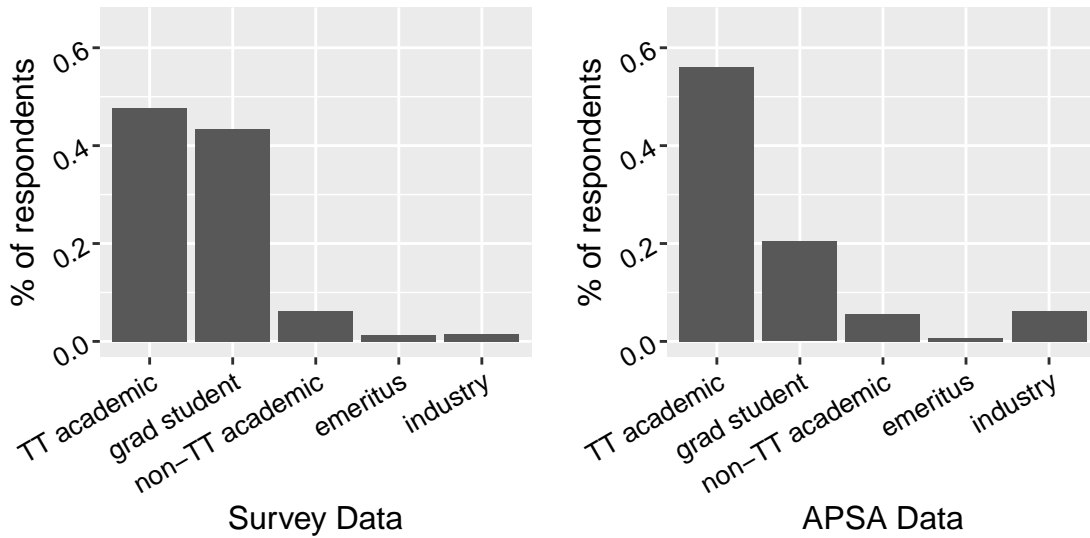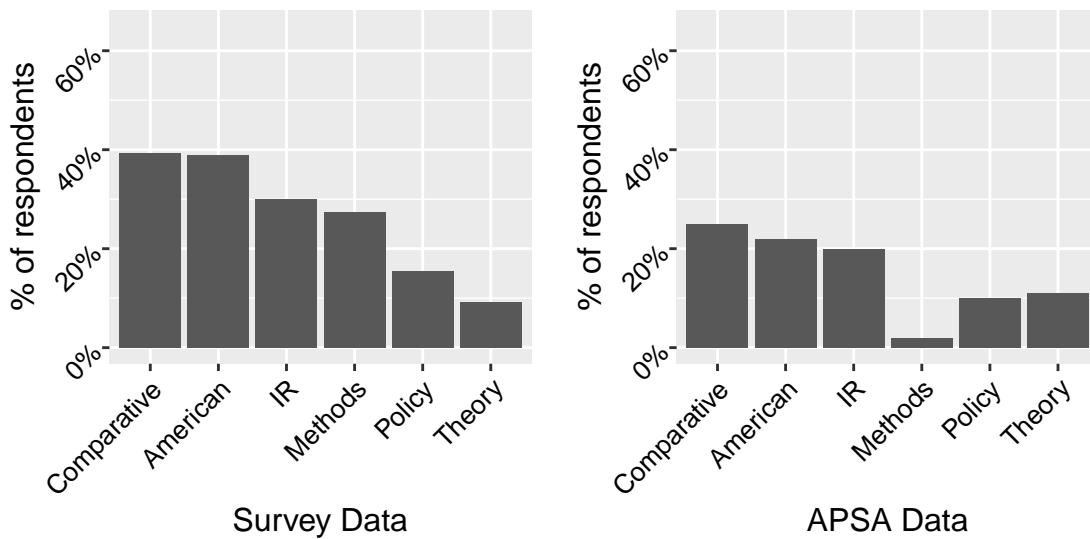# Online Appendix A: Comparison of Respondents to APSA Membership Data

Figure 9: Demographic Comparisons

(a) Current Position
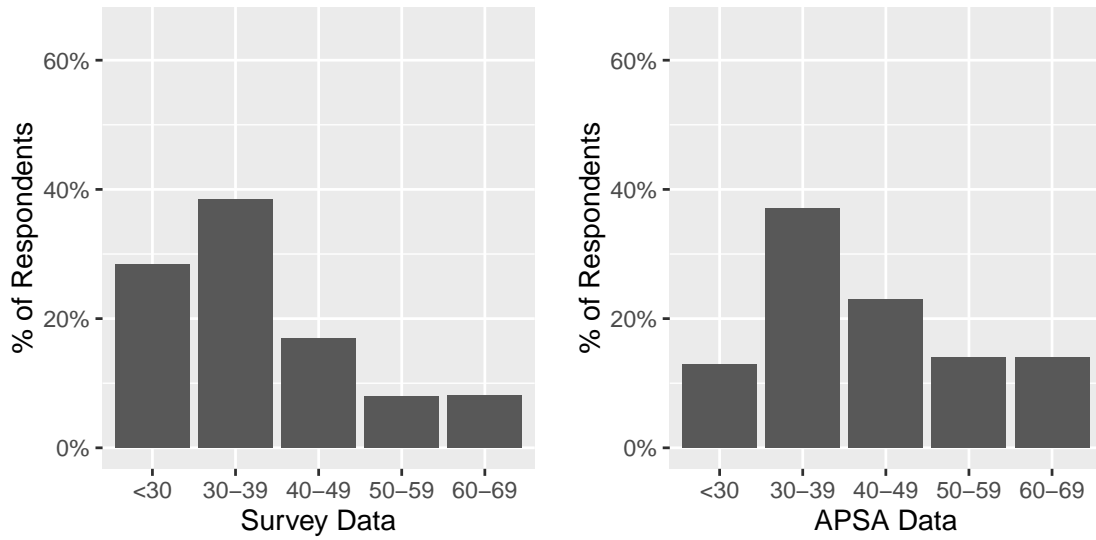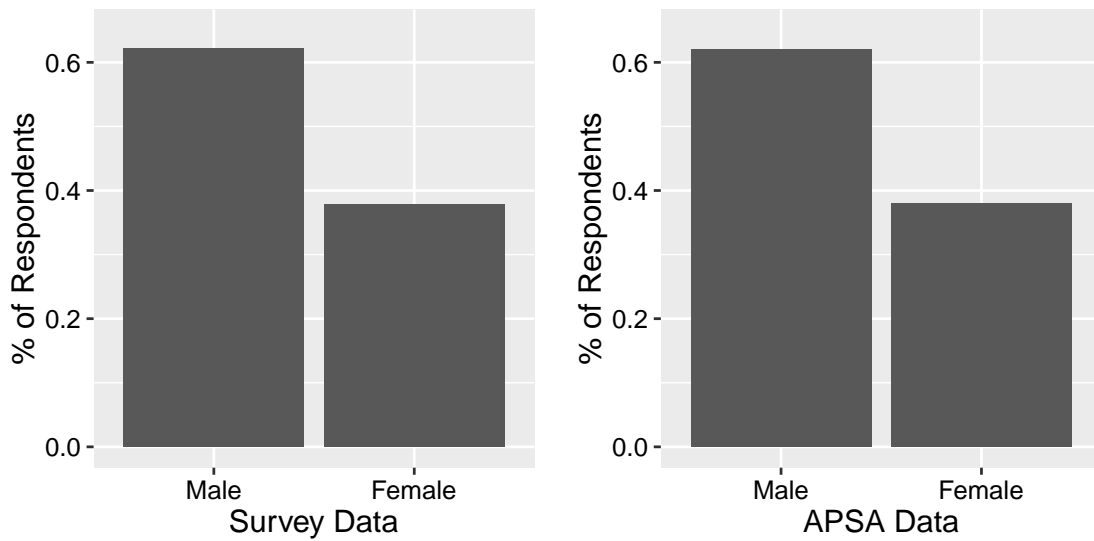

(b) Subfield Specialization

(continued)

Figure 9: Demographic Comparisons, continued

(c) Age

(d) Gender

Note: Survey respondents could choose more than one subfield specialization in our data, but chose only one specialization in the APSA survey; thus the figures in panel (b) are not directly comparable.

Online Appendix B: Full List of Responses, Factors Making Respondents More or Less Likely to Attend a Webinar

Figure 10: What factors would make you more or less likely to attend a webinar/online presentation? (Part One)
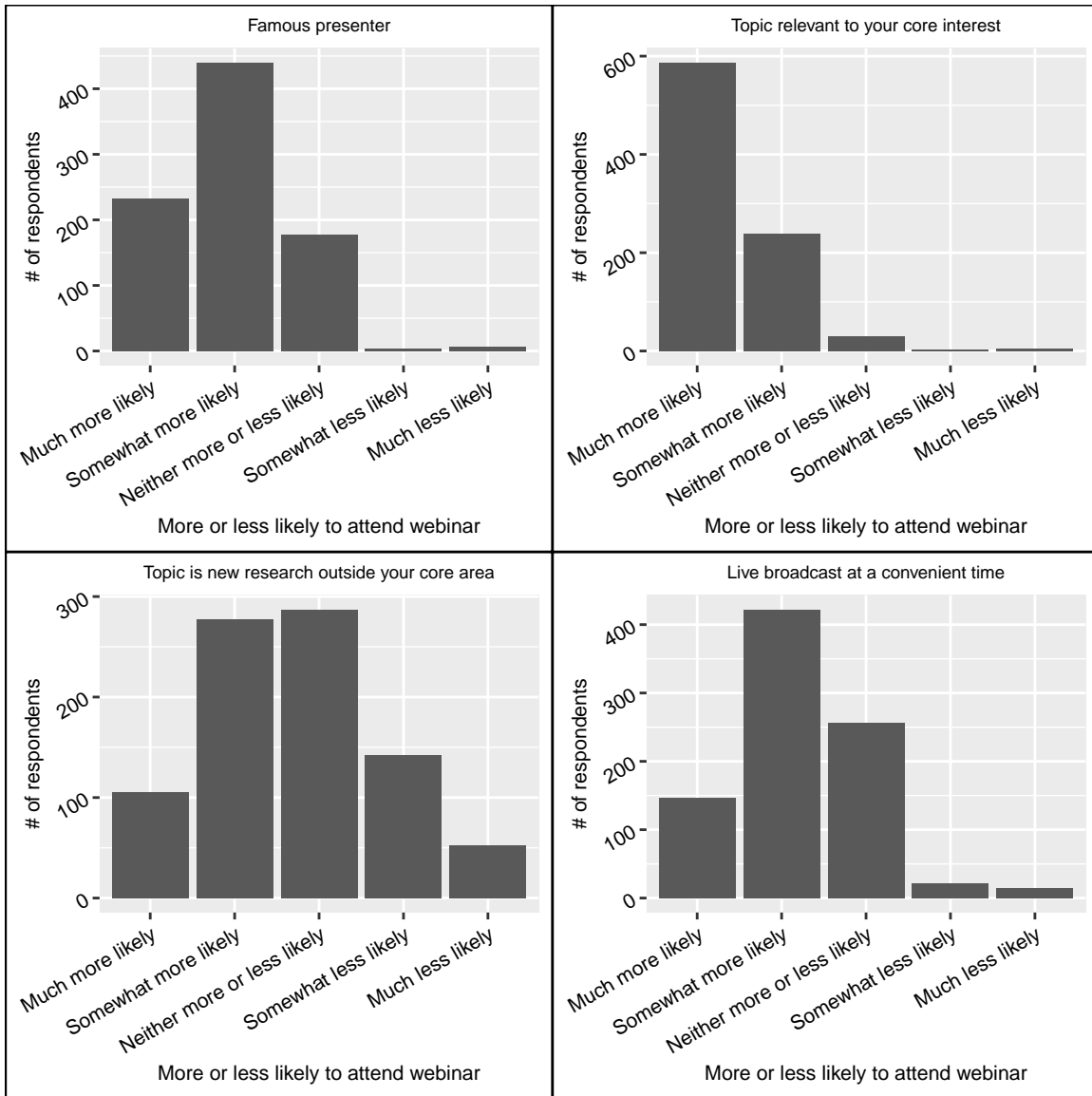
Figure 11: What factors would make you more or less likely to attend a webinar/online presentation? (Part Two)
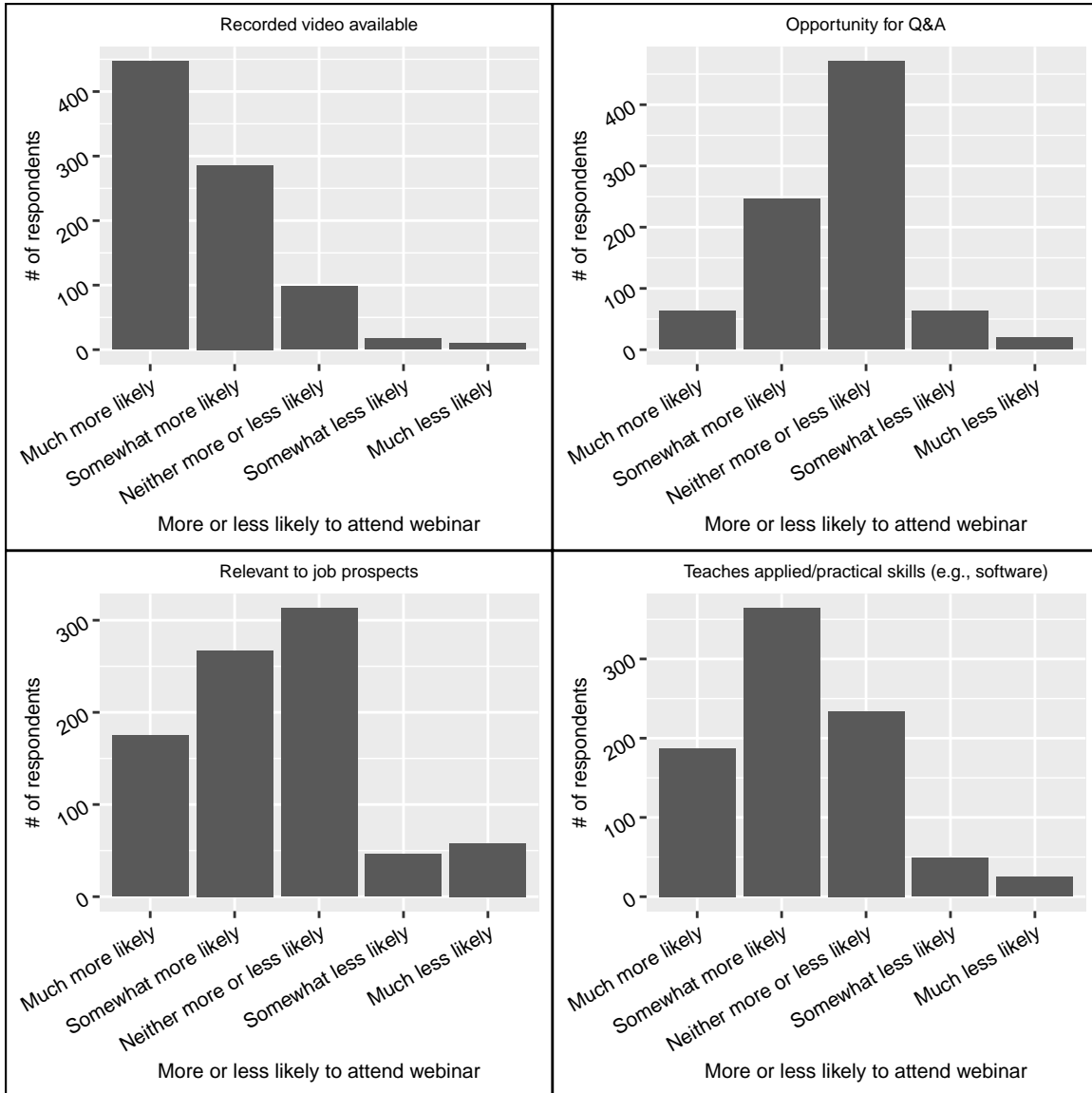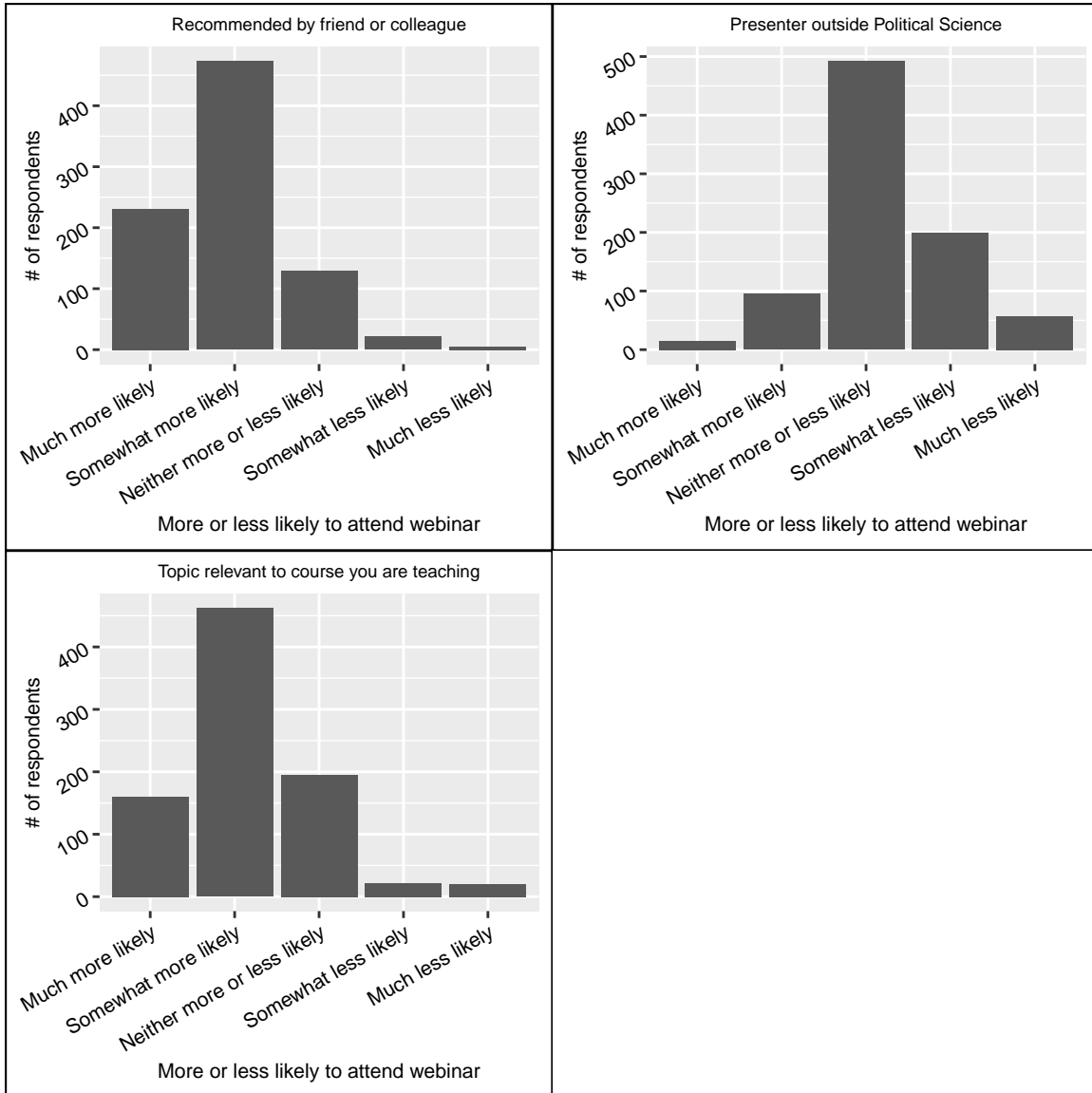
Figure 12: What factors would make you more or less likely to attend a webinar/online presentation? (Part Three)

Online Appendix C: Extra Tables and Figures Referenced in the Main Text

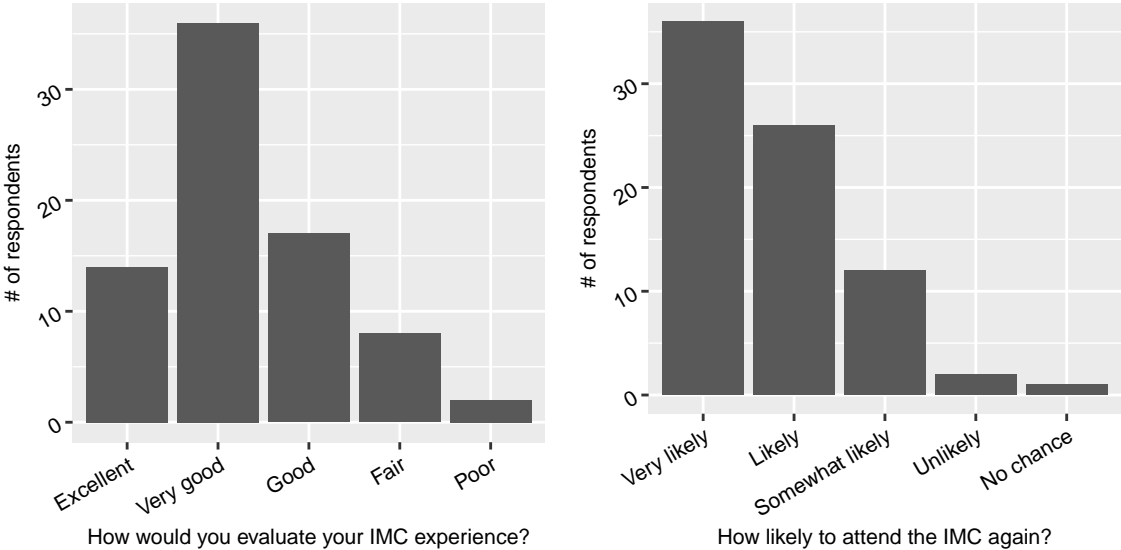Figure 13: Evaluation of the International Methods Colloquium by Attendees

Table 1: Ten Most Viewed Posts in *The Political Methodologist*, September 2013-June 2016

Post Title	Page Views
Making High-Resolution Graphics for Academic Publishing	53446
Why Do We Need Diversity in the Political Methodology Society?	5383
What courses do I need to prepare for a PhD in Political Science?	5298
A Decade of Replications: Lessons from the Quarterly Journal of Political Science	3228
An Editors Thoughts on the Peer Review Process	3104
Building and Maintaining R Packages with devtools and roxygen2	3008
Implicit Bias and Why It Matters to the Field of Political Methodology	2400
Which Methodologies Are Useful for Policy-Making?	2266
A Checklist Manifesto for Peer Review	1773
Student Advice: Should I Go to Graduate School? If So, Where Should I Go?	1444

Table 2: Predictors of Importance for Sources of New Ideas and Research Findings

	Conference	Blog	Webinar	Journal	Small Group	Facebook	Twitter	Students
				Dependent variable:				
male	−0.296*** (0.080)	0.131* (0.077)	−0.188** (0.080)	−0.007 (0.079)	−0.250*** (0.083)	−0.515*** (0.081)	0.030 (0.085)	0.052 (0.078)
field: American	−0.229** (0.106)	−0.021 (0.104)	−0.037 (0.107)	−0.056 (0.105)	−0.099 (0.110)	0.132 (0.109)	0.170 (0.115)	0.102 (0.104)
field: Methods	0.080 (0.087)	0.125 (0.085)	0.151* (0.088)	−0.057 (0.086)	0.217** (0.092)	0.188** (0.089)	0.183** (0.091)	0.189** (0.085)
field: Public Policy	0.109 (0.109)	−0.377*** (0.108)	0.266** (0.109)	0.073 (0.109)	0.142 (0.114)	−0.151 (0.113)	−0.479*** (0.124)	0.113 (0.107)
field: Political Theory	−0.235 (0.144)	−0.092 (0.141)	0.061 (0.145)	0.117 (0.146)	−0.109 (0.151)	−0.172 (0.153)	−0.507*** (0.168)	0.199 (0.141)
field: Comparative	−0.055 (0.097)	0.125 (0.095)	0.109 (0.098)	−0.020 (0.096)	−0.051 (0.101)	0.083 (0.099)	−0.020 (0.105)	0.005 (0.095)
field: International Relations	0.037 (0.100)	−0.100 (0.097)	0.115 (0.100)	0.026 (0.099)	−0.084 (0.104)	0.101 (0.101)	−0.137 (0.107)	0.239** (0.097)
position: graduate student	−0.084 (0.089)	0.060 (0.086)	0.275*** (0.090)	−0.259*** (0.088)	0.438*** (0.093)	−0.121 (0.091)	0.307*** (0.094)	0.146* (0.086)
position: academic, non-tenure-track	−0.279* (0.167)	−0.038 (0.165)	0.272 (0.169)	−0.310* (0.166)	0.148 (0.172)	0.042 (0.170)	0.325* (0.179)	0.203 (0.164)
position: emeritus	0.109 (0.443)	−0.482 (0.479)	0.300 (0.445)	0.071 (0.441)	−0.788* (0.431)	−0.528 (0.507)	−0.238 (0.520)	0.971** (0.448)
position: industry/government	−0.124 (0.368)	0.114 (0.361)	0.819** (0.366)	−0.309 (0.361)	0.061 (0.385)	−0.156 (0.394)	0.510 (0.379)	−0.462 (0.368)
prop. of time spent teaching	−0.0002 (0.003)	−0.006** (0.003)	0.003 (0.003)	−0.002 (0.003)	−0.001 (0.003)	−0.001 (0.003)	−0.001 (0.003)	0.002 (0.003)
Observations	799	798	800	797	799	796	796	797

Note: *p<0.1; **p<0.05; ***p<0.01

Online Appendix D: Analyses Without IMC Participants

Figure 14: Demographic descriptors of survey respondents, excluding IMC participants

(a) Current Position

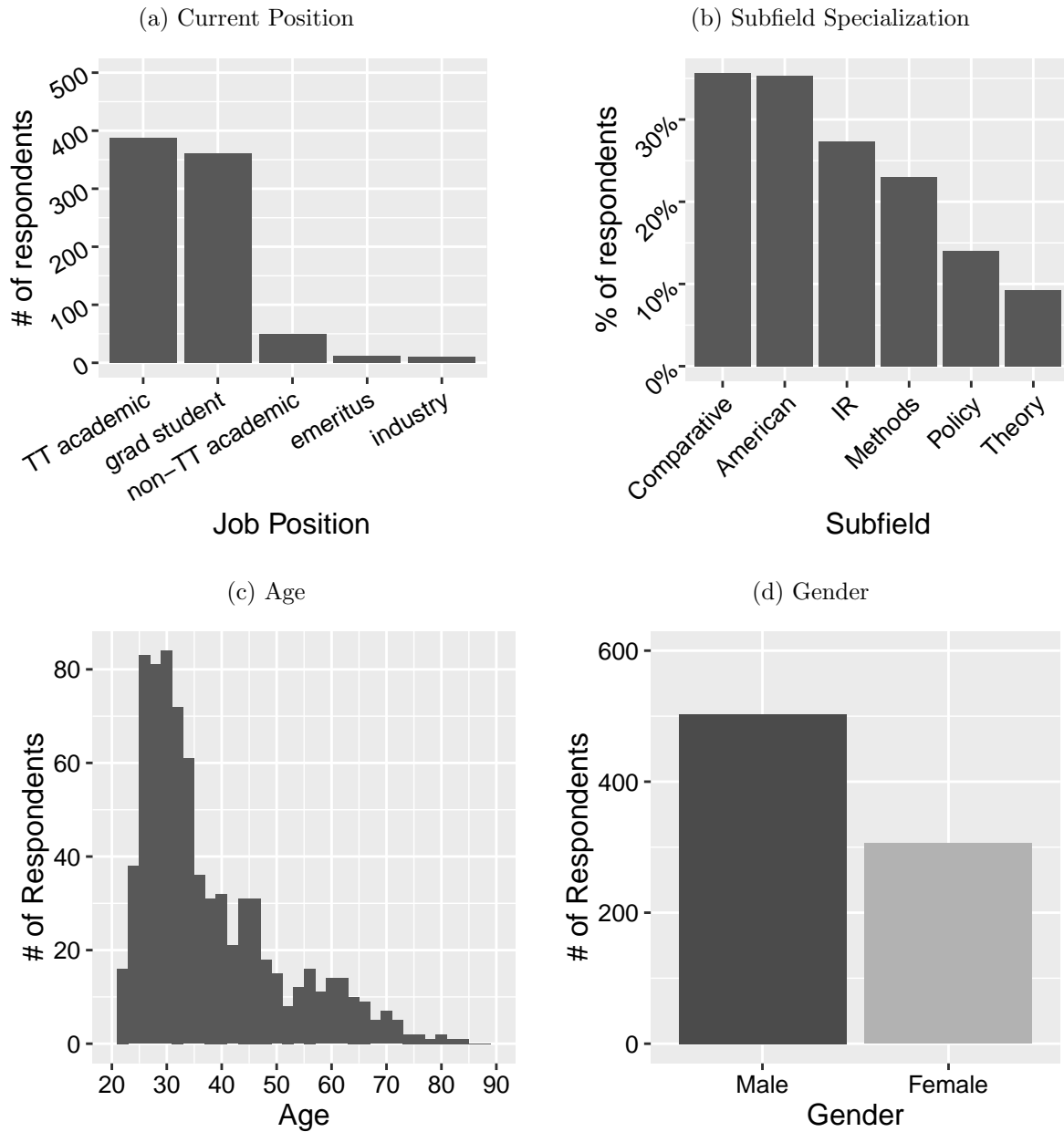(b) Subfield Specialization

(c) Age

(d) Gender

Figure 15: Experience Working with Online Tools, excluding IMC participants
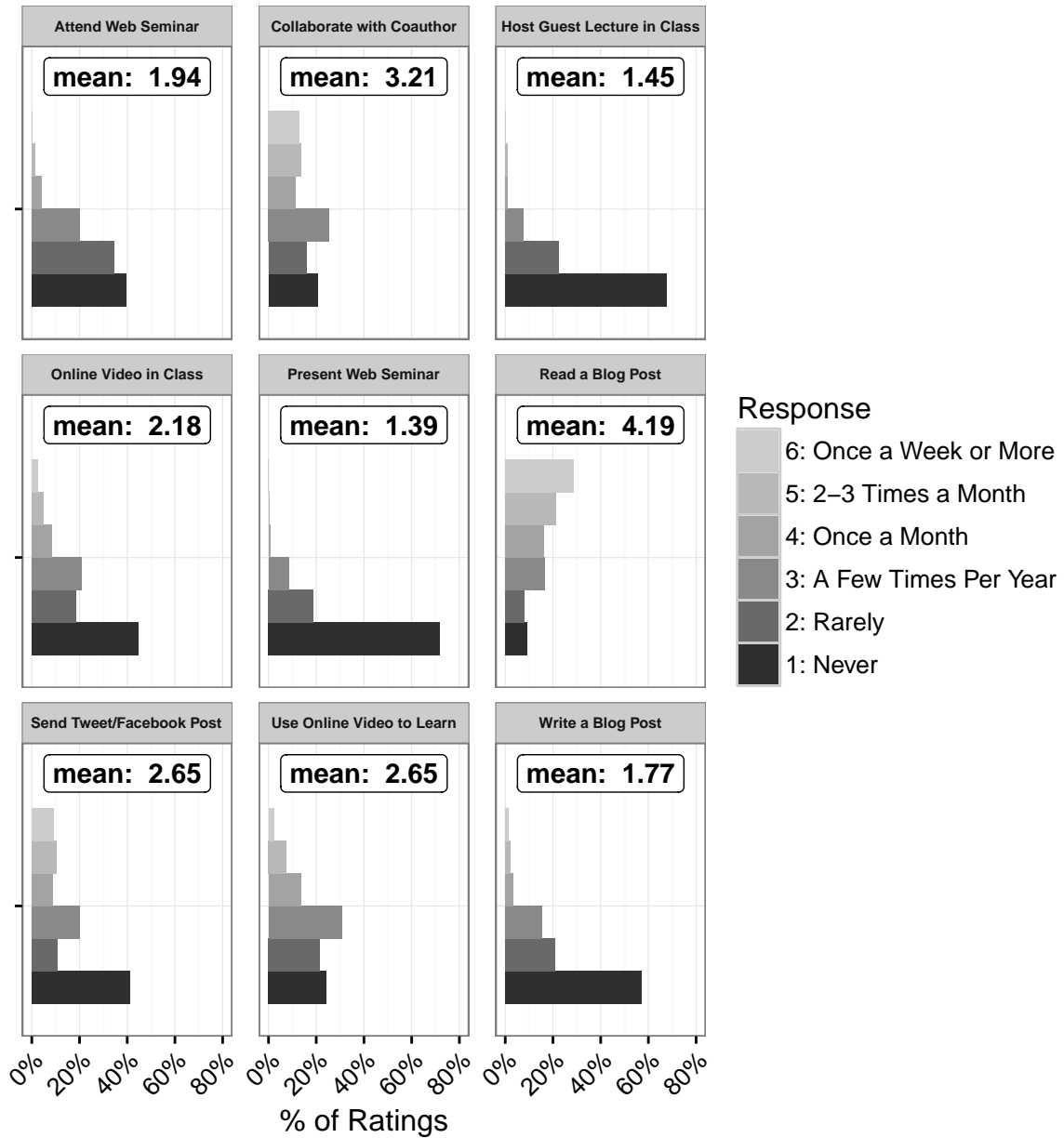
Figure 16: Sources of New Ideas and Research Findings Rated by Importance, excluding IMC participants
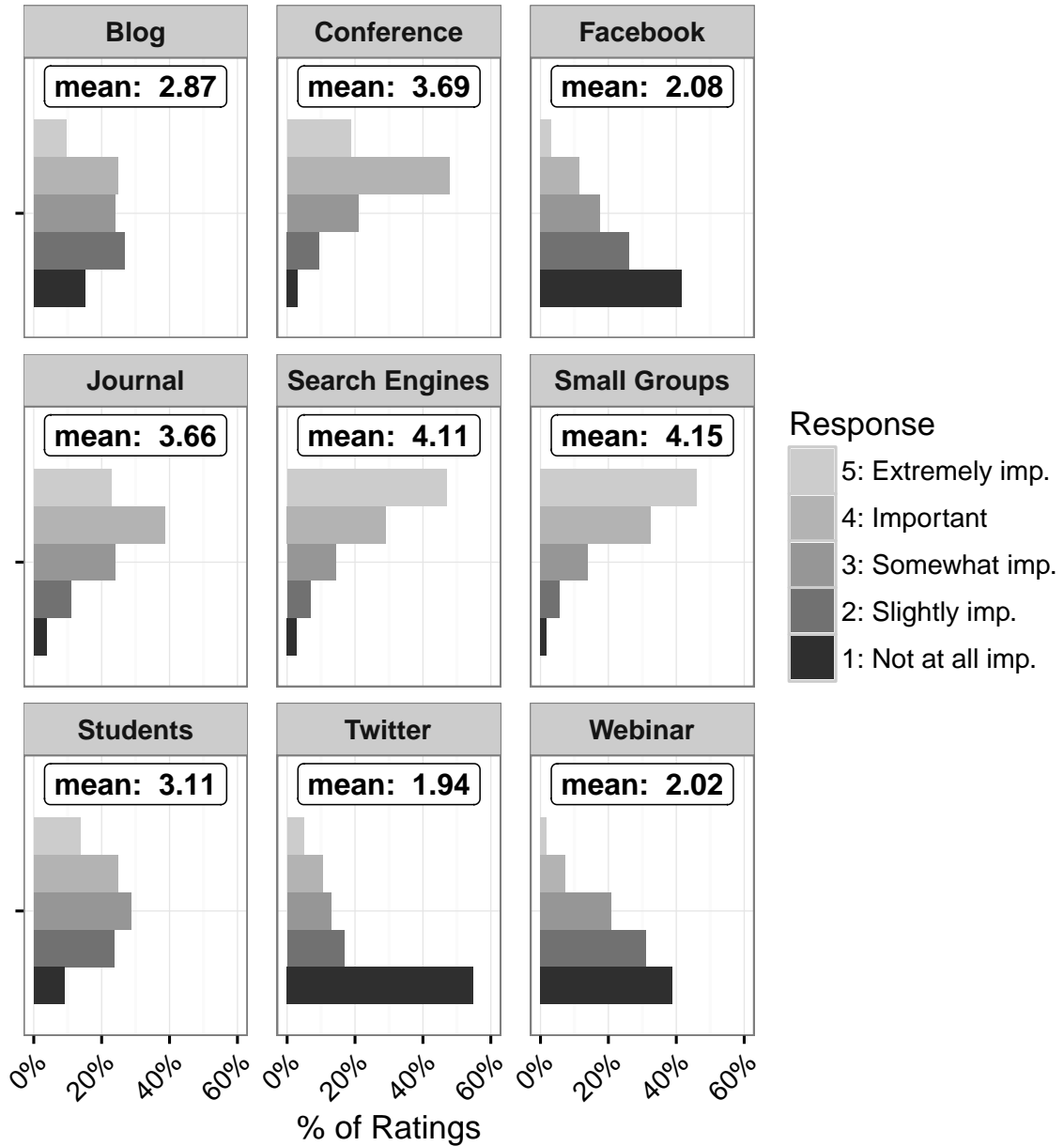

Blog mean: 2.87	**Conference** mean: 3.69	**Facebook** mean: 2.08
Journal mean: 3.66	**Search Engines** mean: 4.11	**Small Groups** mean: 4.15
Students mean: 3.11	**Twitter** mean: 1.94	**Webinar** mean: 2.02

Response
5: Extremely imp.
4: Important
3: Somewhat imp.
2: Slightly imp.
1: Not at all imp.

% of Ratings

Figure 17: Interest in Video-based Online Resources for Types of Scholarly Work, excluding IMC participants
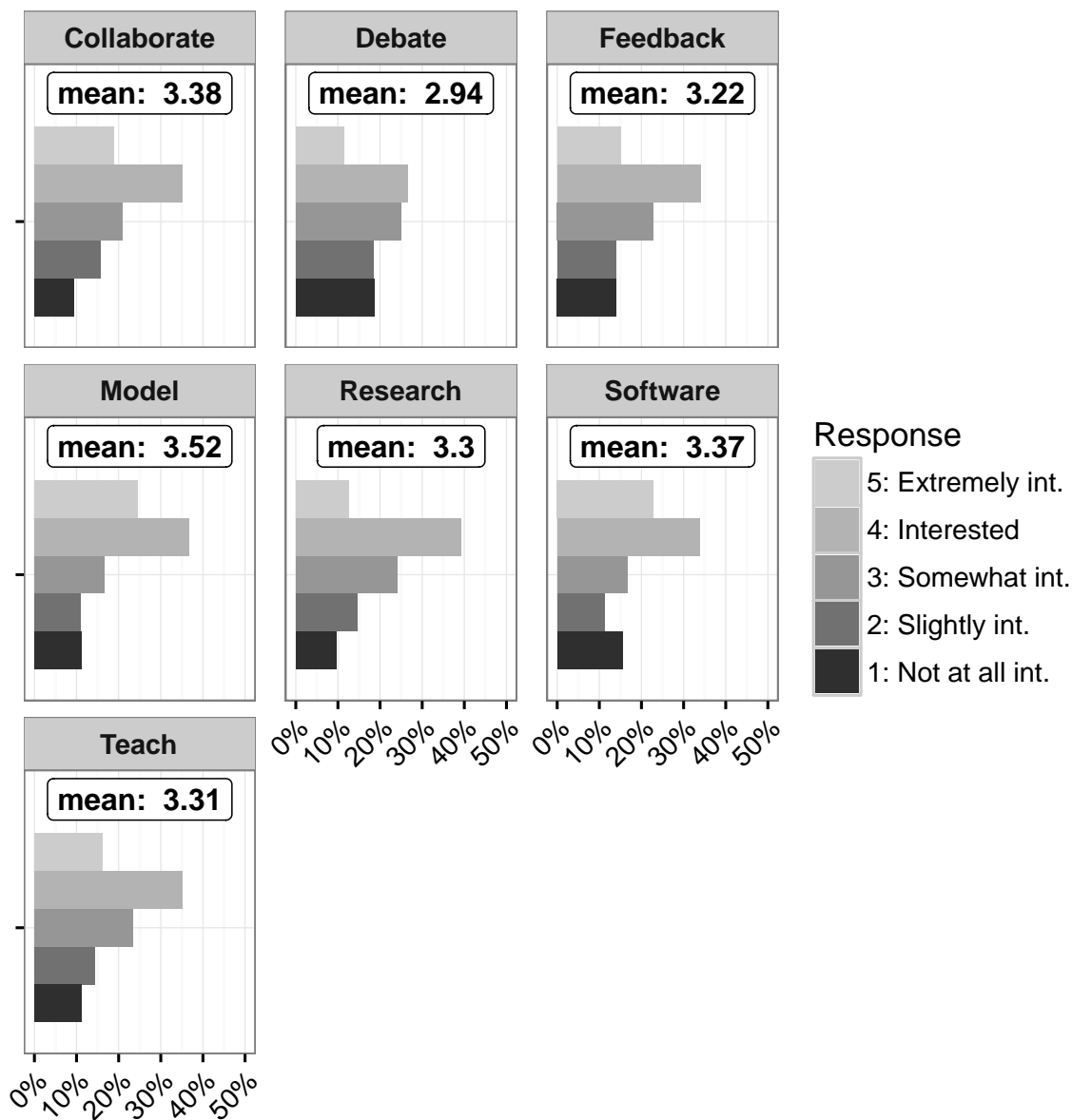
Reported Interest in Using On–Line Tools in Each Category

Table 3: Predictors of Importance for Sources of New Ideas and Research Findings

	Dependent variable:							
	Conference	Blog	Webinar	Journal	Small Group	Facebook	Twitter	Students
male	−0.290*** (0.084)	0.090 (0.081)	−0.194** (0.084)	0.012 (0.082)	−0.268*** (0.087)	−0.540*** (0.085)	0.018 (0.090)	0.032 (0.081)
field: American	−0.214* (0.112)	−0.023 (0.110)	−0.048 (0.113)	−0.084 (0.110)	−0.083 (0.116)	0.125 (0.114)	0.109 (0.122)	0.102 (0.109)
field: Methods	−0.004 (0.093)	0.069 (0.091)	0.121 (0.095)	−0.056 (0.093)	0.219** (0.099)	0.209** (0.095)	0.043 (0.099)	0.202** (0.092)
field: Public Policy	0.071 (0.114)	−0.374*** (0.113)	0.245** (0.115)	0.067 (0.113)	0.173 (0.120)	−0.209* (0.118)	−0.563*** (0.133)	0.134 (0.112)
field: Political Theory	−0.219 (0.145)	−0.086 (0.143)	0.090 (0.147)	0.122 (0.148)	−0.109 (0.153)	−0.204 (0.154)	−0.534*** (0.171)	0.173 (0.143)
field: Comparative	−0.030 (0.103)	0.124 (0.101)	0.121 (0.104)	0.001 (0.102)	−0.066 (0.107)	0.090 (0.105)	−0.060 (0.113)	−0.001 (0.100)
field: International Relations	0.025 (0.104)	−0.103 (0.102)	0.062 (0.104)	−0.008 (0.103)	−0.091 (0.108)	0.081 (0.106)	−0.182 (0.113)	0.178* (0.102)
position: graduate student	−0.073 (0.092)	0.073 (0.090)	0.332*** (0.094)	−0.231** (0.092)	0.443*** (0.097)	−0.102 (0.094)	0.369*** (0.099)	0.189** (0.090)
position: academic, non-tenure-track	−0.335* (0.179)	0.015 (0.176)	0.210 (0.181)	−0.319* (0.177)	0.162 (0.184)	−0.009 (0.182)	0.378** (0.193)	0.268 (0.175)
position: emeritus	0.147 (0.443)	−0.447 (0.480)	0.394 (0.445)	0.112 (0.441)	−0.787* (0.432)	−0.530 (0.510)	−0.136 (0.518)	0.972** (0.449)
position: industry/government	−0.013 (0.450)	0.155 (0.444)	0.621 (0.454)	−0.428 (0.437)	−0.264 (0.457)	0.118 (0.471)	0.540 (0.462)	−0.349 (0.446)
prop. of time spent teaching	0.001 (0.003)	−0.006** (0.003)	0.005** (0.003)	−0.001 (0.003)	−0.001 (0.003)	−0.0003 (0.003)	−0.0005 (0.003)	0.003 (0.003)
Observations	731	730	732	729	731	728	728	730

Note: *p<0.1; **p<0.05; ***p<0.01

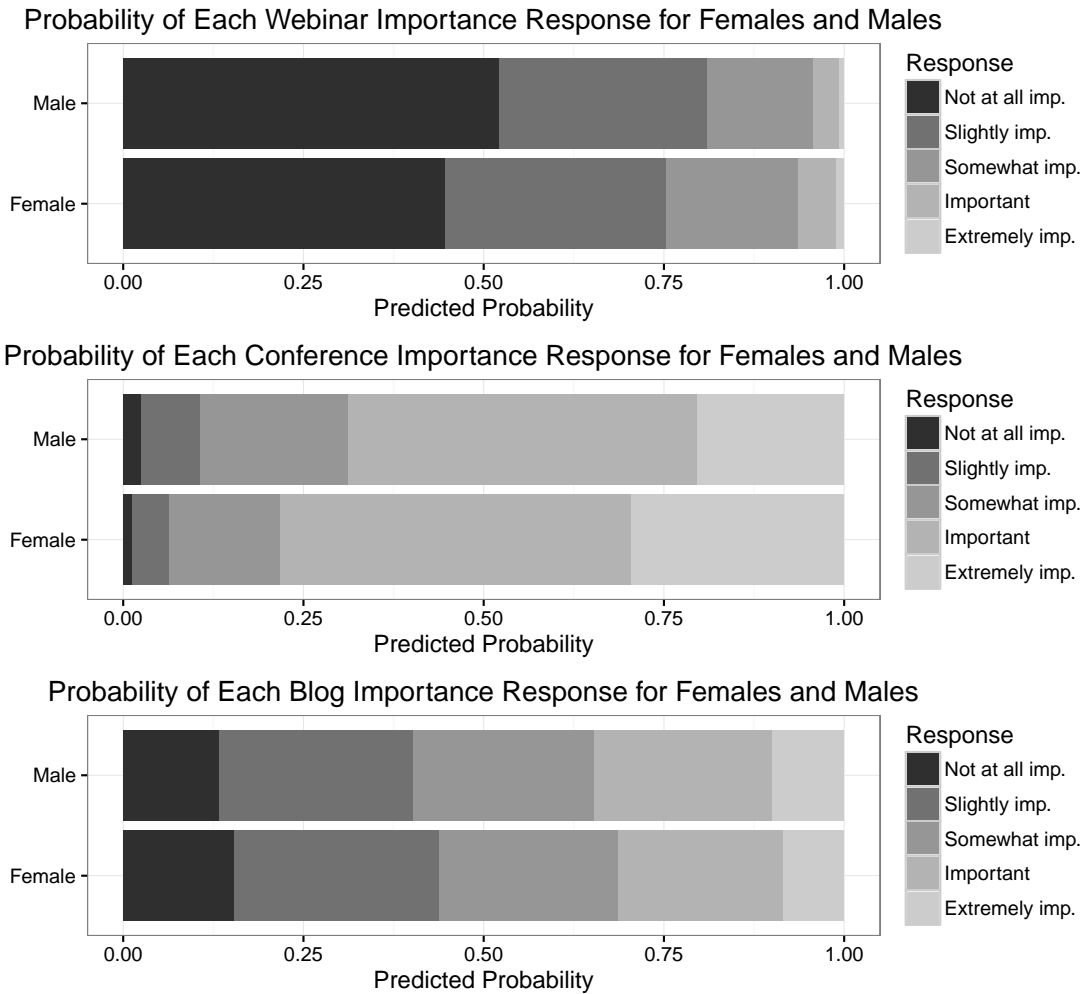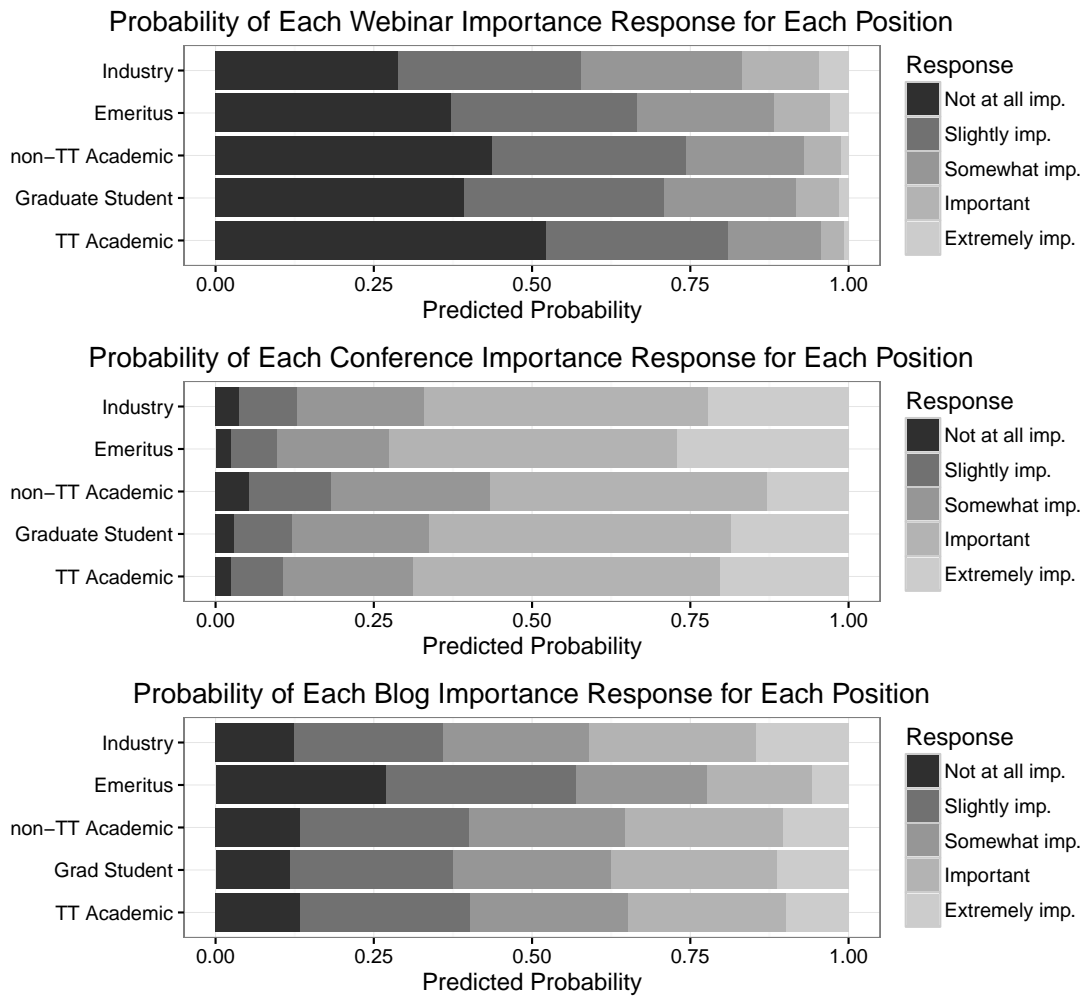Figure 18: Model Predicted Importance of Online Tools without IMC Participants, by Gender

Probability of Each Webinar Importance Response for Females and Males

Probability of Each Conference Importance Response for Females and Males

Probability of Each Blog Importance Response for Females and Males

Figure 19: Model Predicted Importance of Online Tools without IMC Participants, by Position

Probability of Each Webinar Importance Response for Each Position

Probability of Each Conference Importance Response for Each Position

Probability of Each Blog Importance Response for Each Position

Online Appendix E: Survey Questionnaire

The following pages reprint the full survey questionnaire as it was entered into the Survey-Monkey software package, including the initial information and consent form. Questions are listed sequentially in the order in which they were presented to participants. Questions listed under the same heading (e.g., "Demographics") were presented to the participants on the same screens.

Survey Information and Consent

You are being invited to participate in a research study titled "Using On-line Resources in Political Science." This study is being done by Justin Esarey and Andrew Wood of Rice University. You were selected to participate in this study because your e-mail address was listed as that of a faculty member or graduate student on the website of a PhD-granting Political Science department, your e-mail address was listed as that of a faculty member on the website of a Political Science department at an institution designated as RU/VH, RU/H, or DRU by Carnegie (http://carnegieclassifications.iu.edu), or you participated as a viewer or presenter in the International Methods Colloquium (http://www.methods-colloquium.com).

The purpose of this research study is (a) to find out how political scientists use on-line resources as a part of their work, and (b) to evaluate the progress of the International Methods Colloquium project. If you agree to take part in this study, you will be asked to complete an on-line survey/questionnaire. This survey/questionnaire will ask about on-line resources related to your work and does not include questions of a sensitive nature. We anticipate that this survey will take approximately 10-15 minutes to complete.

You may not directly benefit from this research; however, we hope that your participation in the study may allow the political science community to better understand how on-line tools are used for research and teaching and to allow future researchers to design on-line tools and resources that meet the community's demands.

We believe there are no known risks associated with this research study; however, as with any on-line related activity the risk of a breach of confidentiality is always possible. We will minimize any risks by collecting only de-identified data (i.e., we set SurveyMonkey to collect anonymous responses without recording IP addresses, names, or e-mail addresses); however, SurveyMonkey does record which invited persons answer the survey without linking this information to the responses. Data will be maintained on password-protected computers and on-line services (e.g., Dropbox accounts and SurveyMonkey accounts) accessible only to those researchers affiliated with the project and to the services themselves. However, de-identified data (without IP addresses, names, or e-mail addresses) will be shared with other researchers via posting to public websites for replication purposes and secondary use.

Your participation in this study is completely voluntary and you can withdraw at any time. You are free to skip any question that you choose.

If you have questions about this project or if you have a research-related problem, you may contact the Principal Investigator, Justin Esarey: e-mail: jee3@rice.edu, phone: 678-383-9629. If you have any questions concerning your rights as a research subject, you may contact William Turner, Assistant Vice Provost for Research, at Rice University. Email: william.turner@rice.edu or Telephone: 713-348-6071.

By continuing on with the survey, you are indicating that you are at least 21 years old, have read and understood this consent form and agree to participate in this research study. Please print a copy of this page for your records.

Please click the "Next" button below to start the survey.

IMC Participation

1. How many on-line presentations hosted by the International Methods Colloquium (IMC) have you viewed? (The link leads to the IMC's website.)

○ None

○ One

○ Two or three

○ More than three

IMC Specific Questions

2. How much would you agree with the following statements about the International Methods Colloquium (IMC) seminar(s) that you viewed?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The presentation was interesting and informative.	○	○	○	○	○
Slides and other visual cues were easy to read and understand.	○	○	○	○	○
I was able to hear and understand the presentation clearly.	○	○	○	○	○
Technical glitches were an impediment to enjoying the presentation.	○	○	○	○	○
The question and answer period resulted in an engaging exchange of ideas.	○	○	○	○	○
The presentation was scheduled at a convenient time for me.	○	○	○	○	○

3. How would you evaluate your experience with the IMC as a whole?

○ Excellent

○ Very good

○ Good

○ Fair

○ Poor

4. Based on your experience, how likely are you to attend another International Methods Colloquium event?

○ Very likely (more than 75% chance, less than or equal to 100% chance)

○ Likely (more than 50% chance, less than or equal to 75% chance)

○ Somewhat likely (more than 25% chance, less than or equal to 50% chance)

○ Unlikely (more than 0% chance, less than or equal to 25% chance)

○ No chance

5. Optional: Do you have additional comments or suggestions for the IMC?

Demographics

Please answer a few questions about yourself.

6. What is your current primary occupation?

- ○ graduate student
- ○ non tenure-track academic (e.g., Adjunct Professor)
- ○ tenure-track academic (e.g., Assistant Professor)
- ○ tenured academic (e.g., Associate or Full Professor)
- ○ retired academic (e.g., Professor Emeritus)
- ○ non-academic private industry
- ○ non-academic government
- ○ Other (please specify)

    [ ]

7. What is your gender?

- ○ Male
- ○ Female

8. What is your age in years?

[ ]

9. What do you consider your core areas of interest and expertise? (Select all that apply.)

- ☐ American Politics
- ☐ International Relations
- ☐ Comparative Politics
- ☐ Political Theory
- ☐ Political Methodology / Research Design
- ☐ Public Policy
- ☐ Other

10. What percentage of your work time do you devote to research, teaching, and other activities? Give your best estimate; exact answers are not necessary. (Enter a number between 0 and 100 for each activity; the answers should sum to 100.)

Research

Teaching

Other

Frequency of Using On-line Tools

Now, we'd like to ask you some questions about the ways in which you use various on-line tools as a part of your work.

11. About how often do you use on-line tools as a part of your work in the following ways? (Choose the option closest to how often you engage in each task.)

	Never	Rarely (less than once per year)	A few times per year	Once a month	Two or three times per month	Once a week or more
Communicate with a co-author/colleague with a video call	○	○	○	○	○	○
Have a guest lecturer appear in your class via telepresence (e.g., using Skype)	○	○	○	○	○	○
Write a blog post related to your work	○	○	○	○	○	○
Send a tweet or write a Facebook post related to your work	○	○	○	○	○	○
Present your research or participate in a roundtable discussion via telepresence for an audience of colleagues outside the university	○	○	○	○	○	○
Assign an on-line instructional video to your class as a part of your curriculum	○	○	○	○	○	○
Use an on-line instructional video to learn a new skill	○	○	○	○	○	○
Listen to a research presentation with at least one speaker appearing via telepresence	○	○	○	○	○	○
Read a blog post related to your work that is authored by an academic	○	○	○	○	○	○

Hearing About New Ideas and Findings

Now, we'd like to ask you some questions about how you hear about new ideas and research findings related to your work.

12. How important would you say the following sources are for you in terms of hearing about new ideas and research findings related to your work?

	Extremely Important	Important	Somewhat Important	Slightly Important	Not at all Important
blog posts	○	○	○	○	○
Twitter	○	○	○	○	○
one-on-one or small-group conversations with colleagues	○	○	○	○	○
Facebook	○	○	○	○	○
reading the table of contents of new journal issues	○	○	○	○	○
seminar presentations at a conference	○	○	○	○	○
search engines (e.g., Google)	○	○	○	○	○
conversations with students (in and out of class)	○	○	○	○	○
webinars and on-line videos	○	○	○	○	○

Interest in On-line Seminars

Now, we'd like to ask you some questions about your interest in webinars and other on-line presentations. By webinars, we mean live or recorded on-line audiovisual presentations.

13. What factors would make you more or less likely to attend a webinar / on-line presentation (as an audience member)?

	Much more likely	Somewhat more likely	Neither more or less likely	Somewhat less likely	Much less likely
Well-known / famous presenter	○	○	○	○	○
Topic relevant to your core area of interest / expertise	○	○	○	○	○
Topic relevant to new research outside your core area	○	○	○	○	○
Convenient time for live broadcast	○	○	○	○	○
Availability of recorded video that can be watched any time	○	○	○	○	○
Opportunity to ask questions / interact with presenter	○	○	○	○	○
Relevant to job prospects	○	○	○	○	○
Teaches applied / practical skills (e.g., software)	○	○	○	○	○
Recommended to you by a friend or colleague	○	○	○	○	○
Presenter from outside Political Science	○	○	○	○	○
Topic relevant to a course you are teaching	○	○	○	○	○

Uses for Video-Based On-line Resources

Now, we'd like to ask you about how interested you are in using video-based on-line resources (webinars, YouTube videos, Skype, etc.) for your work.

14. How interested are you in using video-based on-line resources for the following aspects of your work?

	Extremely Interested	Interested	Somewhat Interested	Slightly Interested	Not at all Interested
Learning how to use a software program / coding	○	○	○	○	○
Learning about new research findings	○	○	○	○	○
Learning a new analytical technique (e.g., how to use a statistical model)	○	○	○	○	○
Communicating with co-authors and colleagues	○	○	○	○	○
Teaching material to students	○	○	○	○	○
Receiving feedback on your own work	○	○	○	○	○
Debating topics of importance to your work	○	○	○	○	○