soc	Sci	Ukn	Bio
Serie1	30%	17.7	16.2	16.2	9.20	4.60

Table 55. Will to publish - Area

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Respondents who expressed this intention belong mainly to Humanity, Technology and Social Sciences areas.

And from academic title point of view:
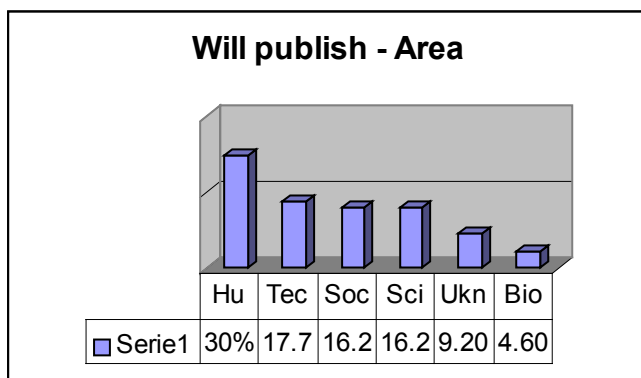
Will publish - Academic Title

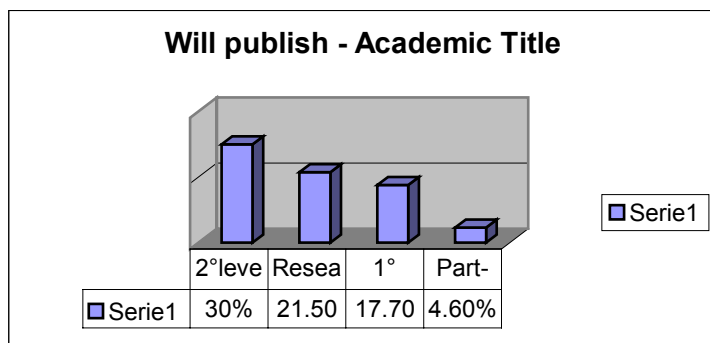| Serie1	2°leve	Resea	1°	Part-
Serie1	30%	21.50	17.70	4.60%

Table 56. Will to publish - Academic title

faculty more interested to publish seems to be, in numerical rank order of average, 2° level professors, researchers, 1° level professors, Part-time professors.

The need to publish is very high and different disciplinary areas suggest different needs.

In general, research reports and learning material are most required kind of publications. But with some area difference, as follows:

What - Sciences

	lear	rese	boo	mult	Pro	inter	peri	thes
Sciences	8.80	6.10	2%	2%	1.40	0	0	0

Table 57. Document type - Sciences

What - Social Sciences

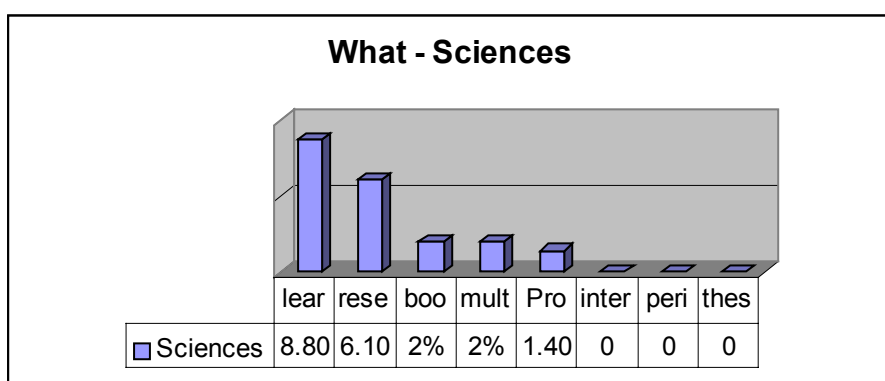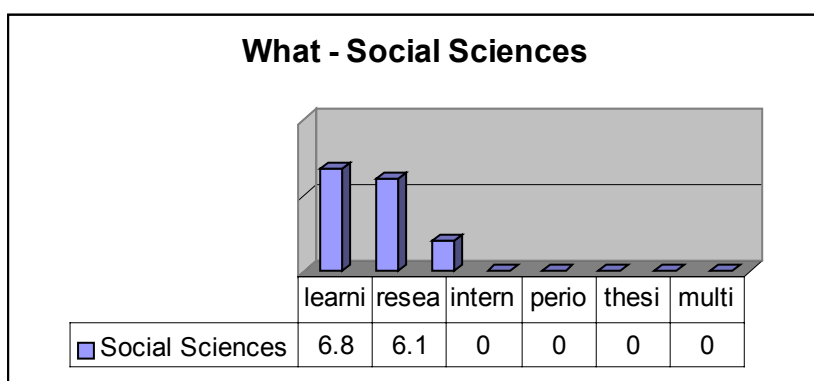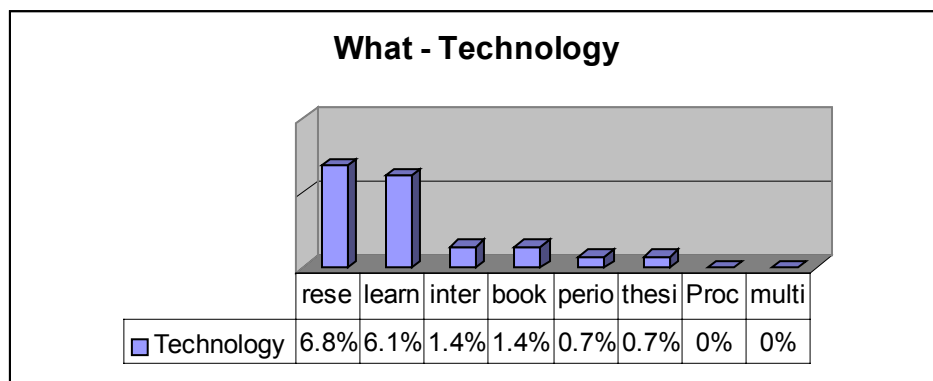|	learni	resea	intern	perio	thesi	multi
Social Sciences	6.8	6.1	0	0	0	0

Science:

1. learning material
2. research reports
3. books
4. multimedia
5. proceedings

Table 58. Document type - Social Sciences

Social sciences:
1. learning material
2. research reports

What - Technology

	rese	learn	inter	book	perio	thesi	Proc	multi
☐ Technology	6.8%	6.1%	1.4%	1.4%	0.7%	0.7%	0%	0%

3. Table 59. Document type - Technology

1. research reports
2. learning material
3. internal reports
4. books
5. periodicals
6. thesis

The need to publish with FUP of Biology and Medicine areas is very low, on average they need to publish 1. research reports
and 2. learning material.

Publication needs of this area may be the topic of a new investigation. Where medicine faculty publish? Which kind of
material they publish?

What - BioMed

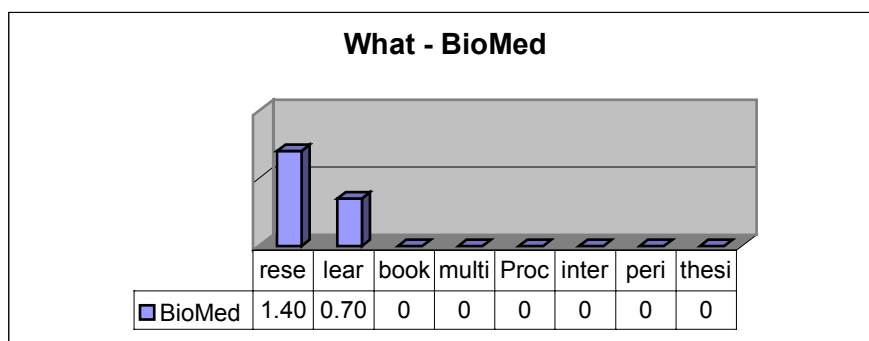|	rese	lear	book	multi	Proc	inter	peri	thesi
☐ BioMed	1.40	0.70	0	0	0	0	0	0

Table 60. Document type - Biology- Medicine

The first idea that come on mind is that they publish only articles, (average 0% declared interest) with high impact factor periodicals. But maybe they don't appreciate other kind of publications for the simple reason that they don't know them.

A low percent of anonymous respondents suggest to publish reports and books.

Anonymity lives these information without a real referent.
Anyway this reconfirms the general preference to publish research reports.

What - Anonymous

	resea	book	intern	thesi	Proc
Anonymous	2.70	1.40	0	0	0
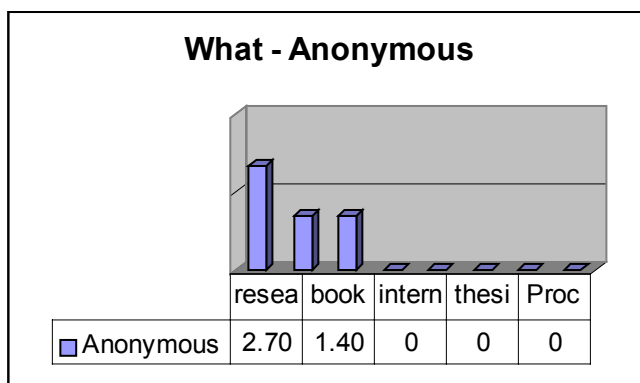
Table 61. Document type - Anonymous

With regard to research reports, survey refers about faculty degree of interest as follows:
on average rank, 2° level professors (19.6%), 1° level (5.4%), researchers (0.7%). Part-time professors seems not interested to this kind of material.

What -Research Reports

	2° level	1° level	Resear	Part-
Serie1	19.60%	5.40%	0.70%	0
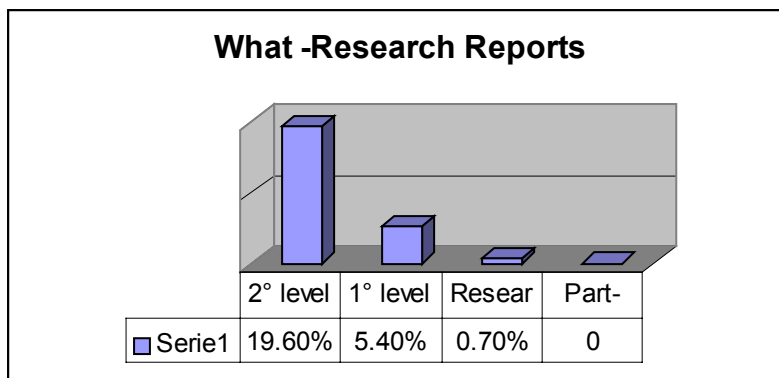
Table 62. Research reports - Faculty degree of interest

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To publish learning material interests (on average rank order) 2° level professors
(15.5), researchers (8.1%), 1° level professors (7.4%) and part-time professor (0.7%).

Table 63. Learning material - Faculty degree of interest

What - Learning material

	2°	Resea	1°	Part-
Serie1	15.5%	8.1%	7.4%	0.7%
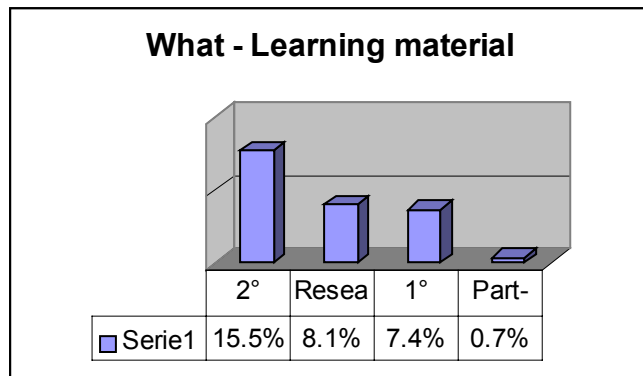
Looking more in depth we assume that:

1° level professors, more than all, prefer to publish, on average order, 1.   learning
material, 2. research reports;

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2° level preferred material

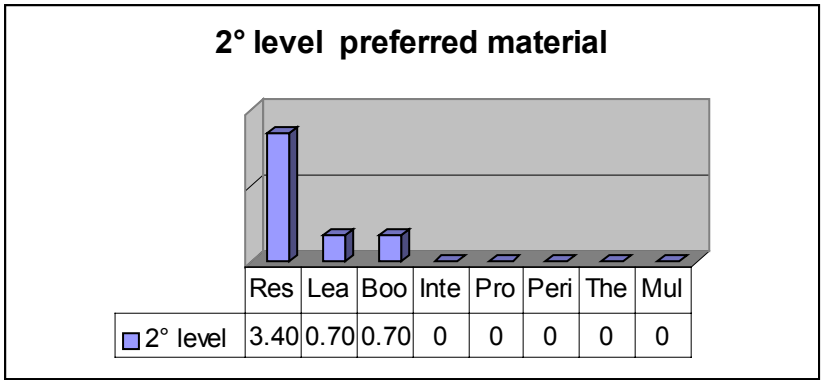|	Res	Lea	Boo	Inte	Pro	Peri	The	Mul
2° level	3.40	0.70	0.70	0	0	0	0	0

Table 65. Preferred document type - 2° level professors

2° level professor prefer research reports;

Researchers prefer, on average order: 1. research reports

2. learning material.

Researcher preferred material

	Res	Lear	Boo	Multi	Inter	Proc	Peri	Thes
Researcher	12.2	8.10	6%	1.40	0.70	0.70	0.70	0.70
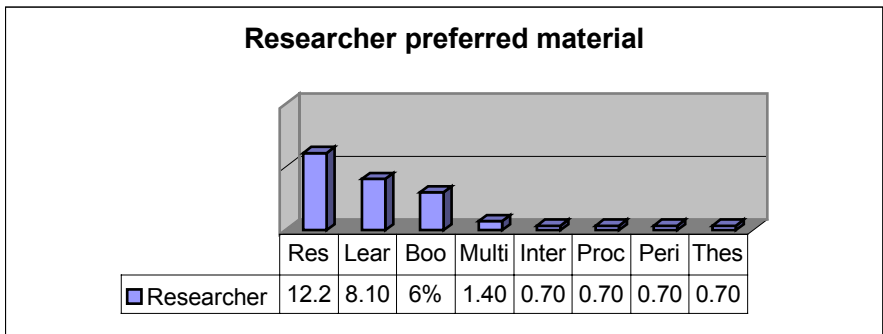
Table 66. Preferred document type - Researchers

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Same choice has been done by part-time professor (1. research reports 2. learning material) with the difference that their interest and 2° level professors interest to
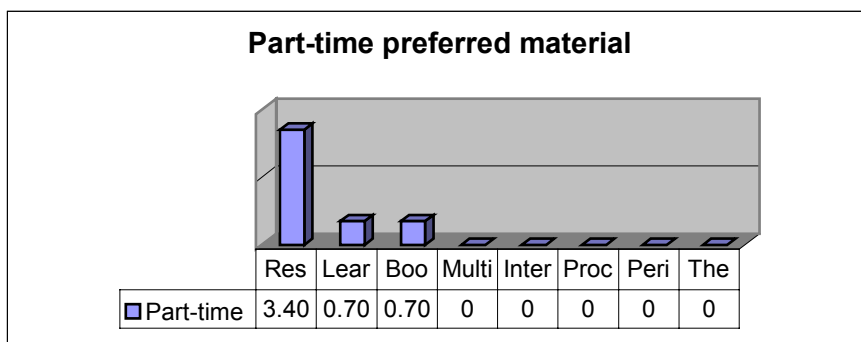
Part-time preferred material

	Res	Lear	Boo	Multi	Inter	Proc	Peri	The
▨ Part-time	3.40	0.70	0.70	0	0	0	0	0

Table 67. Preferred document type - part-time professor

publish is on average the lowest of all.

Online learning material

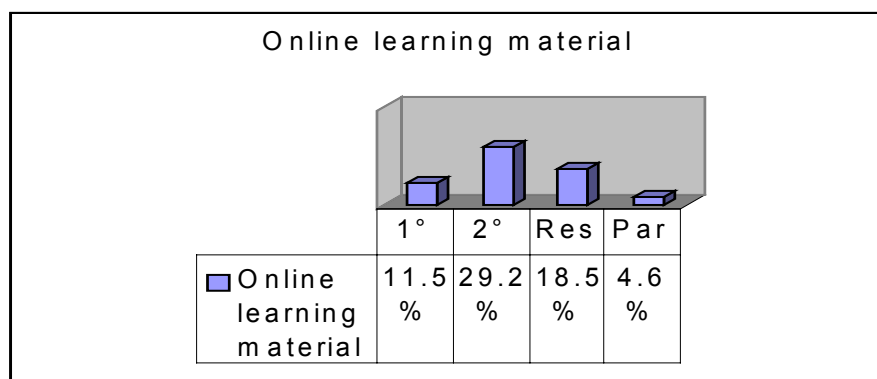|	1°	2°	Res	Par
▨ Online learning material	11.5%	29.2%	18.5%	4.6%

Table 68. Online learning material - Academic title

On average order, faculty interest to this kind of publications:

1. 1° level professors
2. 2° level professors
3. Researchers
4. Part-time professors

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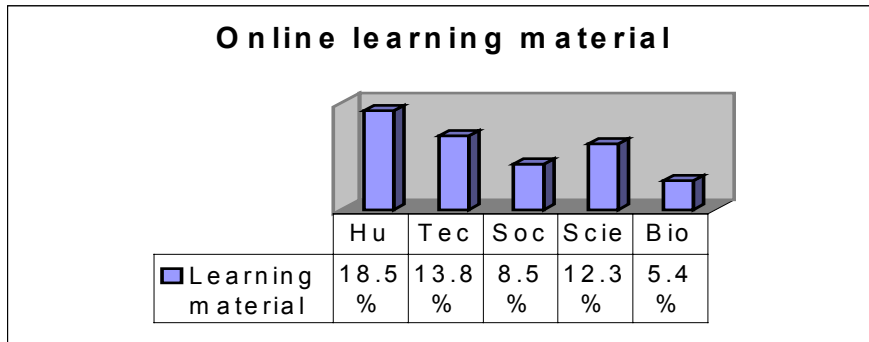|	Hu	Tec	Soc	Scie	Bio
Learning material	18.5%	13.8%	8.5%	12.3%	5.4%

Table 69. Online learning material - Area

On average order, area interest for this kind of publications:

1. Humanity
2. Technology
3. Social sciences
4. Science
5. Biology - Medicine

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7.3   Recommendations

1.   Activity of promotion and growth of visibility

Inside - Outside the University of Florence

- User education by Email (listservers) , workshops etc.
- User information with guides, book presentations
- Clear and foreground link to FUP on University of Florence home page.
- link to FUP from University of Florence:
    - departments website
    - laboratories website
    - university museums website
    - link to FUP from national and international universities Home pages
- FUP promotion at Congresses
- FUP promotion on national and international periodicals
- FUP promotion on national and international catalogues and databases

English version of the whole FUP website content is strongly recommended.

2. Collaboration with commercial publishers, other University Presses

3. Production

- Focus on Research reports and learning material
- Focus on Humanity area (follows a list of user suggested topics):
    - Linguistics
    - Philosophy
    - History of Est-Europe culture
    - Geography: researches and studies
    - Hebrew studies
- Focus on Technology area (follows a list of user suggested topics):
    - ancient architecture technology
    - city planning
    - architectonic researches
    - geotechnics and foundations engineering
    - Focus on Science area(follows a list of user suggested topics):
    - Anthropology
    - Ethnology
    - Agronomic: "Tropical and subtropical pastures",
      Computation and analysis program on CD-ROM
- Focus on Science area (follows a list of user suggested topics):
    - Social sciences methodology

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- Focus on Biology/Medicine area (follows a list of user suggested topics):
  - . bio-statistics
  - . national and international congress proceedings
- Focus on CD ROM production as alternative to print (multilingual, Italian and English, at least)
- Publication of relevant thesis and dissertations suggested from professors

- Enhance every kind of electronic forms
- Enhance print on demand
- Enable document delivery
- Promotion of fair use copies, of part of articles or part of books, for didactic use.

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4. *Editing*

- English translation or assistance in translating is requested of all the published material

- Not only Latin, but other scripts are request as diacritic or oriental alphabets.

5. *Access and selling*
   - To sell where e-commerce is stronger:
   - U.S.A.
   - Nord-Europe:

1 Sweden	53,3%
2 Norway	46,9%
3 Denmark	43,0%
4 Finland	41,1%
5 Switzerland	37,2%
6 Holland	36,7%
7 Great Britain	34,6%
8 Austria	29,1%

Table 70. E-commerce in Nord-Europe

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8.   Reflective Review

8.1   Introduction

At the end of the research work, or better to say, first part end of a work in progress, the researcher needs to stop and reflect.

Researcher wants to review all the steps done, in order to learn from the present experience, with the wish to invest the reflection outcome in future investigations.

8.2   Literature review

Local libraries don't contained relevant book material on the topic. In part done to lack of time of the researcher, it's not been used interlibrary loan and document delivery to gather documents.

Resources have been found prevalently on Internet.
A huge quantity of documents it's been gathered and scanned. Sometimes, to navigate into the huge sea of information retrieved has been difficult. More of one time the researcher has ran the risk to lost the right way, linking from an information to another: all extremely fashionable but dangerously straying from the point.

Some regrets emerge in this moment of reflection: 1) to have not cited all the interesting found opinions and experiences 2) to have neglect some aspects.

8.3   Methodology

The methodology study has been very exciting for the researcher.
The potentiality of mixed methods suggests future researches.

8.4   Questionnaires

Not excellent response rate (13%) of questionnaire n.1 can be attributed to different factors as lack of updated email addresses on website. Good reply time, on average 9.8 days, considering faculty, at the same time, were involved in exams and dissertation discussions. But a doubt remains: the desire to gather many information "at a stroke", influenced the questionnaire length: maybe too many questions and not all so clear have discouraged users.
It's a lesson for the future.

Good response rate of questionnaire n.1 perhaps it's done to one fact: users have found interesting the questionnaire, respondent to their needs (quick filled questionnaire reply, on average 4.5 days).

8.5   Interviews

Good experience. Not first experience for the researcher, to conduct interviews is every time a different experience, depending by topic and interview subjects.
To allows user a certain comfort and confidence, face to face interviews have not been recorded and researcher preferred maintain a continuos visual contact, looking into each others' eyes, than make notes. The familiar atmosphere repay for the hard work of memorisation.

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8.6 Conclusive Summary

The researcher opinion is that aims of the study were met successfully. The survey outcome provided ideas that she converted in recommendations useful to improve the service.

She hopes to can extend the research, seeking more in depth relevant emerged topics.

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Appendix 1

Questionnaire n.1

Addressed to faculty

1. Do you know Firenze University Press? (Yes, No)
2. How did you learned about FUP? (Email, Collegues, Meetings, Students, Press, University website)
3. Have you looked at FUP site? (Yes, No)
4. Did you find the information you was looking for? (Yes, No)
5. Do you expect to publish with FUP? (Yes, No, Don't know)
6. Which kind of material would you like to publish? (Open question)
7. What do you expect (functions and services) from FUP? (Open question)
8. Which role do you expect FUP may work out at the University of Florence? (Open question)
9. Do you have a computer workstation? (Yes, NO)
10. Do you habitually use computer workstations for research? (Habitually, Not habitually)
11. Mark your preferred mode to access resources (Subscription, CD-Rom, FUP website, Internet, University website)
12. What effect do you think electronic publishing may have on the impact of your research in the following areas:
    G. Visibility of your work (great increase, moderate increase, slight increase, no effect, don't know)
    H. Citation of your work (great increase, moderate increase, slight increase, no effect, don't know)
    I. Replication/application of your work(great increase, moderate increase, slight increase, no effect, don't know)
    J. Influencing further work of others (great increase, moderate increase, slight increase, no effect, don't know)
    K. Official recognition of your work(great increase, moderate increase, slight increase, no effect, don't know)
    L. Immediacy of your work visibility and access (great increase, moderate increase, slight increase, no effect, don't know)

Please, reply to following assertions:
B.1   There is no quality difference between print and electronically published material (Agree, Disagree, Don't Know)

B.2   Peer review ensures the same quality of traditional paper print, to electronic publishing (Agree, Disagree, Don't Know)

A.3   Proper archiving ensures long-term accessibility, over the years, to EP(Agree, Disagree, Don't Know)

B.4   Nowadays adequate protection safeguard EP (Agree, Disagree, Don't Know)

A.5   Online learning material assure fast access to students (Agree, Disagree, Don't Know)

B.7   I want to put online my course notes (Agree, Disagree, Don't Know)

B.8   A paper copy on demand must be assured to users (Agree, Disagree, Don't Know)

Users are invited to add any further comments that come to their mind, in connection with any topic in this questionnaire.

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Appendix 2

Questionnaire n. 2

Students

1. Do you currently use computer workstations for study, (*home,library, university computing labsr*).

2. Do you use workstation, habitually? (*Yes, No*)

3. Do you prefer online learning material or paper copy?

4. Would you be mostly like to use electronic resources if they were accessible (you may select more than one) on: CD-ROM, FUP Website, University Website.

5. Please, say which has been your perception of the following   aspects of FUP website (good, sufficient, insufficient):

    a)<u>Navigation</u>: Ease of use YES [] NO [] how easy it is to move through the site YES [] NO[].
    b)<u>Visual Consistency</u>: Legibility of the site YES [] NO [] the colors used for the background and foreground, the fonts used (caps/bold/italic/style) YES [] NO [] the texture, and the number of graphics used YES [] NO []. Please, suggest your alternative ideas.
    c)<u>Graphics</u>: Cohesion of the graphics (how well do the graphics go with the text?) … aesthetics of the site….
    d)<u>Content</u>: The wording (what is in the page)
    the vocabulary within the page (is it clear to the target audience?)
    does it target a particular group of users?
    and does the page, as a whole, meet the user's needs?
    e)<u>Security and Privacy</u>: Does the website have a privacy policy and/or take into account user security and privacy issues?

6. What do you think about online textbooks? Please pick the definition more close to your perception (*good, sufficient, insufficient*).

Appendix 3

Interviews to authors

A draft of topics on electronic publishing.

1. Did you perceived obstacle to publishing research electronically?
2. Did you perceived benefits to publish with FUP?
3. Do you expect to publish with FUP, in electronic format, in the near future?
4. What do you think about quality: peer review, impact factor
5. Do you expect to publish learning material in the near future?

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