

Codebook for International Methods Colloquium Survey

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1 Introduction

This document details the coding choices made to clean responses to the IMC survey. Variable names are presented exactly as they appear in the associated CSV file along with a description of the meaning of the associated numeric values. In all cases missing values are left blank.

2 Variables

1. **imcViews**: A four category variable indicating number of times respondent has viewed an IMC presentation. A 1 indicates zero previous views, 2 indicates one previous view, 3 indicates two or three previous views and 4 indicates more than three previous views.

Questions 2-7 record level of agreement with a series of statements regarding the IMC. Responses are on a five point scale such that 1 represents strong agreement, 2 agreement, 3 neither agreement or disagreement, 4 disagreement and 5 strong disagreement.

2. **interest**: Responses on a five point scale indicating degree of agreement with the statement: "The (IMC) presentation was interesting and informative."
3. **clearSlides**: Responses on a four point scale indicating degree of agreement with the statement: "Slides and other visual cues were easy to read and understand."
4. **clearHear**: Responses on a four point scale indicating degree of agreement with the statement: "I was able to hear and understand the presentation clearly."

5. **glitches**: Responses on a four point scale indicating degree of agreement with the statement: "Technical glitches were an impediment to enjoying the presentation."
6. **QA**: Responses on a four point scale indicating degree of agreement with the statement: "The question and answer period resulted in an engaging exchange of ideas."
7. **goodTiming**: Responses on a four point scale indicating degree of agreement with the statement: "The presentation was scheduled at a convenient time for me."
8. **overallExp**: Responses on a five point scale indicating evaluation of respondents overall experience with the IMC presentations. A 1 represents an excellent evaluation, 2 very good, 3 good, 4 fair, and 5 poor.
9. **attendAgain**: Responses on a five point scale indicating the likelihood that the respondent will attend another IMC presentation. A 1 indicates future attendance is very likely (greater than 75%), 2 likely (between 50% and 75%), 3 somewhat likely (between 25% and 50%), 4 unlikely (between 0% and 25%), and 5 no chance.
10. **position**: A four category variable indicating the respondents professional affiliation. A 0 indicates other, 1 a graduate student, 2 a non tenure track academic, 3 tenure track academic, 4 tenured academic, 5 retired academic, 6 non-academic private industry, 7 non-academic government, and 8 missing. In the current data no 0s are coded as they have all been manually placed into a specific category at the coder's discretion. Most of these changes involve coding as graduate students respondents who are in post-doctoral positions or have other employers. The other changes involve coding several respondents as non tenure track academics after

they indicated professorial positions that were not adjunct but also not conventionally "tenure track" and recoding as retired respondents who indicated that they maintain academic affiliations even in retirement. In addition one respondent is coded as missing due to an uncategorizable position. Interested analysts can refer to question 11 and judge these alterations themselves as well as recode the responses if they so choose.

11. **positionOther**: Answers to the free-response question asking respondents to provide their affiliation (see 12) when they previously selected "Other."
12. **gender**: Indicator of respondent's gender where 1 implies male and 2 implies female.
13. **age**: Numeric indicator of respondent age.
14. **american**: A binary indicator of whether the respondent considers American Politics to be one of their primary fields of interest.
15. **IR**: A binary indicator of whether the respondent considers International Relations to be one of their primary fields of interest.
16. **CP**: A binary indicator of whether the respondent considers Comparative Politics to be one of their primary fields of interest.
17. **politicalTheory**: A binary indicator of whether the respondent considers Political Theory to be one of their primary fields of interest.
18. **methods**: A binary indicator of whether the respondent considers Political Methodology to be one of their primary fields of interest.
19. **publicPolicy**: A binary indicator of whether the respondent considers Public Policy to be one of their primary fields of interest.

- 20. **otherFocus:** A binary indicator of whether the respondent considers another field not mentioned above to be one of their primary fields of interest.
- 21. **timeResearch:** Numeric variable indicating the percent of time the respondent feels they dedicate to research activities.
- 22. **timeTeach:** Numeric variable indicating the percent of time the respondent feels they dedicate to teaching activities.
- 23. **timeOther:** Numeric variable indicating the percent of time the respondent feels they dedicate to other professional activities.

Questions 24-32 record how often respondents use on-line tools to accomplish a set of tasks. A 1 indicates never having uses these tools, 2 indicates rarely (defined as less than once a year), 3 a few times a year, 4 once a month, 5 two or three times a month, and 6 once a week or more.

- 24. **useCollaborate:** A six category response indicating the number of times a respondent uses on-line tools to collaborate with colleagues.
- 25. **useGuest:** A six category response indicating the number of times a respondent uses on-line tools to have a guest lecturer appear in their classroom.
- 26. **useWrite:** A six category response indicating the number of times a respondent uses on-line tools to write blog posts related to their work.
- 27. **useSocial:** A six category response indicating the number of times a respondent uses on-line tools to write a Facebook or Twitter post about their work.
- 28. **usePresent:** A six category response indicating the number of times a respondent uses on-line tools to present their own research.

- 29. **useClass**: A six category response indicating the number of times a respondent uses on-line tools as part of their classroom instruction.
- 30. **useLearn**: A six category response indicating the number of times a respondent uses on-line tools to learn a new skill.
- 31. **useListen**: A six category response indicating the number of times a respondent uses on-line tools to listen to presentations (where at least one participant has a telepresence).
- 32. **useRead**: A six category response indicating the number of times a respondent uses on-line tools to read blog posts related to their work.

Questions 33 - 41 record how important a set of particular on-line tools are for helping the respondent generate research ideas. A 1 indicates extreme importance, 2 importance, 3 some importance, 4 slight importance, and 5 no importance.

- 33. **ideasBlog**: A five category response indicating how important blog posts are to helping the researcher develop new ideas.
- 34. **ideasTwitter**: A five category response indicating how important Twitter posts are to helping the researcher develop new ideas.
- 35. **ideasGroup**: A five category response indicating how important one-on-one and group discussions with colleagues are to helping the researcher develop new ideas.
- 36. **ideasFacebook**: A five category response indicating how important Facebook posts are to helping the researcher develop new ideas.
- 37. **ideasJournal**: A five category response indicating how important the table of contents in journals are to helping the researcher develop new ideas.

- 38. **ideasConference:** A five category response indicating how important conference presentations are to helping the researcher develop new ideas.
- 39. **ideasSearch:** A five category response indicating how important internet searches are to helping the researcher develop new ideas.
- 40. **ideasStudent:** A five category response indicating how important student discussions are to helping the researcher develop new ideas.
- 41. **ideasWebinar:** A five category response indicating how important webinar presentations are to helping the researcher develop new ideas.

Questions 42 - 52 record how much more or less likely a respondent would be to attend an IMC presentation under a set of scenarios. A 1 indicates much more likely, 2 somewhat more likely, 3, no more or less likely, 4 somewhat less likely, and 5 much less likely.

- 42. **attendFame:** A five category response indicating how much more or less likely the respondent would be to attend a webinar presentation if it featured a famous presenter.
- 43. **attendRelevant:** A five category response indicating how much more or less likely the respondent would be to attend a webinar presentation if it featured content directly relevant to the respondent's core interests.
- 44. **attendNew:** A five category response indicating how much more or less likely the respondent would be to attend a webinar presentation if it featured content relevant to new research outside the respondents primary are.
- 45. **attendConvenient:** A five category response indicating how much more or less likely the respondent would be to attend a webinar presentation if it was scheduled at a convenient time for them.

- 46. **attendRecord:** A five category response indicating how much more or less likely the respondent would be to attend a webinar presentation if it was recorded and could be watched again later.
- 47. **attendQuestion:** A five category response indicating how much more or less likely the respondent would be to attend a webinar presentation if it featured the opportunity to ask questions and interact with the presenter.
- 48. **attendJobs:** A five category response indicating how much more or less likely the respondent would be to attend a webinar presentation if it was relevant for their job prospects.
- 49. **attendSkills:** A five category response indicating how much more or less likely the respondent would be to attend a webinar presentation if it taught applied and practical skills.
- 50. **attendRecommended:** A five category response indicating how much more or less likely the respondent would be to attend a webinar presentation if it was recommended by a friend or colleague.
- 51. **attendOutside:** A five category response indicating how much more or less likely the respondent would be to attend a webinar presentation if it featured a presenter from outside political science.
- 52. **attendTeaching:** A five category response indicating how much more or less likely the respondent would be to attend a webinar presentation if it featured a topic relevant to a course the respondent is teaching.

Questions 53 - 59 record respondent interest in using on-line resources for a number of potential purposes. A 1 indicates extreme interest, 2 interest, 3 some interest, 4 slight interest, and 5 no interest.

- 53. **interestSoftware:** A five category response indicating the respondent's interest in using video-based, on-line resources to learn how to use new software / coding.
- 54. **interestResearch:** A five category response indicating the respondent's interest in using video-based, on-line resources to learn about new research findings.
- 55. **interestModel:** A five category response indicating the respondent's interest in using video-based, on-line resources to learn how to use new methodological techniques (e.g. how to use a statistical model).
- 56. **interestCollaborate:** A five category response indicating the respondent's interest in using video-based, on-line resources to communicate with co-authors and colleagues.
- 57. **interestTeach:** A five category response indicating the respondent's interest in using video-based, on-line resources to teach material to students.
- 58. **interestFeedback:** A five category response indicating the respondent's interest in using video-based, on-line resources to receive feedback on their own work.
- 59. **interestDebate:** A five category response indicating the respondent's interest in using video-based, on-line resources to debate topics of interest to them.