National Survey of Digital Humanities in Community Colleges
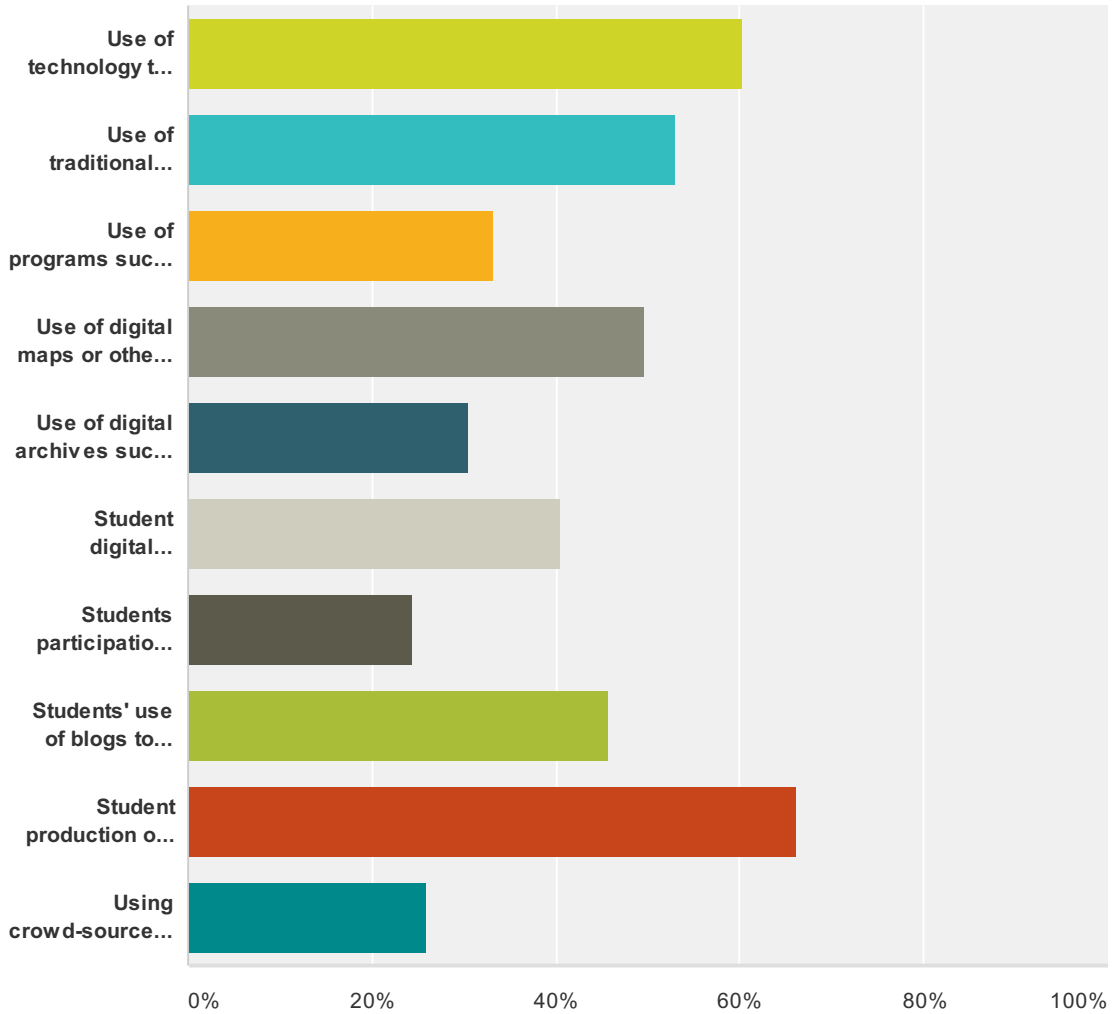
Q1 Which of the following digital humanities pedagogies, methods, and objects of study are you familiar with? (Check all that apply.)

Answered: 151   Skipped: 38

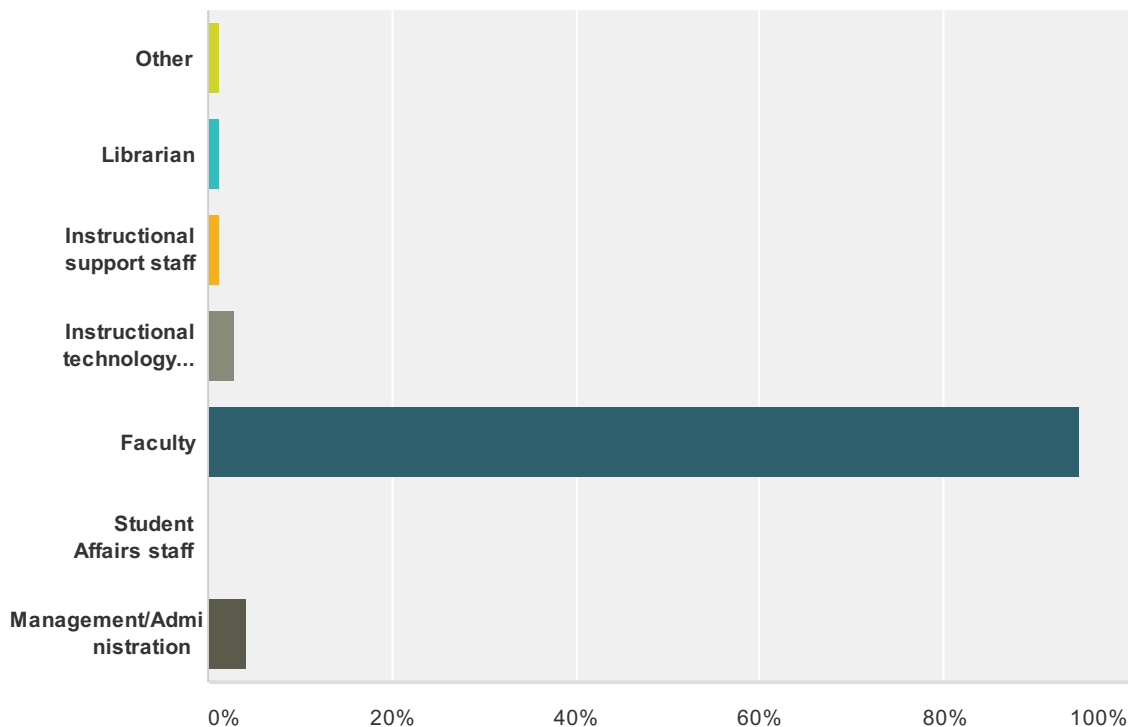| Answer Choices	Responses	
Use of technology to study human objects and culture. (See Kathleen Fitzpatrick, "The Humanities, Done Digitally" http://chronicle.com/article/The-Humanities-Done-Digitally/127382/)	**60.26%**	91
Use of traditional humanities methods to study technology. (See Kathleen Fitzpatrick, "The Humanities, Done Digitally")	**52.98%**	80
Use of programs such as Wordle or Voyant Tools to study large volumes of text data. (E.g., comparing the use of the word "woman" to the use of the word "lady" in 19th century American novels, and developing questions related to this data.)	**33.11%**	50
Use of digital maps or other geospatial information systems to answer humanities questions.	**49.67%**	75
Use of digital archives such as Valley of the Shadow digital history project to support student work in humanities courses.	**30.46%**	46

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Student digital archiving of primary source materials	**40.40%**	61
Students participation in computational field work, such as tagging data and creating metadata from primary source materials	**24.50%**	37
Students' use of blogs to track original undergraduate research and learning	**45.70%**	69
Student production of multimedia humanities projects	**66.23%**	100
Using crowd-source methods to answer enduring humanities questions.	**25.83%**	39
Total Respondents: 151		

#	Other (please specify)	Date
1	arjljtvswfznpolfz, http://www.hbmzlvkiet.com/ pjmlmorqya	1/7/2014 10:19 PM
2	wxxyntvswfznpolfz, trocoipycy	1/6/2014 7:48 AM
3	bayoptvswfznpolfz, zrhgxplnay , [url=http://www.kvjmoyjkqu.com/]pyxfyfdeap[/url], http://www.uuozegmgge.com/ zrhgxplnay	1/5/2014 2:16 AM
4	Students accessing musical material via hand held devices	10/16/2013 4:20 AM
5	Human objects? Is this survey going to be in English or in gobbledegook?	10/15/2013 2:05 PM
6	Using online learning platforms for online classes as well as to supplement face-to-face classes.	10/7/2013 10:12 AM
7	Wikis can be used as a means of gathering and qualifying material used in a group project, provided there is adequate monitoring of the information being transferred and/or edited.	9/29/2013 12:22 PM
8	none of the above	9/29/2013 6:47 AM
9	Students accessing existent digital archives.	9/28/2013 11:30 AM
10	Reading Electronic texts	9/27/2013 12:40 PM
11	Blackboard	9/25/2013 12:42 PM
12	None of these. Sorry.	9/23/2013 1:04 PM
13	none of the above	9/17/2013 9:22 AM
14	I'm looking for three dimensional replicas of ancient cities and monuments. Don't really know where to look.	9/16/2013 11:09 AM
15	None	9/14/2013 2:46 PM
16	None.	9/13/2013 4:26 AM

Q2 What is your employee role?

Answered: 170   Skipped: 19

Answer Choices	Responses	
Other	**1.18%**	2
Librarian	**1.18%**	2
Instructional support staff	**1.18%**	2
Instructional technology specialist	**2.94%**	5
Faculty	**94.71%**	161
Student Affairs staff	**0%**	0
Management/Administration	**4.12%**	7
Total Respondents: 170		

#	(please specify if other)	Date
1	Honors Program Director	10/2/2013 5:56 PM
2	Honors Director / Service-learning coordinator	10/2/2013 1:46 PM
3	Spanish	9/29/2013 7:09 PM
4	adjunct high school teacher	9/27/2013 1:53 PM
5	Adjunct	9/27/2013 12:37 PM
6	part time faculty	9/25/2013 12:43 PM
7	Reference/Instruction Librarian	9/18/2013 5:42 PM
8	Instructional designer	9/18/2013 10:42 AM

9	Library & Online Services in addition to teaching English	9/17/2013 11:57 AM
10	Library	9/17/2013 7:33 AM
11	Emerging Technologies Librarian	9/16/2013 8:38 PM
12	department chair	9/16/2013 2:37 PM
13	Adjunct	9/16/2013 11:59 AM

Q3 What is/are your teaching discipline(s)?

Answered: 177   Skipped: 12
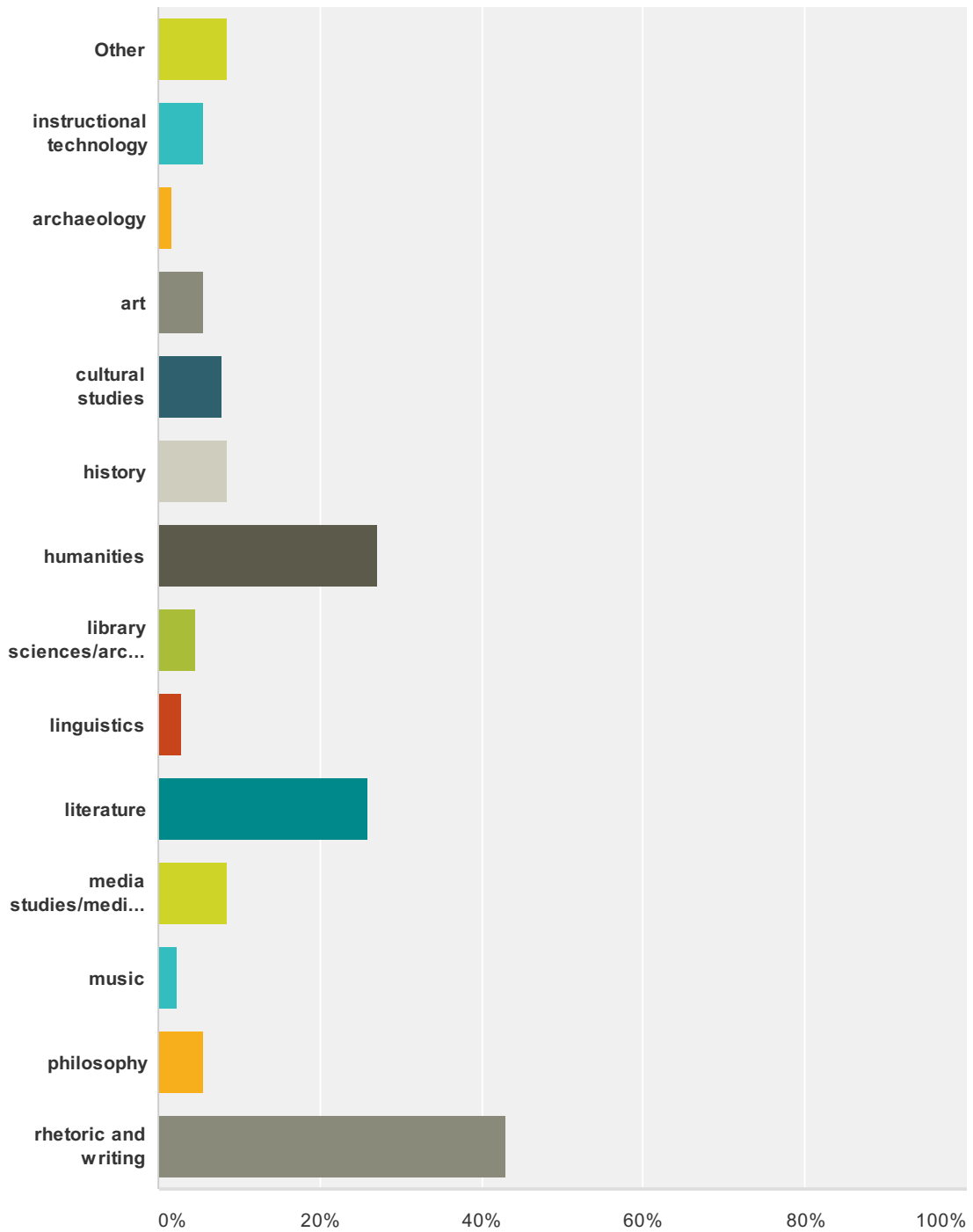
Answer Choices	Responses	
Other	**8.47%**	15
instructional technology	**5.65%**	10
archaeology	**1.69%**	3
art	**5.65%**	10

cultural studies	**7.91%**	14
history	**8.47%**	15
humanities	**27.12%**	48
library sciences/archives	**4.52%**	8
linguistics	**2.82%**	5
literature	**25.99%**	46
media studies/media arts	**8.47%**	15
music	**2.26%**	4
philosophy	**5.65%**	10
rhetoric and writing	**42.94%**	76
Total Respondents: 177		

#	(please specify)	Date
1	Management	10/18/2013 8:21 AM
2	FOREIGN LANGUAGES	10/14/2013 1:37 PM
3	developmental studies	10/8/2013 5:06 PM
4	physical and cultural anthropology	10/8/2013 3:16 PM
5	composition	10/8/2013 10:34 AM
6	developmental education and English language learner education	10/3/2013 2:10 PM
7	Religion	10/1/2013 8:52 AM
8	writing center, beginning comp, various creative writing genres	9/30/2013 10:44 AM
9	Foreign Language - Spanish	9/29/2013 7:09 PM
10	Religion	9/28/2013 4:02 PM
11	criminal justice	9/28/2013 2:19 PM
12	Allied Health	9/28/2013 11:32 AM
13	mathematics	9/28/2013 5:11 AM
14	psychology	9/27/2013 7:45 PM
15	Geospatial Information Systems - GIS/GPS	9/27/2013 4:59 PM
16	film	9/27/2013 2:47 PM
17	English as a Second Language	9/27/2013 12:37 PM
18	speech communication	9/27/2013 12:10 PM
19	College Success	9/25/2013 9:50 PM
20	communication studies	9/25/2013 2:38 PM
21	rhetoric and communication studies	9/25/2013 1:20 PM
22	information literacy across disciplines	9/18/2013 5:42 PM
23	Curriculum and Instruction	9/18/2013 10:42 AM
24	Biology	9/17/2013 2:14 PM
25	American Sign Language	9/17/2013 11:49 AM

26	Student Development Note: Survey doesn't allow selection of "Other" as an option. Only teach Student Development	9/17/2013 11:32 AM
27	Research Methods	9/17/2013 7:33 AM
28	Psychology	9/16/2013 2:30 PM
29	ESOL and Developmental Ed	9/16/2013 11:59 AM
30	theatre	9/16/2013 11:00 AM
31	Communication	9/16/2013 10:06 AM
32	anthropology	9/14/2013 2:47 PM

Q4 If you teach, what level courses do you teach regularly?

Answered: 165   Skipped: 24
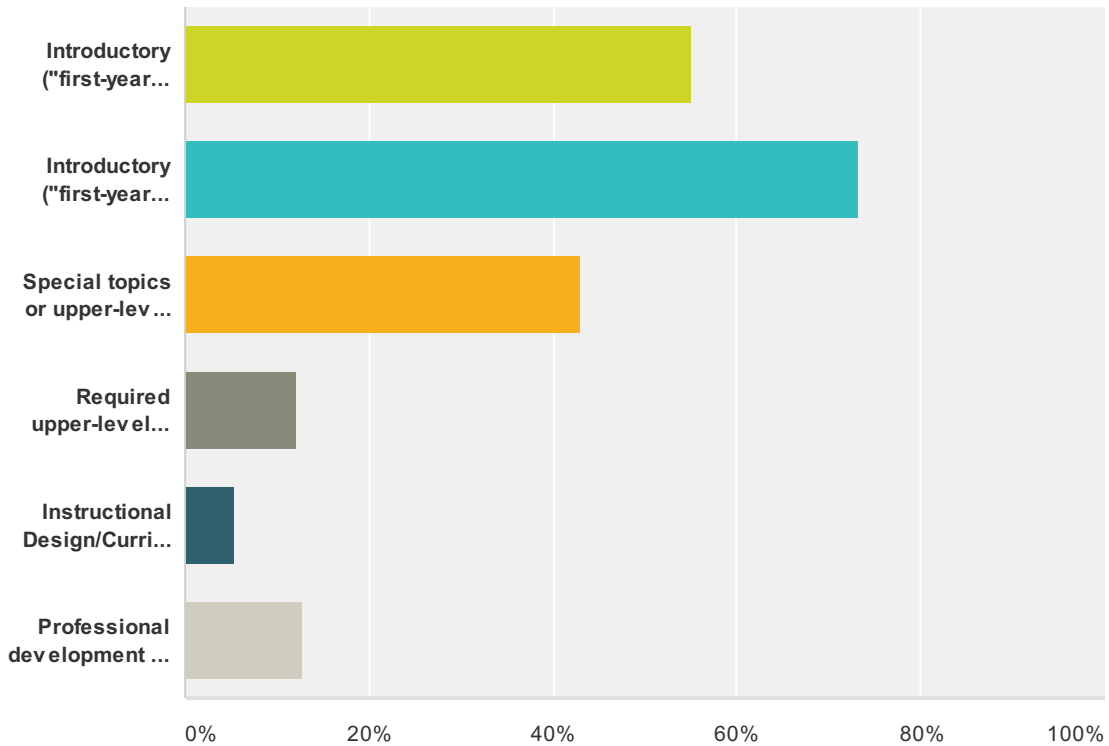
Answer Choices	Responses	
Introductory ("first-year") elective courses.	**55.15%**	91
Introductory ("first-year") required courses.	**73.33%**	121
Special topics or upper-level (e.g., "second-year" or "majors") required courses.	**43.03%**	71
Required upper-level courses.	**12.12%**	20
Instructional Design/Curriculum Workshops	**5.45%**	9
Professional development and faculty development courses.	**12.73%**	21
Total Respondents: 165		

#	Other (please specify)	Date
1	developmental level courses (below 100-level)	10/3/2013 2:10 PM
2	Developmental courses	10/1/2013 9:35 AM
3	Introductory second year classes	9/29/2013 7:09 PM
4	Developmental Reading and Writing courses	9/29/2013 12:23 PM
5	Developmental courses	9/28/2013 5:11 AM
6	these courses are required for non-English speakers	9/27/2013 12:37 PM
7	basic writing	9/24/2013 10:43 AM
8	developmental writing courses	9/24/2013 10:42 AM

9	NA	9/18/2013 10:42 AM
10	2nd year, required	9/17/2013 2:14 PM
11	Below first-year; remedial courses	9/16/2013 11:59 AM
12	Grad courses in rhetoric, research, and culture	9/16/2013 11:12 AM
13	General education requirements	9/13/2013 5:48 AM

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Q5 What is your employment status?

Answered: 177   Skipped: 12
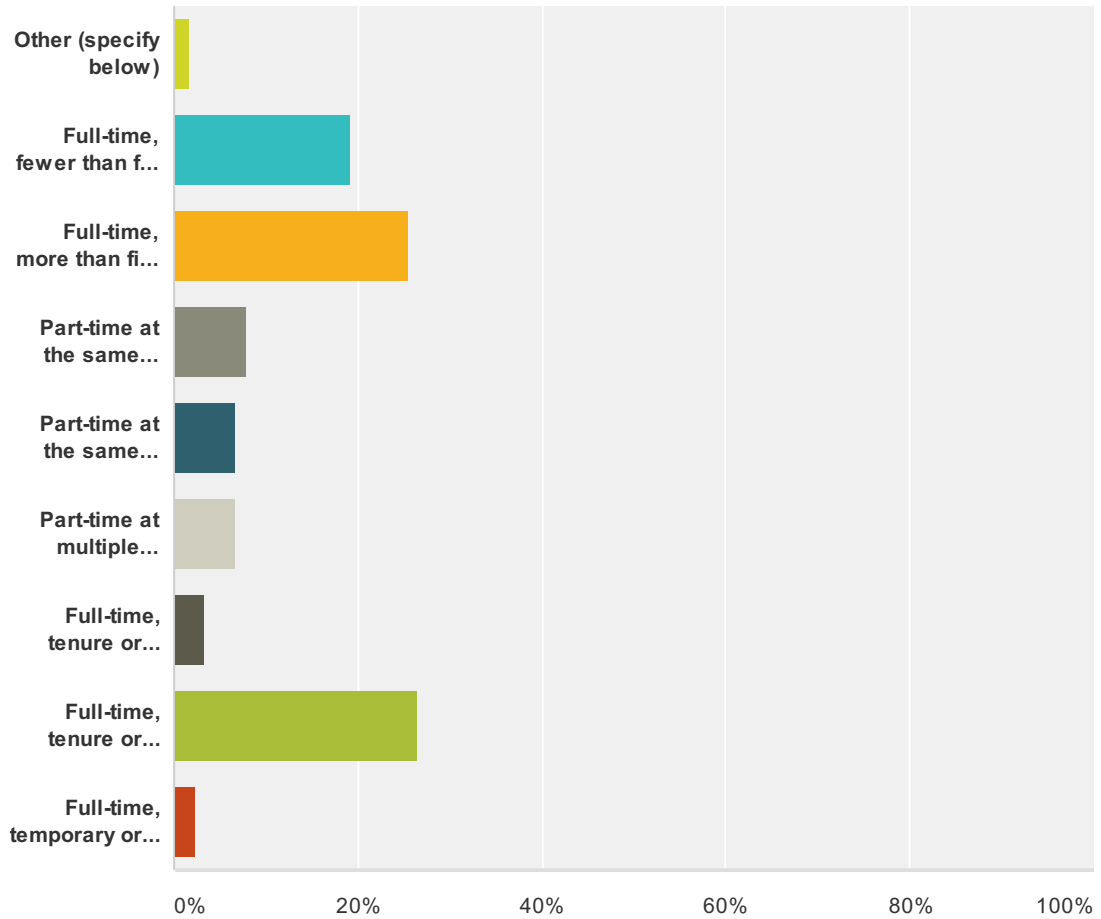
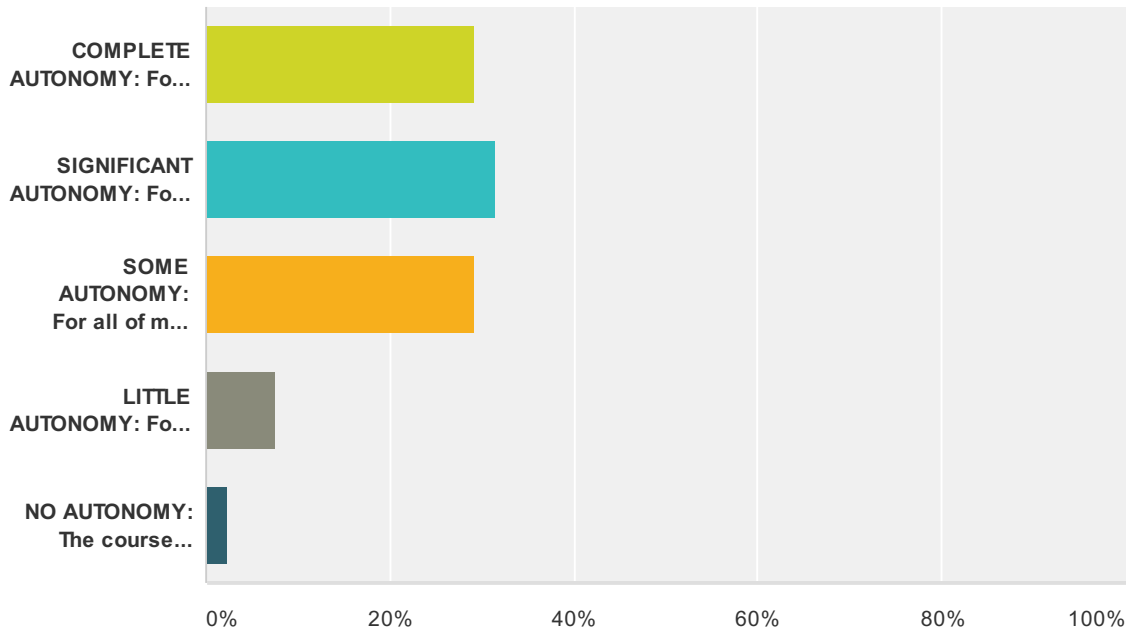| Answer Choices	Responses	
Other (specify below)	**1.69%**	3
Full-time, fewer than five years at the same institution	**19.21%**	34
Full-time, more than five years at the same institution	**25.42%**	45
Part-time at the same institution for more than 5 years	**7.91%**	14
Part-time at the same institution for fewer than 5 years	**6.78%**	12
Part-time at multiple institutions for more than 3 years	**6.78%**	12
Full-time, tenure or tenure-track or continuous contract at the same institution for fewer than 5 years	**3.39%**	6
Full-time, tenure or tenure-track or continuous contract at the same institution for more than 5 years	**26.55%**	47
Full-time, temporary or non-tenure track	**2.26%**	4
Total		**177**

#	(please specify)	Date
1	retired emeritus	10/15/2013 2:08 PM
2	retired from full-time public school teaching 30+ years, working part-time on purpose	9/27/2013 12:37 PM

3	Retired, teaching part time	9/25/2013 5:50 PM
4	Full-time with occasional adjunct work at another institution	9/16/2013 7:40 PM
5	15 years at first institution; moved to present -another state a year ago -both similar CC institutions, similar role	9/16/2013 11:59 AM

3	Retired, teaching part time	9/25/2013 5:50 PM
4	Full-time with occasional adjunct work at another institution	9/16/2013 7:40 PM
5	15 years at first institution; moved to present -another state a year ago -both similar CC institutions, similar role	9/16/2013 11:59 AM

## Q6 What level of autonomy do you have in designing your courses?

Answered: 171 Skipped: 18

Answer Choices	Responses	
COMPLETE AUTONOMY: For all of my courses, I design my own courses, course outcomes, course calendars/assignments and I choose my own texts.	**29.24%**	50
SIGNIFICANT AUTONOMY: For some of my courses, I design my own courses, course outcomes, course calendars/assignments and I choose my own texts.	**31.58%**	54
SOME AUTONOMY: For all of my courses, I design some assignments and I choose my own textbooks, but not the course outcomes and not all course design features (e.g.,required/common assignments, common exams, etc.)	**29.24%**	50
LITTLE AUTONOMY: For all of my courses, I follow a set syllabus/course calendar and textbook, but I can design my own assignments and set the course requirements.	**7.60%**	13
NO AUTONOMY: The course design, syllabus/course calendar, and textbook are all set by the department.	**2.34%**	4
Total		**171**

Q7 Please rate your own technical proficiency and comfort with digital tools.

**Answered: 163   Skipped: 26**
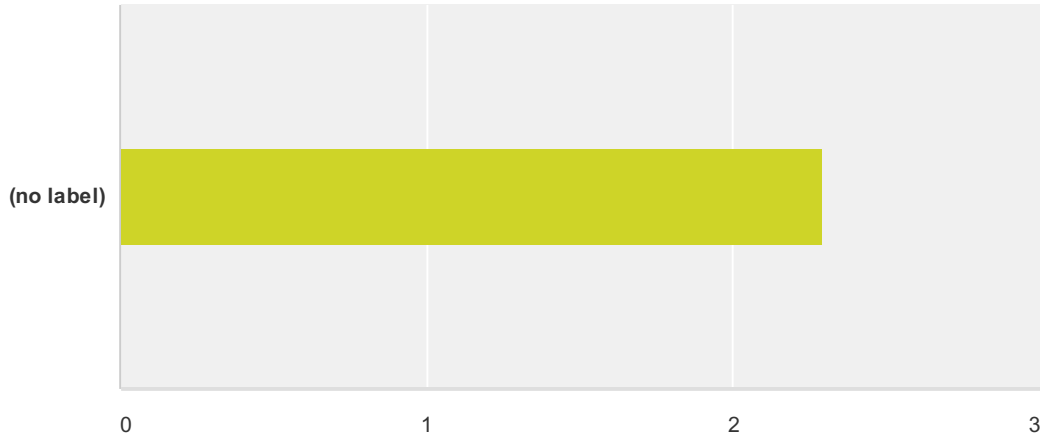
	HIGHLY PROFICIENT AND VERY COMFORTABLE	PROFICIENT AND COMFORTABLE	SOMEWHAT PROFICIENT AND SOMEWHAT COMFORTABLE	NOT VERY PROFICIENT AND UNCOMFORTABLE	DON'T USE DIGITAL TOOLS	Total	Average Rating
(no label)	19.02% 31	40.49% 66	33.13% 54	6.75% 11	0.61% 1	163	2.29

Q8 How highly do you value the use of technology in your teaching, curriculum development, assessment and research?

Answered: 166   Skipped: 23
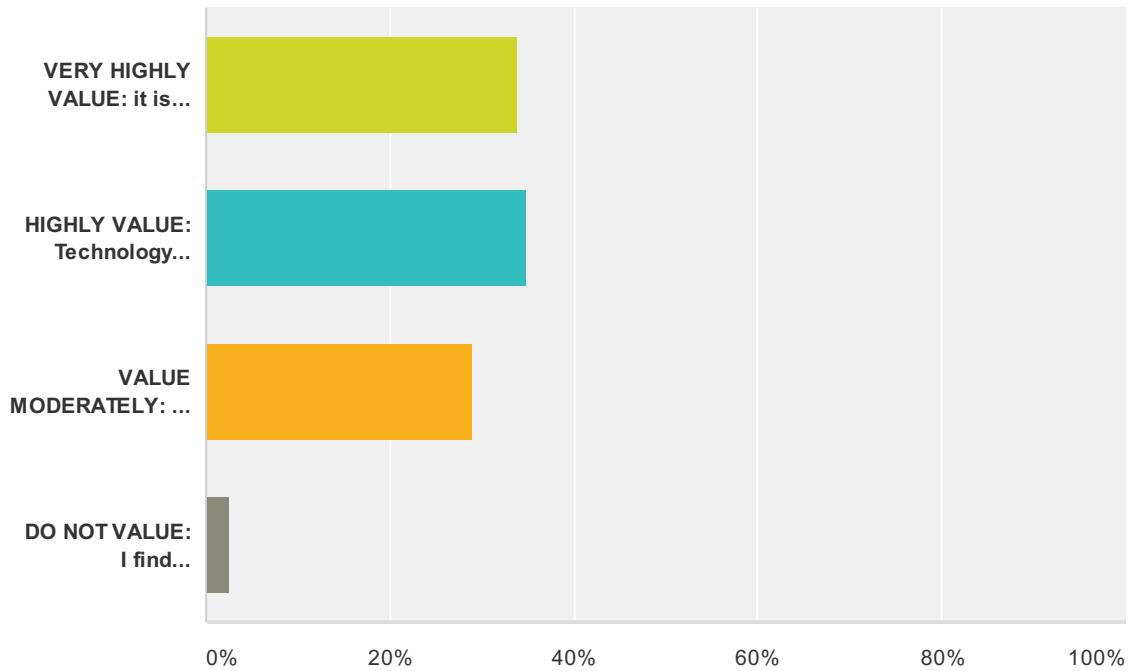
Answer Choices	Responses	
VERY HIGHLY VALUE: it is essential for my teaching, curriculum, assessment and research.	33.73%	56
HIGHLY VALUE: Technology enhances my teaching, curriculum, assessment and research.	34.94%	58
VALUE MODERATELY: I sometimes find technology useful as a tool for my teaching, curriculum, assessment and research.	28.92%	48
DO NOT VALUE: I find technology to be a distraction to the central questions and concerns of humanities teaching, curriculum, assessment and research.	2.41%	4
Total		166

Q9 Mark the extent to which you witness the so-called "digital divide" in your daily teaching on your campus. (By "digital divide" we mean the difference between those students who have access to technology through computers and other devices and data plans and those whose access is limited to classroom and lab access).

Answered: 164   Skipped: 25
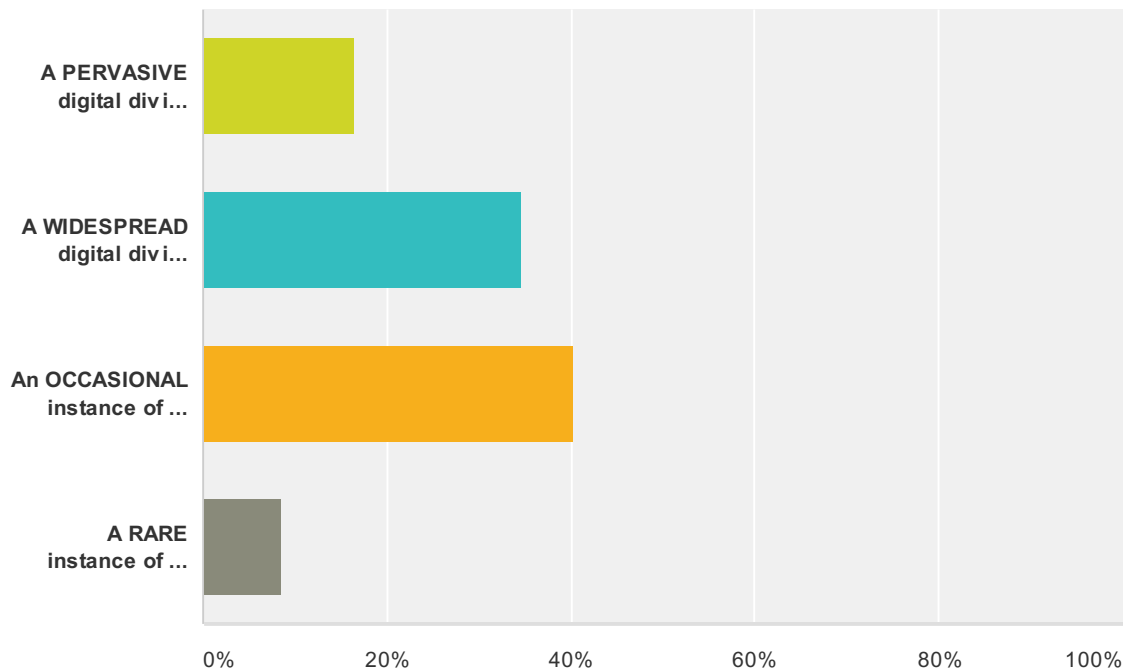
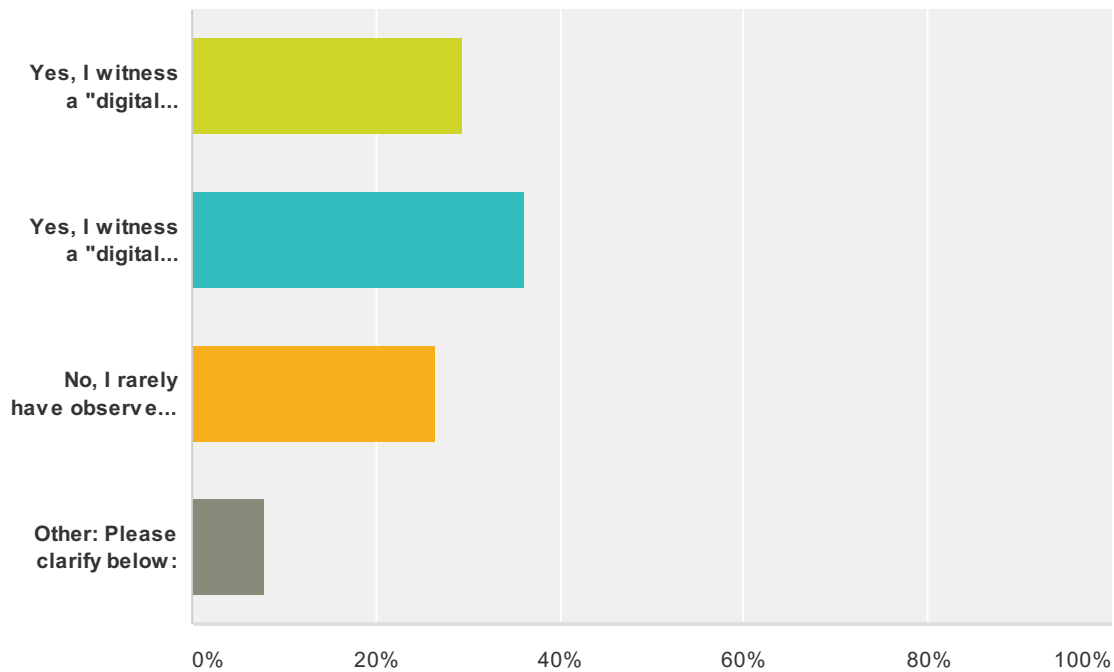| Answer Choices	Responses	
A PERVASIVE digital divide exists among your students.	**16.46%**	27
A WIDESPREAD digital divide exists among your students.	**34.76%**	57
An OCCASIONAL instance of a digital divide exists among your students.	**40.24%**	66
A RARE instance of a digital divide exists among your students.	**8.54%**	14
Total		**164**

#	Other (please specify)	Date
1	Many students have limited access to the internet and computers	9/29/2013 7:09 PM
2	The level of distinction from one campus location to another is quite varied. One campus has a larger percentage of students that have their own laptop, iPad, home computer, or some other means of accessing information online, while another of our campuses taught students that not only did not have a personal means for accessing information online, but many did not know how to use any type of digital device other than their phone or TV.	9/29/2013 12:28 PM
3	All students at our high school have iPads.	9/27/2013 1:54 PM

4	students are often refugees, all are newcomers to US	9/27/2013 12:39 PM
5	I see the digital divide not so much about access and more about facility. Many of our students have smartphones and computers, but their ability to use them effectively for school is often poor. That said, there is a huge access issue as well.	9/18/2013 5:51 PM
6	I have no idea	9/16/2013 11:12 AM
7	All have access on campus. Some live in areas with limited internet access.	9/16/2013 10:07 AM
8	A geographic digital divide exists. Students in rural areas are hampered in digital access. I also find a cultural digital divide in urban students. Students from low socio-economic backgrounds have access to digital technology, but they choose to spend their resources on entertainment rather than information.	9/16/2013 7:32 AM
9	Some student have never even turned on a computer	9/13/2013 5:49 AM

Q10 In your opinion, does a "digital divide" exist between PART-TIME faculty on your campus and FULL-TIME faculty? (By "digital divide" we refer to a working environment that lends itself to digital competencies: to hardware, software, tech support, adequately equipped office and classroom space, money and time for faculty development opportunities.)

Answered: 166   Skipped: 23

Answer Choices	Responses	
Yes, I witness a "digital divide" among part-time and full-time faculty.	**29.52%**	49
Yes, I witness a "digital divide" among faculty, but it's not because of full-time/part-time status.	**36.14%**	60
No, I rarely have observed a "digital divide" among faculty.	**26.51%**	44
Other: Please clarify below:	**7.83%**	13
Total		**166**

#	Other (please specify)	Date
1	I teach in blended format and so often need to train	11/27/2013 7:41 PM
2	not sure	11/18/2013 10:54 AM
3	Have not observed	10/16/2013 4:23 AM
4	Part-time faculty cannot request smart rooms and other technological hardware.	10/10/2013 2:20 PM
5	I'm not aware of what tools are available for part-time faculty.	10/9/2013 11:37 AM

6	Part-time have access to shared computers, and digital classrooms, but that is all. THere is no support for contnuing education, and in fact, ANY support that was once offered, has recently been revoked due tokeeping the hours paid, in any capacity, under 11, due to "Obamacare", per administration.	10/1/2013 8:54 AM
7	unsure	9/29/2013 7:09 PM
8	I have no idea	9/28/2013 11:33 AM
9	Our program is small, so no part-time faculty	9/27/2013 5:00 PM
10	to be clear, part time tend to be more tech savvy than full timers.	9/27/2013 4:18 PM
11	Younger faculty are full-time, have offices, have access to computers they can use all day	9/27/2013 12:39 PM
12	Oddly, it's mainly the full-time tenured instructors who are disconnected from technology use in the classroom.	9/26/2013 11:45 AM
13	I witness a digital divide between the faculty who have been teaching forever, compared to those who are newer.	9/25/2013 9:51 PM
14	I don't know	9/25/2013 5:50 PM
15	There is a digital divide but doesn't seem related to employment status.	9/17/2013 11:05 AM
16	My institution has no full-time faculty.	9/17/2013 7:34 AM
17	-and willingness to embrace technology and digital media	9/16/2013 12:00 PM
18	yes, I witness SOME "digital divide" between part-time and full-time but also between older and younger faculty	9/12/2013 2:24 PM

## Q11 Do you teach your course(s) with some online components and/or entirely online?

Answered: 163   Skipped: 26
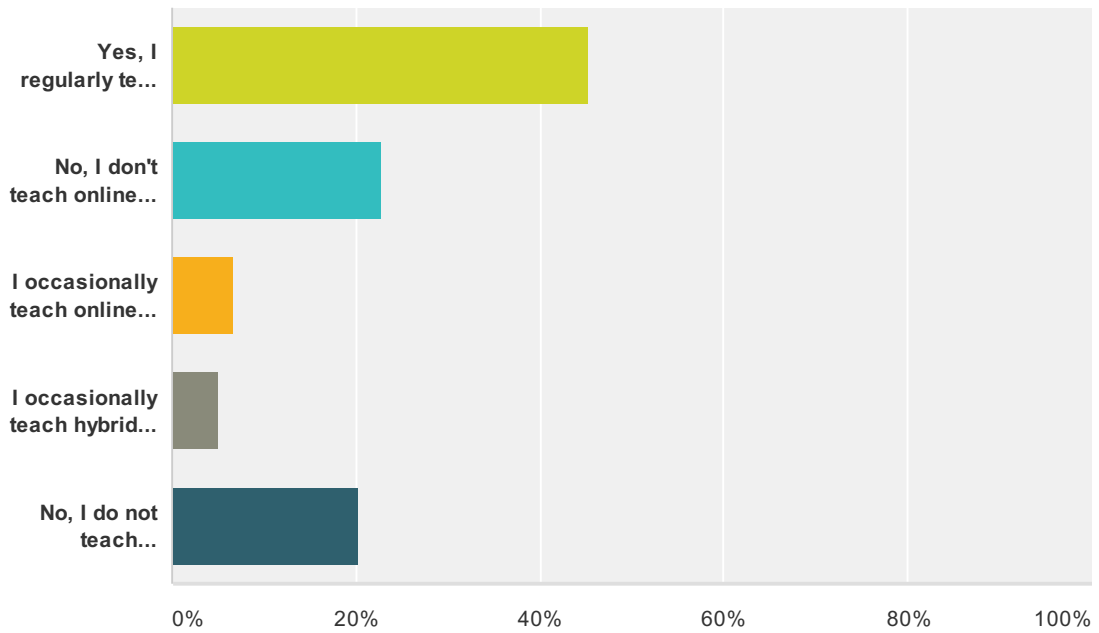
Answer Choices	Responses	
Yes, I regularly teach online courses and have an online companion site for my face-to-face courses.	**45.40%**	74
No, I don't teach online courses but I have an online companion site for my face-to-face courses.	**22.70%**	37
I occasionally teach online courses.	**6.75%**	11
I occasionally teach hybrid courses.	**4.91%**	8
No, I do not teach online/hybrid courses.	**20.25%**	33
Total		**163**

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Q12 Which of the following do you use regularly in your humanities courses? ("Regularly"= at least once a week in all your classes.)

Answered: 163   Skipped: 26
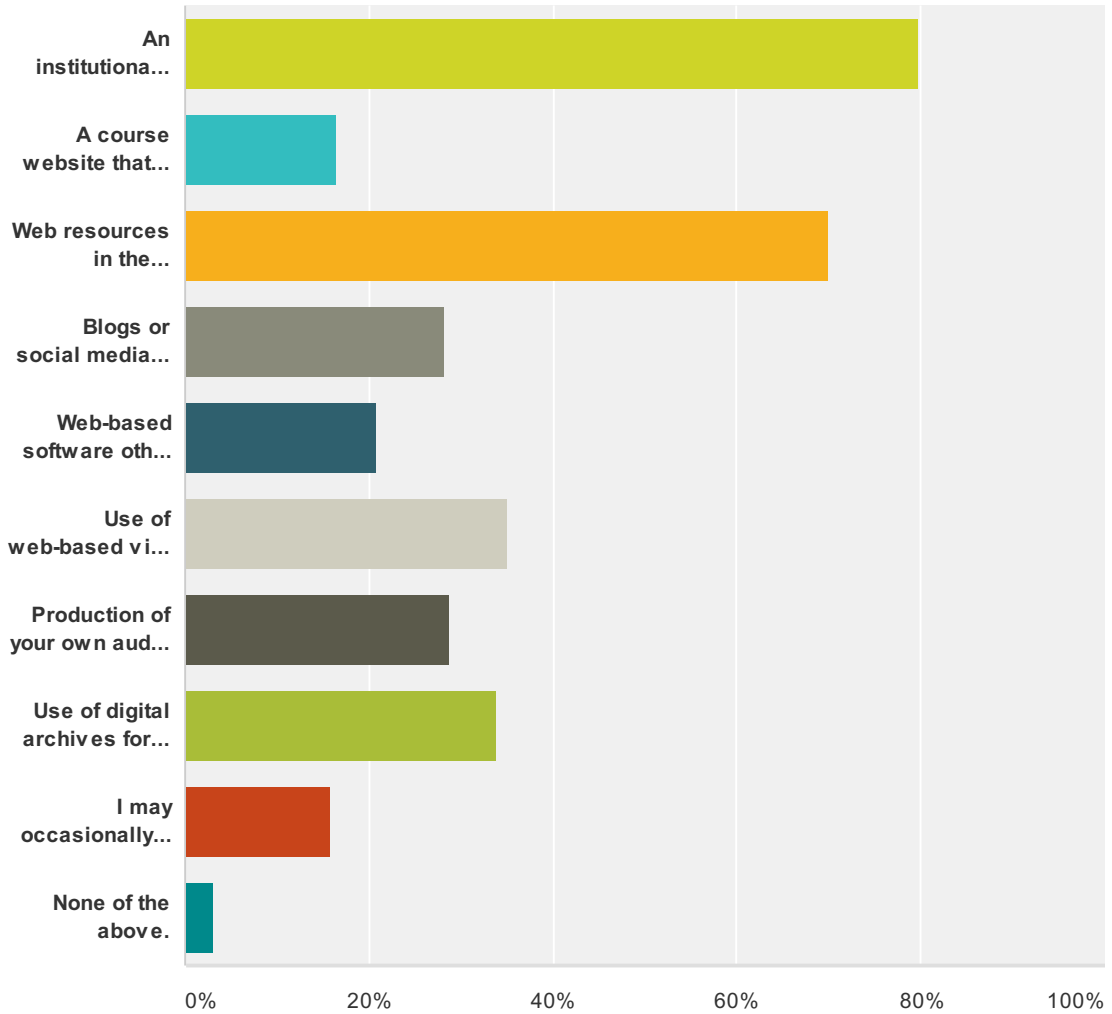
Answer Choices	Responses	
An institutionally provided course management page or site (such as Blackboard, Web CT, Moodle)	79.75%	130
A course website that you developed independently.	16.56%	27
Web resources in the classroom or to support curriculum	69.94%	114
Blogs or social media in or out of the classroom	28.22%	46
Web-based software other than word processing for student production of humanities research projects (e.g., Prezi, Pinterest, Storify, Moviemaker, Omeka, Voyant Tools, etc.)	20.86%	34

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Use of web-based video or podcasts for lectures	**34.97%**	57
Production of your own audio or video for lectures or student support	**28.83%**	47
Use of digital archives for courses (e.g., Library of Congress Digital Archives, Emily Dickinson Archives, Internet Archive, etc.)	**33.74%**	55
I may occasionally use one or more of the above, but not regularly.	**15.95%**	26
None of the above.	**3.07%**	5
Total Respondents: 163		

Q13 HIRING: Digital humanities is a new umbrella term for expertise across a broad spectrum of special skills and disciplines, and hiring this expertise is new to community colleges. If you were to serve on a hiring committee in your discipline or a neighbor humanities discipline, how much emphasis would you place on a candidate's facility with digital technologies and pedagogies in the classroom?

Answered: 164   Skipped: 25
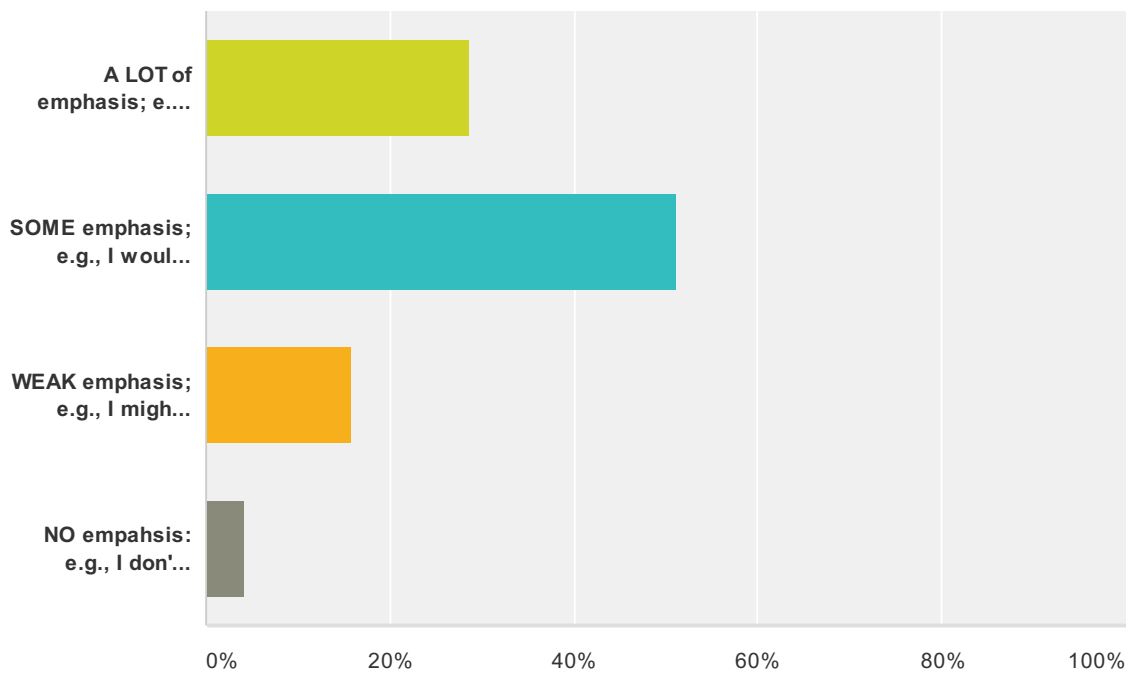
Answer Choices	Responses	
A LOT of emphasis; e.g., I would advocate for such skills to be included as "preferred qualifications."	**28.66%**	47
SOME emphasis; e.g., I would consent to such skills being considered as "preferred qualifications."	**51.22%**	84
WEAK emphasis; e.g., I might be convinced by a particular candidate's use of these skills, but not enough to advertise them on a job description.	**15.85%**	26
NO empahsis: e.g., I don't think that these skills are important enough to be considered in the hiring process.	**4.27%**	7
Total		**164**

Q14 How much support do you think there would be among your colleagues for adding emphasis in the hiring process for facility with digital technologies/technologies in the classroom?

Answered: 164   Skipped: 25
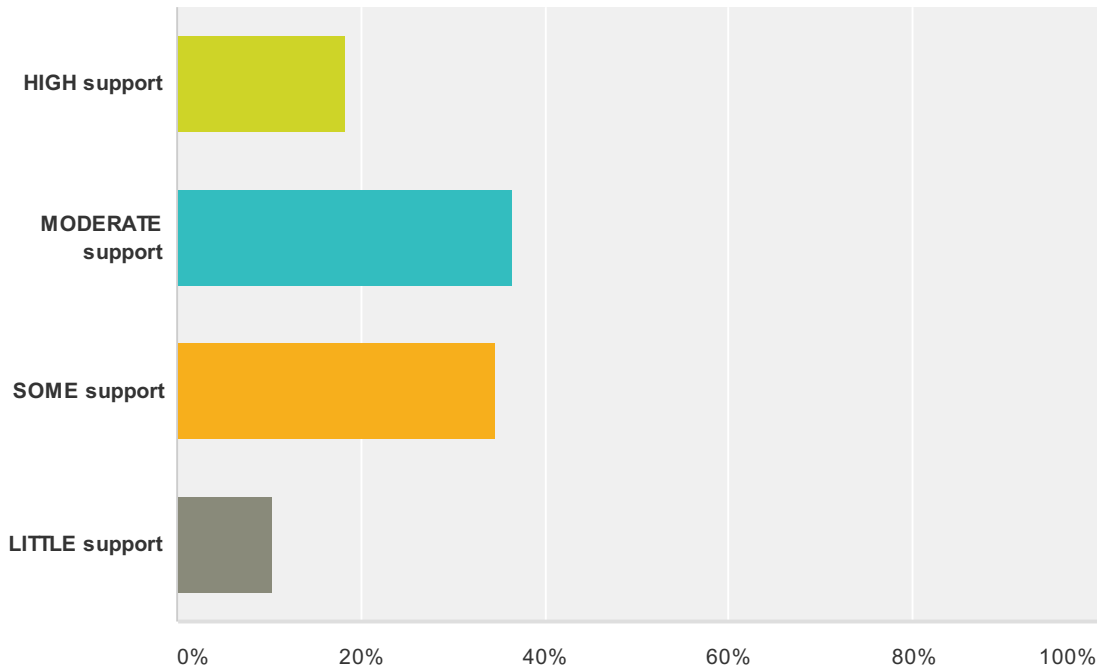
Answer Choices	Responses	
HIGH support	**18.29%**	30
MODERATE support	**36.59%**	60
SOME support	**34.76%**	57
LITTLE support	**10.37%**	17
Total		**164**

Q15 How well does your institution meet your expectations for faculty and staff development through curriculum development grants, reassigned time, professional leave time, travel funds, sabbatical funds, relevent on-campus resources, etc.?

Answered: 155   Skipped: 34
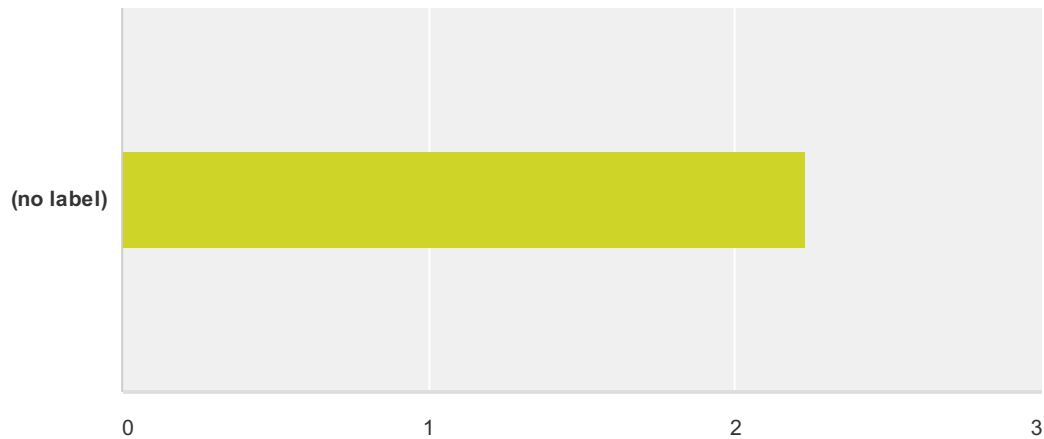
	MEETS OR EXCEEDS MY EXPECTATIONS: There are reliable, equitable funds and opportunities for both full-time and part-time/adjunct faculty and staff to develop their skills professionally.	APPROACHING EXPECTATIONS: There are some funds and opportunities for full-time and part-time/adjunct faculty and staff to develop their skills professionally.	BELOW EXPECTATIONS: Funding and opportunities for faculty and staff to develop professionally are unreliable and/or inequitable. (Please explain below)	FAR BELOW EXPECTATIONS: There are few if any funds or opportunities at my institution to support faculty and staff professional development.	Total	Average Rating
(no label)	18.71% 29	47.10% 73	26.45% 41	7.74% 12	155	2.23

| #	Please say more here if you wish to explain	Date
1	some money available per year, but it is often far inadequate for faculty who are engaged in their fields; college "professional days" in Aug. & Jan. are superficiant, not relevant and many faculty regrad them as a waste of time	3/3/2014 1:51 PM
2	Very limited funds for full time faculty and its first come, first serve. No off loading of courses when taking on a major project. No funds for adjuncts.	10/26/2013 4:34 PM
3	Full time faculty have access to funds and resources for professional development. Part time faculty have access to some resources and no real funds.	10/21/2013 5:54 PM
4	No funds or opportunities for adjuncts, but plenty of funds and opportunities for full-time faculty.	10/16/2013 1:59 PM
5	I have not sought these opportunities	10/16/2013 7:06 AM
6	No funds for the part-time faculty who carry the bulk of our teaching load	10/14/2013 11:56 AM
7	Very unfocused allocation. We tend to fund a number of little projects that inevitably stall. It looks like we fund hobbies, not sustained infrastructure supported research. No time release. Little travel funding. No IT support for anything outside the classroom, and even then. IT support and currency is major impediment to doing DH-oriented anything.	10/9/2013 2:42 PM

8	Workshops are offered but sometimes only once and at inconvenient times. Basic skill classes are mixed with advanced courses. It's hard for part time instructors to participate because workshops are often announced only a few days in advance, assuming a daily on campus presence.	10/8/2013 5:50 PM
9	Budget trouble.	10/8/2013 10:40 AM
10	We are given funds to present traditional literary papers at conferences w/o question, but we would have to argue to get funds to attend a conference in which we would not present but learn from others who are DECADES ahead of our department in Digital Humanities.	10/8/2013 5:14 AM
11	I am new to my institution, so my knowledge of this is limited.	10/7/2013 10:17 AM
12	The college has always been generous with its support but the state budget cuts have impacted SPD funding severely.	10/2/2013 1:50 PM
13	They will fund FULL TIME TENURE TRACK. That is all. They are less than 30% of the faculty.	10/1/2013 8:58 AM
14	As a part-time faculty member, the opportunities for professional development are as available as I make them for Blackboard development, grading centers, or other functions that are available through the LMS (Learning Management System) that we use on campus.	9/29/2013 12:38 PM
15	I think my school tries very hard to do this and is one of the more successful in Oregon, but it is vastly impeded by pervasive underfunding.	9/29/2013 10:18 AM
16	Part-time and adjuncts must perform all research, all prof. dev, and develop ALL course assets on their own time, at their own expense. On the other hand, the full timers don't seem to take any advantage of available funds except for conferences....	9/28/2013 2:44 PM
17	There can never be enough funds as traveling anywhere for PD is expensive. All funds are greatly appreciated.	9/28/2013 7:41 AM
18	I am very impressed with the technology taught at Kirkwood. I love the fact that I can go into Alan and ask him anything and he will help me out. He is amazing at what he does.	9/27/2013 7:51 PM
19	There are excellent opportunities, but we do not have any time built into our paid work to take advantage of them. I do not need to pay for them, but I lose time at another job when I spend time doing workshops.	9/27/2013 12:49 PM
20	As an adjunct, I get a moderate stipend for a yearly workshop, but more would be nice.	9/27/2013 12:44 PM
21	limited travel fund, no sabbatical funding	9/27/2013 12:14 PM
22	Part time faculty have very small budgets for these activities v. Full time faculty.	9/26/2013 4:56 AM
23	There are not nearly enough opportunities for part-time/adjunct faculty to develop their skills professionally.	9/25/2013 9:43 AM
24	There appears a gap between administrative understanding of the time and labor-intensive nature of infusion of digital technology and faculty direct experience. This misinformation can be correlated with unrealistic and inequitable faculty workload demands and expectations.	9/25/2013 8:29 AM
25	little to no opportunities for part time faculty who often have to teach elsewhere or have other committments	9/25/2013 8:12 AM
26	Gah. Deep despair.	9/22/2013 9:10 AM
27	There is little or no travel funding.	9/18/2013 5:55 PM
28	Staff and adjunct faculty have unreliable access to professional development opportunities.	9/18/2013 11:04 AM
29	We used to be given release time and a stipend to develop online courses or enhance our regular courses, but with the current legislative budget cuts that is no longer possible.	9/18/2013 8:37 AM
30	Much of the so-called professional development that is funded through the budget is rah-rah presentations that include few if any curriculuar take-aways. Currently, my program has an advantage in access to PD via a grant designed to incorporate specifically that.	9/17/2013 7:16 AM
31	I'm at a community college. My expectations are literally nothing. The fact that I get *anything* means MPOW exceeds expectations.	9/16/2013 8:43 PM
32	While there are many opportunities and funding available to adjuncts for professional development, many of my colleagues do not take advantage of the opportunity	9/16/2013 4:35 PM
33	Since I haven't been looking at this issue, I have no opinions.	9/16/2013 11:17 AM

34	beyond repeated courses in basic software related to Blackboard, there is no real professional development. Travel funds are not easy to get; there are no professional development funds made available to faculty for the purchase of books. I have an Ipad but if I want apps, then I have to purchase them myself. Grants are competitive and hard to get. I don't even get reassigned time to produce plays or films, or a budget to do them. All of this comes out of pocket and out of my free time. Forget having time or money for digital humanities. Sciences overwhelmingly receive money from my institution.	9/16/2013 11:07 AM
35	Funding restrictions is given as the reason for the lack of support for travel(conferences). Sabbaticals are no longer funded as our president "doesn't believe in them"-direct quote. Research is not supported as we are "a teaching institution." direct quote	9/16/2013 10:13 AM
36	We have instructional designers available to us and have funded travel every year, which is nice. No real institutional pressure to use, though there is encouragement of moving instruction online-- and we have an online/hybrid course instructor certification process that requires those who teach online to complete Quality Matters and some locally developed online instruction.	9/16/2013 10:03 AM
37	College does not offer sabbaticals. NO release time to develop new courses.Travel funds limited to $1000/yr. Lots of administrative duties-little compensation or release time. Opportunities available for on-campus prof. devel.	9/15/2013 1:10 PM
38	No runding and very little opportunities for part-time/adjunct faculty. Funds are advertised but seems as if rarely distributed for travel or professional development.	9/13/2013 9:01 AM
39	While it would be great to learn more about digital tools and utilize them in the classroom--there are so little funds at our college that it is a good day when there is toilet paper in the bathrooms! Everything is rationed and budgets continue to be cut and little funds are raised for faculty needs. I don't even have a Smart Board in my classroom. I also have to prep, teach and grade materials for 5 classes per semester which leaves little time for training and learning new technology. Finally, we have such a great range of preparedness among our students: some don't know how to turn on a computer, other can't afford a computer, others come to class with I-Pads. It is a no-win situation all around.	9/13/2013 5:59 AM
40	Funding is intermittent and provided usually for STEM courses first. There has been a haphazard plan for database licenses.	9/12/2013 2:07 PM

Q16 What methods do you use to keep current in your discipline and teaching practice? Please check all that apply.

Answered: 162   Skipped: 27
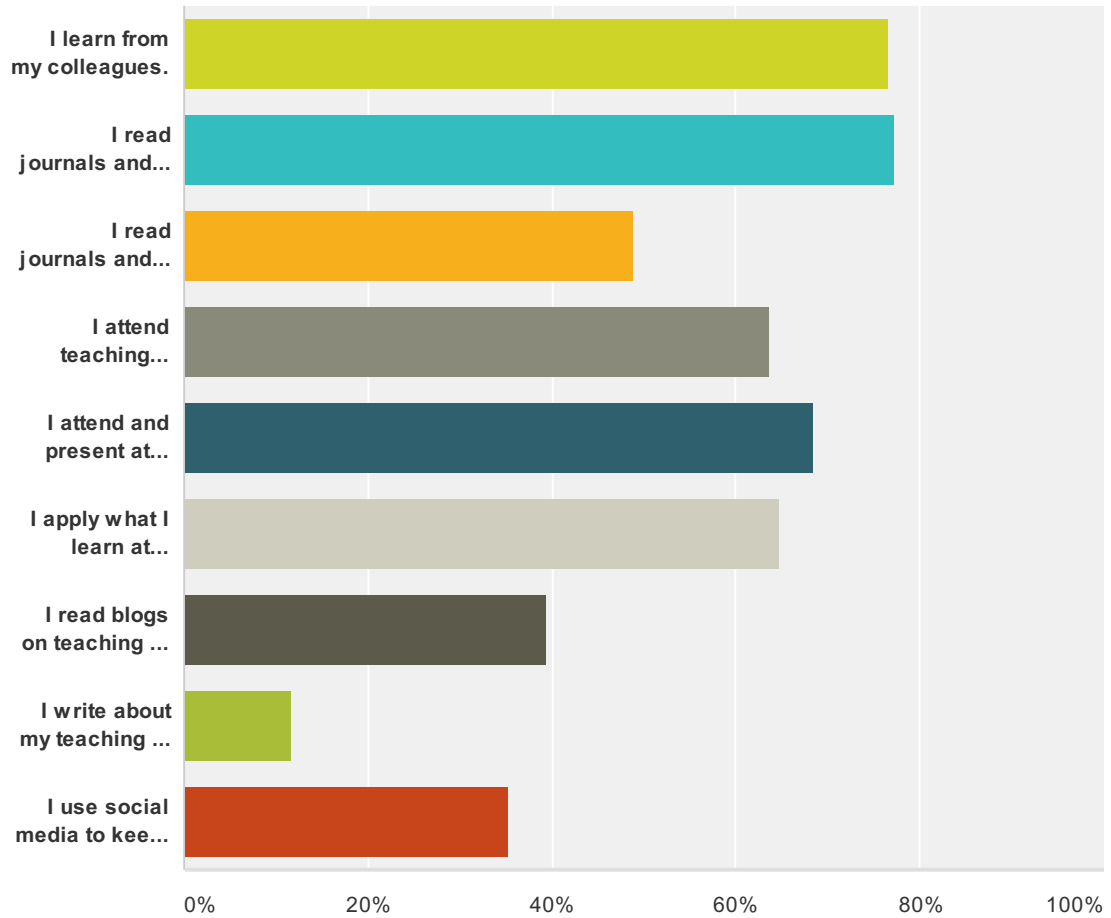
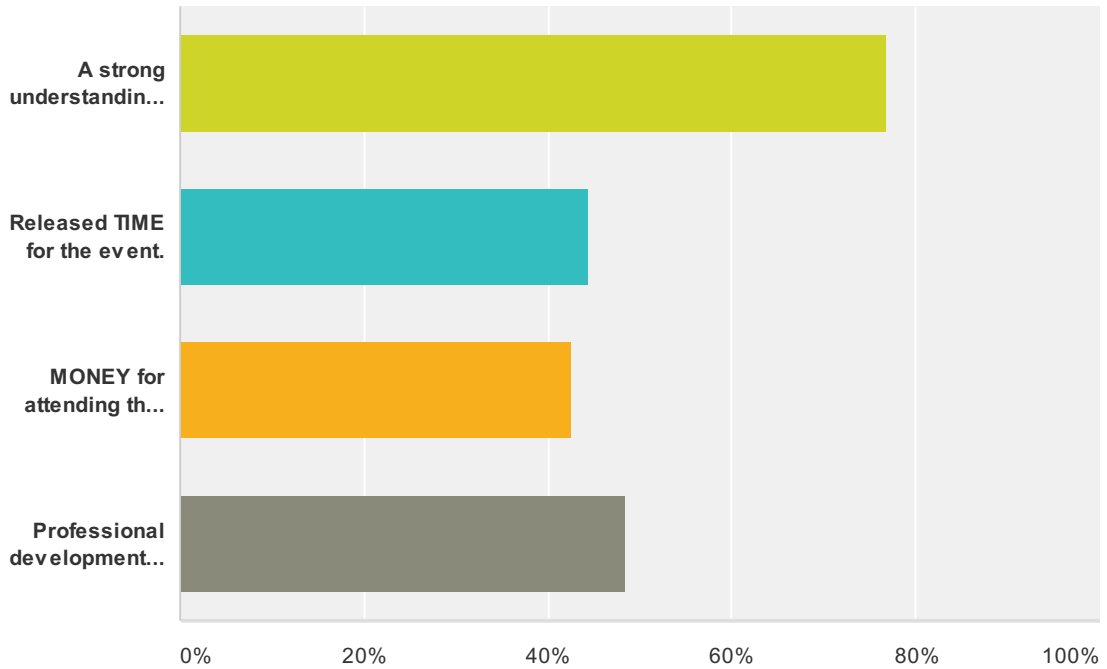| Answer Choices	Responses	
I learn from my colleagues.	**76.54%**	124
I read journals and/or books in my field regularly.	**77.16%**	125
I read journals and books on pedagogy.	**48.77%**	79
I attend teaching workshops at my college.	**63.58%**	103
I attend and present at regional and national conferences.	**68.52%**	111
I apply what I learn at workshops in my curriculum development.	**64.81%**	105
I read blogs on teaching in my field regularly.	**39.51%**	64
I write about my teaching and research in a blog.	**11.73%**	19
I use social media to keep current on research in my field and in educational trends (e.g., Twitter)	**35.19%**	57
Total Respondents: 162		

#	Other (please specify)	Date

National Survey of Digital Humanities in Community Colleges

1	I am an active professional in my discipline	2/21/2014 12:14 PM
2	I'm a doctoral student conducting youth digital culture research on my campus.	11/27/2013 7:25 AM
3	I continue to be active personally and professionally in my field	10/16/2013 7:06 AM
4	I practice my discipline	10/15/2013 2:19 PM
5	I involve myself in other academic contexts (i.e.: university-led projects, or alt-ac working groups)	10/9/2013 2:42 PM
6	I am weary of social media and do not think that Digital Humanities should be tied too closely to Twiiter or blog. There are excellent blogs out there, and a lot of idiots blogging too.	10/8/2013 5:14 AM
7	I have gone back to school (online) for a graduate degree in learning with emerging technologies.	10/2/2013 6:01 PM
8	I am a staff of one. This leaves little time to attend conferences.	9/27/2013 5:06 PM
9	I am a writer in my field -- so I am in contact with many professionals and have to stay up to date.	9/27/2013 12:49 PM
10	I attend workshops and seminars offered by universities in Chicago	9/25/2013 12:49 PM
11	professional listserves	9/25/2013 7:56 AM
12	I have taken MOOCs on e-Learning.	9/18/2013 11:04 AM
13	I don't write about my research or teaching as much as I should!	9/16/2013 7:47 PM
14	I buy courses from The Teaching Company and watch a lot of documentaries.	9/16/2013 11:17 AM
15	I do personal fieldwork and produce documentaries on a regular basis.	9/16/2013 10:13 AM

Q17 In your opinion, which of the following conditions would be NECESSARY for you or your colleagues to attend a workshop ON YOUR CAMPUS to learn more about digital humanities? (Check all that apply.)

Answered: 155   Skipped: 34

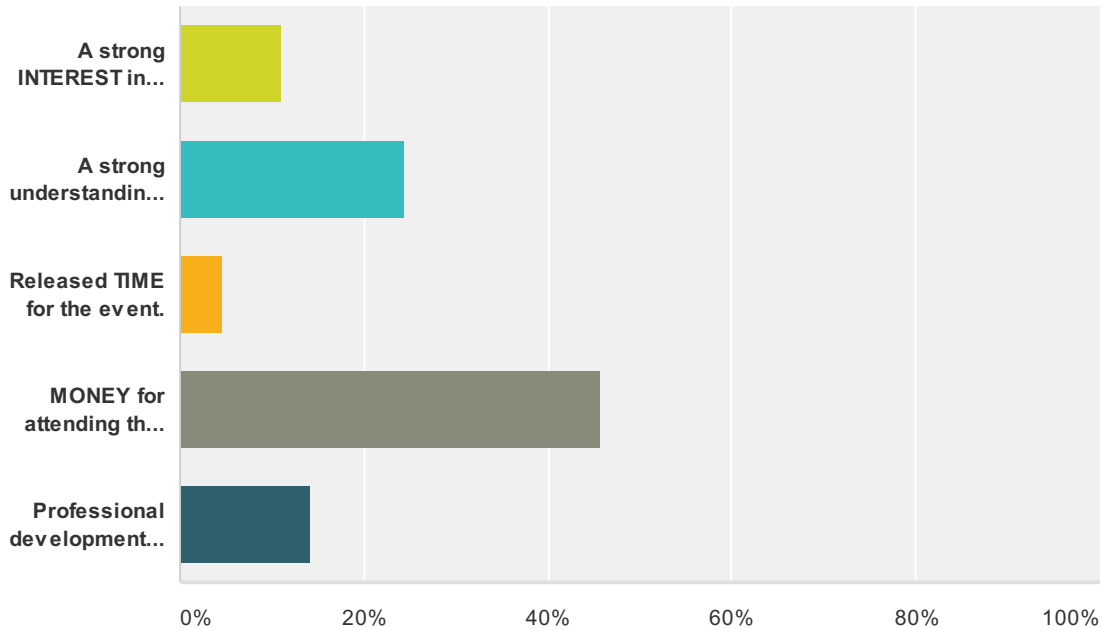| Answer Choices	Responses	
A strong understanding of the VALUE AND USEFULNESS of digital humanities to my teaching.	**76.77%**	119
Released TIME for the event.	**44.52%**	69
MONEY for attending the event (a stipend).	**42.58%**	66
Professional development support from the institution for attending (e.g., tenure/promotion credit).	**48.39%**	75
Total Respondents: 155		

#	Other:	Date
1	Food at the event :-)	2/21/2014 12:14 PM
2	All of these inducements together are unlikely to motivate some faculty members to attend.	10/14/2013 5:24 PM
3	A reasonable workload that would allow us to concentrate on something other than the immediate demands of our students and administrators	10/14/2013 11:56 AM
4	Colleagues don't need much impetus. Whether they apply is or not seems to be the hindrance. Lots of people attend workshops, but very little application. Lots of fishing, very little doing.	10/9/2013 2:42 PM
5	IF it is really of value, nothing says value like TIME and MONEY. We're already overworked and underpayed and underappreciated.	10/8/2013 5:14 AM
6	ADJUNCT inclusion and pay.	10/1/2013 8:58 AM
7	Wise timing of event to not disrupt curriculum necessary for student success	9/28/2013 11:38 AM

8	Relation to GIS	9/27/2013 5:06 PM
9	Part time faculty need MONEY to attend such events---I do not.	9/27/2013 3:05 PM
10	The institution is reluctant to give us money. We might get used to it.	9/27/2013 12:49 PM
11	As a retired faculty member, I am not attending such workshops.	9/25/2013 5:54 PM
12	As an adjunct, if I want to attend a workshop, I have to pay for it myself and lose time (pay) for missing class.	9/25/2013 9:43 AM
13	actual reliable hardware and software and tech support, which is terrible on campus	9/25/2013 7:56 AM
14	food	9/24/2013 10:34 AM
15	I would attend for none of these because I find DH interesting. My colleagues are another story and none would come for variegated reasons.	9/16/2013 8:43 PM
16	A stipend would not be needed for full-time faculty but would encourage part-time faculty to attend.	9/13/2013 4:33 AM

Q18 Which of the following conditions would be NECESSARY for you or your colleagues to attend a REGIONAL or NATIONAL INSTITUTE about digital humanities for community college faculty?

Answered: 155   Skipped: 34

| Answer Choices	Responses	
A strong INTEREST in digital humanities.	**10.97%**	17
A strong understanding of the VALUE AND USEFULNESS of digital humanities to my teaching.	**24.52%**	38
Released TIME for the event.	**4.52%**	7
MONEY for attending the event (a stipend).	**45.81%**	71
Professional development support from the institution for attending (e.g., tenure/promotion credit).	**14.19%**	22
Total		155

#	Other:	Date
1	More than one of these apply. Funding to attend and building institutional awareness would be key.	11/27/2013 7:25 AM
2	All of the above would be necessary	10/20/2013 10:36 AM
3	cost deferment by institution	10/15/2013 2:19 PM
4	All of the above	10/14/2013 11:56 AM
5	Not just one condition: money and time	9/29/2013 10:18 AM
6	Expenses paid to attend	9/29/2013 9:19 AM
7	Wise timing of event to not disrupt curriculum necessary for student success	9/28/2013 11:38 AM
8	I think they would all be necessary	9/28/2013 9:04 AM

9	I can't do it without some financial help. I'm retired from full-time work and work for extra money as it is. .	9/27/2013 12:49 PM
10	All of the above	9/25/2013 9:55 PM
11	I don't know.	9/25/2013 5:54 PM
12	this question should allow multiple answers	9/25/2013 7:56 AM
13	all.	9/23/2013 1:09 PM
14	All of the above, but only allowed to pick one.	9/18/2013 5:55 PM
15	Registration fees, lodging and travel costs paid by college.	9/17/2013 4:20 PM
16	Only one answer is allowed on this question though nearly all options would be necessary	9/17/2013 11:36 AM
17	Shouldn't this be set so users can select more than one answer?	9/17/2013 11:07 AM
18	Travel funding	9/16/2013 2:33 PM
19	The money to pay for the trip and tuition.	9/16/2013 11:17 AM
20	Travel funds to attend the event!	9/13/2013 5:59 AM
21	I intended to check all five of these, but the survey would accept only one checkmark here.	9/13/2013 4:33 AM

Q19 If given the opportunity, how interested would you be in attending a week-long summer institute to learn how to use digital humanities methodologies in your classroom?

Answered: 161   Skipped: 28
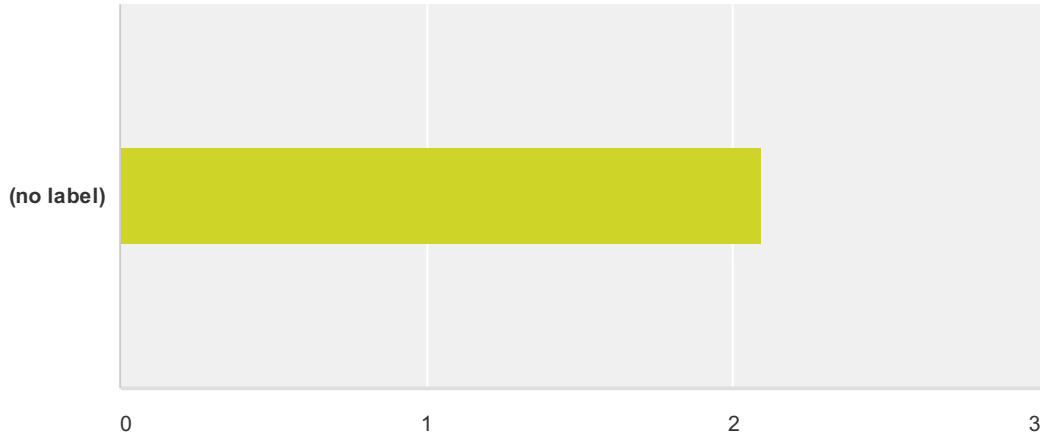
	HIGHLY INTERESTED	INTERESTED	MILDLY INTERESTED	UNINTERESTED	Total	Average Rating
(no label)	**34.78%** 56	**32.30%** 52	**22.36%** 36	**10.56%** 17	161	2.09

#	Please say more here if you wish to explain	Date
1	But I don't get summers off	11/27/2013 7:43 PM
2	Community colleges need to develop a visible network of digital humanities scholars in order to create the curricular transformations necessary to support 21st Century literacy development.	11/27/2013 7:25 AM
3	I know what I want to know and I'm satisfied with how I conduct my classes.	10/15/2013 2:19 PM
4	I have attended DHSI (UVic) every year but two primary years.	10/9/2013 2:42 PM
5	I'm interested and I'm 50 w/ 25 years in the field. We need young faculty who already do and know this to help show us how. We've been hiring too many people in our own image of our selves (a 1970s "comp. & lit" model) to perpetuate the illusion that we're doing well. We've been living w/ our heads in the sand here at AACC ENG/COM	10/8/2013 5:14 AM
6	A week is a long time. Perhaps three days would be more realistic.	10/2/2013 1:50 PM
7	I've been dissapointed in tech workshops I've attended (hybrid training) At my community college, very little is faculty driven or pedagogically driven through expertice. Lots of programs seem nothing more than check-offs on some administrators to do list. Technology unfortunately is nothing but a shiny, expensive bauble to point to as an administrative accomplishment. The mentality is to do what is good for the "bottom line"	10/1/2013 9:52 AM
8	I take the summer off to spend time with my children, and it would be hard to give up a week of that time.	10/1/2013 9:39 AM
9	I would need release time, and pay, as I would have to take off from my day job, because as an adjunct, I am no longer making ends meet.	10/1/2013 8:58 AM
10	If i anticipated teaching for more years in the future or applying full time, I certainly would.	9/30/2013 10:51 AM

11	Because I am part-time faculty, the time that I am most likely to have more than two classes is during the summer term. It would be wonderful to attend a week long period with like minded peers, learning almost anything that would help students learn more effectively by encouraging digital literacy in the classroom.	9/29/2013 12:38 PM
12	There's no way I'd have the time.	9/29/2013 10:18 AM
13	It has to relate to GIS, not just copying flat data to a digital format.	9/27/2013 5:06 PM
14	I think the week long NEH workshops are perfect for CC faculty, esp. if there is funding. I'd be interested.	9/27/2013 3:05 PM
15	My family is precious to me. I would not leave them for this kind of thing. Maybe when I was younger, but not now.	9/27/2013 12:49 PM
16	It's not how I want to spend time in my retirement.	9/25/2013 5:54 PM
17	Time offered, location, and cost of attending are KEY for me! I'd have to pay for it myself, and there's not enough money to go around as it is.	9/25/2013 2:42 PM
18	I normally teach during the summer, but with enough notice could possible get release time to attend. I have done some NEH programs in the past	9/18/2013 8:37 AM
19	It all depends on timing, travel distance, and content of each session, including the amount of practical application alotted.	9/17/2013 7:16 AM
20	Normally my summer fellowships are for improving content. It would be interesting to have a week-long seminar/workshop to improve delivery.	9/17/2013 6:57 AM
21	Highly interested, but since I do not teach at a community college, I would be reticent to attend a digital humanities methodologies conference that didn't speak directly to 4-yr institutions.	9/17/2013 3:01 AM
22	michael.benton@kctcs.edu	9/16/2013 1:34 PM
23	I would also like to be involved with bringing this love of integration of technology onto the campus.	9/16/2013 12:03 PM
24	I applied for a grant to develop a digital humanities program at my college but was bumped for a science professor. I would like access to such an institute so I could return to my campus and pursue this digital humanities project.	9/16/2013 11:07 AM
25	I could offer workshops on the use of video-interview techniques, lighting, editing, etc.	9/16/2013 10:13 AM
26	I can't say how valuable it would be to attend a summer institute to expand use of digital humanities methodologies in the classroom. I think digital tools will be essential for keeping classical humanities topics of enduring interest to 21st century students.	9/16/2013 7:35 AM
27	Coming from a physical theater and performance background, I am most interested in corporeal interactions rather than digital ones.	9/13/2013 11:05 AM
28	Since I am new to the idea of DH, I would rather attend a one- or two-day seminar as an introduction before committing to a week-long institute.	9/13/2013 4:33 AM

Q20 What do you see as institutional obstacles at your college to increasing the presence of digital humanities courses, curricula and programs of study at your institution?

Answered: 152   Skipped: 37
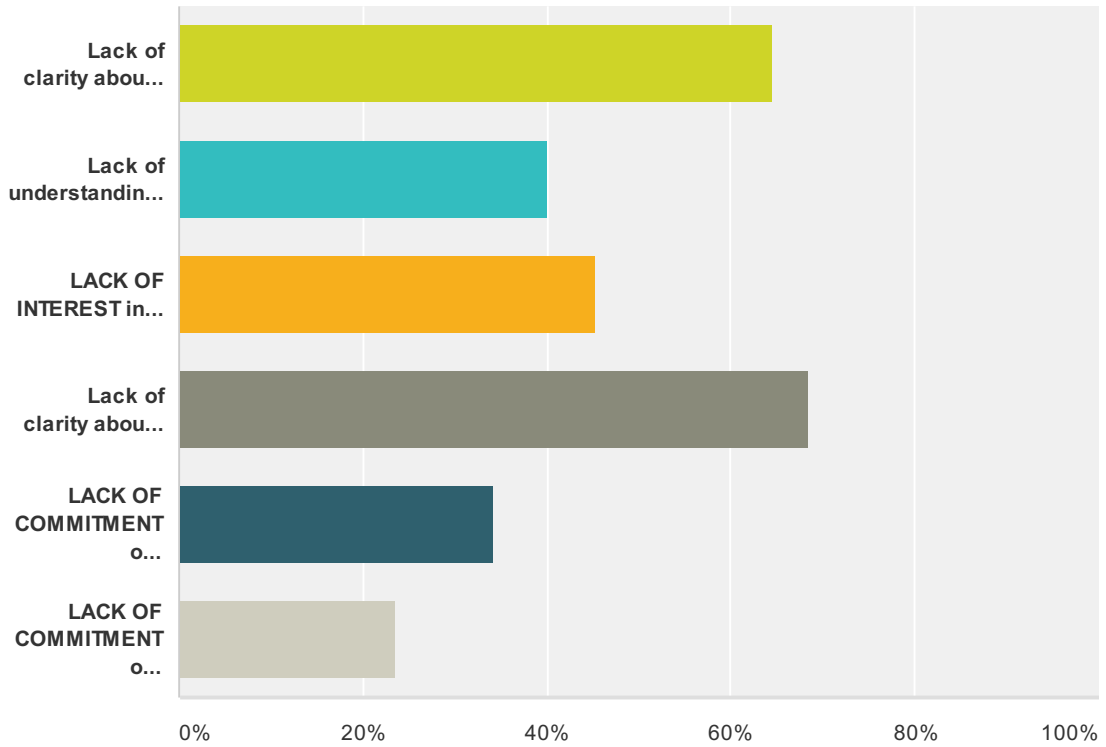
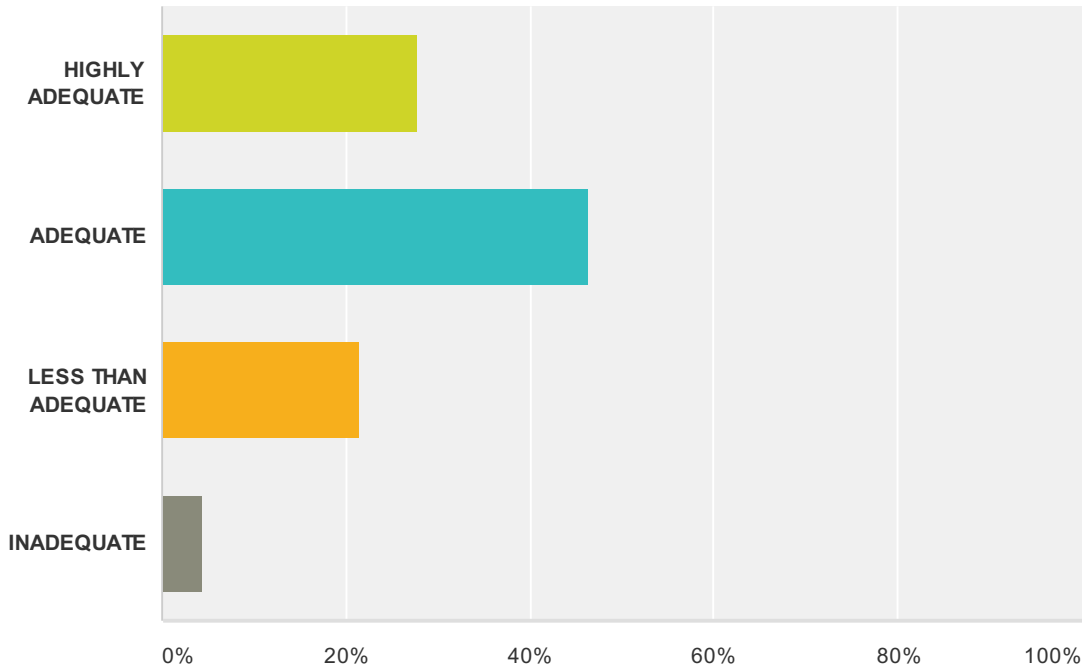| Answer Choices	Responses	
Lack of clarity about LEARNING GOALS of "digital humanities." What is it and why is it important?	**64.47%**	98
Lack of understanding about SCAFFOLDING: how do lower-division transfer ("freshman and sophomore") skills in digital humanities map onto uppper-division requirements?	**40.13%**	61
LACK OF INTEREST in what seems to many to be trendy.	**45.39%**	69
Lack of clarity about the DIFFERENCE between "digital humanities" and other kinds of technology. ("We already have computer labs and technicians....")	**68.42%**	104
LACK OF COMMITMENT on the part of administration to support part-time faculty development.	**34.21%**	52
LACK OF COMMITMENT on the part of administration to support new courses that are not directly related to job training.	**23.68%**	36
Total Respondents: 152		

#	Other (please specify)	Date

1	Lack of monetary investment or commitment, in general	2/21/2014 12:19 PM
2	you're making assumptions	10/15/2013 2:23 PM
3	Clarity around what is does differently seems key.	10/9/2013 2:44 PM
4	One problem would be ensuring that all students had reaonsable access to the required technology.	10/7/2013 10:17 AM
5	I'm sure the administration would be thrilled to replace faculty with MOOCs as long as a revenue steam was maintained.	10/1/2013 9:56 AM
6	I can see access to labs or computers on campus being an issue from time to time. It is difficult to encourage and educate students with digital awareness if there is no means to guide them to understanding how the digital world can be used in real world applications.	9/29/2013 12:51 PM
7	Not so much lack of commitment of administration as lack of funds for administration to do much.	9/29/2013 10:20 AM
8	Probably not for adjuncts. They do not really encourage a long-standing relationship, so it is not worth their money to teach us.	9/27/2013 12:52 PM
9	lack of technology	9/27/2013 12:45 PM
10	Priorities -- many subjects are more meaningful to meeting our students learning goals	9/27/2013 12:15 PM
11	I don't know.	9/25/2013 5:54 PM
12	lack of technological support, FPD	9/25/2013 7:57 AM
13	my institution is interested in digital humanities, but I am not	9/17/2013 9:26 AM
14	Lack of monetary support. My institution has a habit of buying the cheapest version of each program, which makes quality application of new technology difficult.	9/17/2013 7:18 AM
15	Time and money to provide the training needed for faculty to keep up with all the digital tools available and a way of sharing best practices for using the tools effectively. It takes a lot of time to stay current and implement all the tools into our courses.	9/16/2013 7:36 AM
16	Adequate hardware and software.	9/13/2013 4:34 AM

Q21 Rate the adequacy of your institution's FACILITIES for supporting using digital media in the learning environment (e.g., computer labs, smart classrooms, WiFi access for students, etc.)

Answered: 162   Skipped: 27

| Answer Choices	Responses	
HIGHLY ADEQUATE	27.78%	45
ADEQUATE	46.30%	75
LESS THAN ADEQUATE	21.60%	35
INADEQUATE	4.32%	7
Total		162

#	Please say more here if you wish to explain	Date
1	Our college is commited to digital technology, but it is very difficult to "keep up" with technology, and how many students actually need the resources on campus.	2/21/2014 12:19 PM
2	We have plenty of computer labs for math/science courses, but humanities courses do not have a designated computer lab or have minimal access to lab time.	10/16/2013 2:01 PM
3	Real lack of consultation about what works in the classroom. IT does not talk to faculty, or vice versa. Products are purchased and never used b/c there is no environmental scan for usefulness.	10/9/2013 2:44 PM
4	Getting better!	10/8/2013 8:14 PM

5	We have the technology. But not the expertise -- least of all at the Administrative levels. Administrators seem to want to quantify everything (LOA) w/ a business model of efficiency of course delivery in mind, rather than genuine trust in faculty to use digital media to meet their learning objectives in ways that might be highly creative and rewarding for and motivating to students (and therefore leading to higher rates of student retention and success) -- though perhaps not "quantifiable" in the current Admin. matrix. Admin lacks a variety of "narratives" for imagining pedagogical uses of digital media -- as do our older and young-but-old-school faculty.	10/8/2013 5:20 AM
6	This is difficult to answer. We have computer labs, WiFi access, equipment in classrooms to access computer screens, and work stations for instructors in all of the classes I have seen so far. What it boils down to, is whether or not I think it is enough and I do not. When scheduling classes for writing, where new students will have to turn in their work formatted in MLA style, but do not have the advantage of an instructor walking them through how to do that, as they are also learning how to structure their essays, is huge. I have taught the same courses in and out of a computer classroom, and the benefits to the student's overall learning experience in college can be dramatically enhanced by learning how to be comfortable with the basic programs they will need to use.	9/29/2013 12:51 PM
7	Lots of labs' hours have been reduced since the recession.	9/29/2013 10:20 AM
8	Not enough computer classrooms to teach basic info literacy.	9/27/2013 3:06 PM
9	We really need more smart classrooms and computer classrooms to do this effectively.	9/25/2013 9:43 AM
10	There is a significant lack of computer labs.	9/22/2013 2:41 PM
11	too few computer labs/smart classrooms	9/17/2013 4:21 PM
12	Not enough moentary investment in providing enough computer labs, strong enough wifi, or enough server space/power to run even what we currently have.	9/17/2013 7:18 AM
13	We just got a wonderful WiFi upgrade. While we actually lost a computer lab recently, I still think we do pretty well at providing students with the equipment they need.	9/16/2013 8:44 PM
14	No Smart Board in my classroom, I teach Art History and still have to use an old Kodak projector for comparison images.	9/13/2013 6:02 AM

## Q22 Rate your familiarity with the National Endowment for the Humanities professional development opportunities:

Answered: 159   Skipped: 30
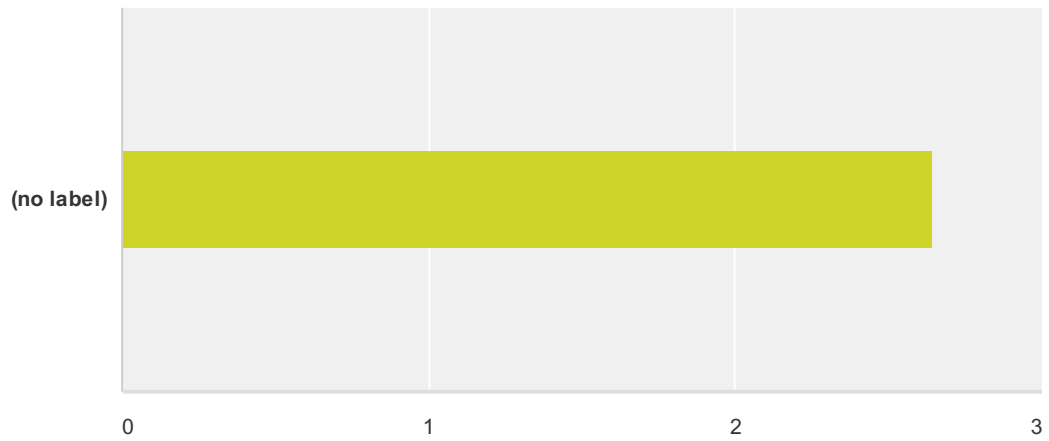
	VERY FAMILIAR: I have attended at least one.	QUITE FAMILIAR: I see notice of them every year.	FAMILIAR: In the past, I have seen occasional announcements about them on the bulletin boards or via email announcements or websites.	UNFAMILIAR: I don't know about them at all.	Total	Average Rating
(no label)	**15.72%** 25	**27.67%** 44	**33.96%** 54	**22.64%** 36	159	2.64

National Survey of Digital Humanities in Community Colleges

Q23 For Question 22, if you answered that you have attended an NEH-funded professional development opportunity, please indicate which particular program. Check all that apply:

Answered: 120   Skipped: 69
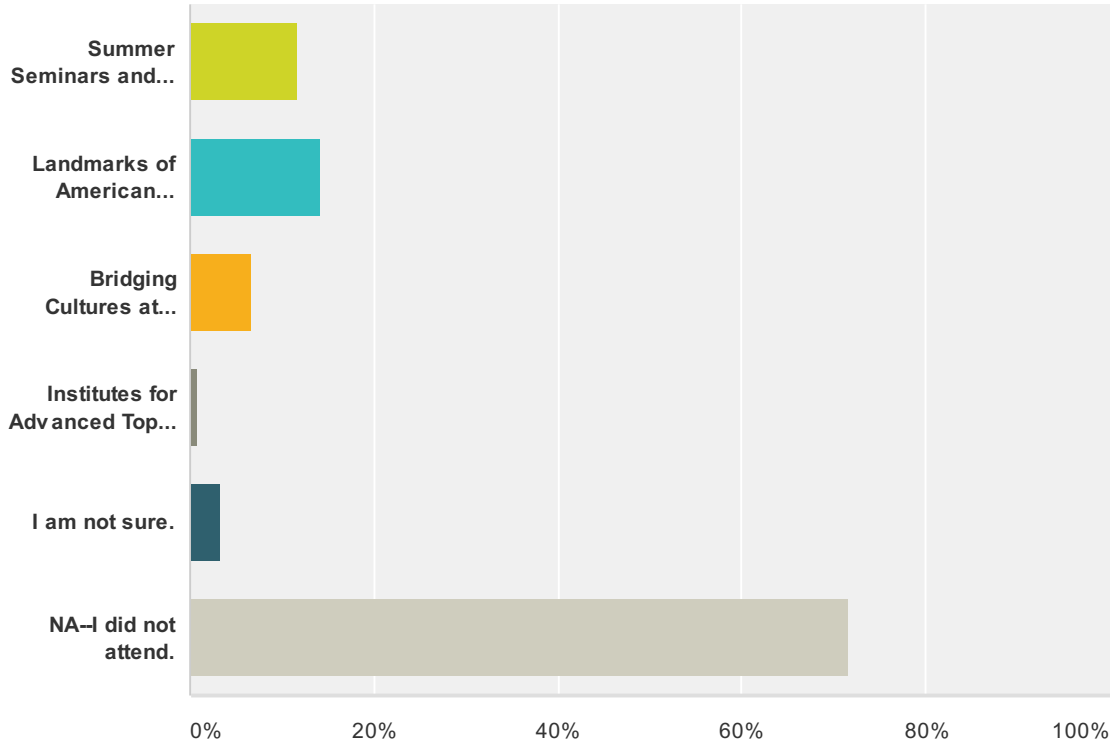
Answer Choices	Responses	
Summer Seminars and Institutes (NEH Division of Education Programs)	11.67%	14
Landmarks of American History for Community College Faculty (no longer active- NEH Division of Education Programs)	14.17%	17
Bridging Cultures at Community Colleges (NEH Division of Education Programs)	6.67%	8
Institutes for Advanced Topics in the Digital Humanities (NEH Office of Digital Humanities)	0.83%	1
I am not sure.	3.33%	4
NA--I did not attend.	71.67%	86
Total Respondents: 120		

Q24 Rate your familiarity with the Community College Humanities Association (CCHA).

Answered: 162   Skipped: 27
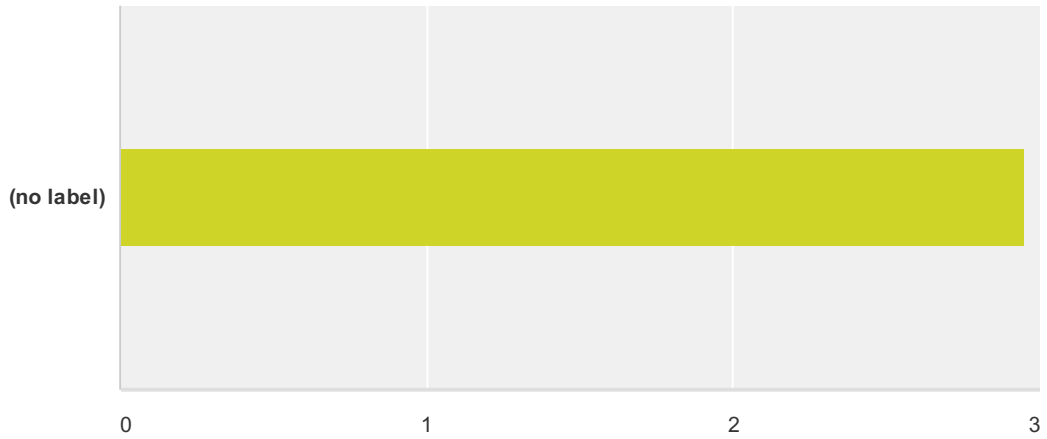
	I attend or present at the regional and/or national CCHAs regularly. VERY FAMILIAR:	I have attended or presented at the CCHA in the past. FAMILIAR	I have heard about the CCHA but have never attended.---- NOT VERY FAMILIAR	I know nothing about the CCHA. UNFAMILIAR	Total	Average Rating
(no label)	17.28% 28	12.35% 20	28.40% 46	41.98% 68	162	2.95

Q25 Rate your familiarity with the League for Innovation in the Community College:

Answered: 161   Skipped: 28
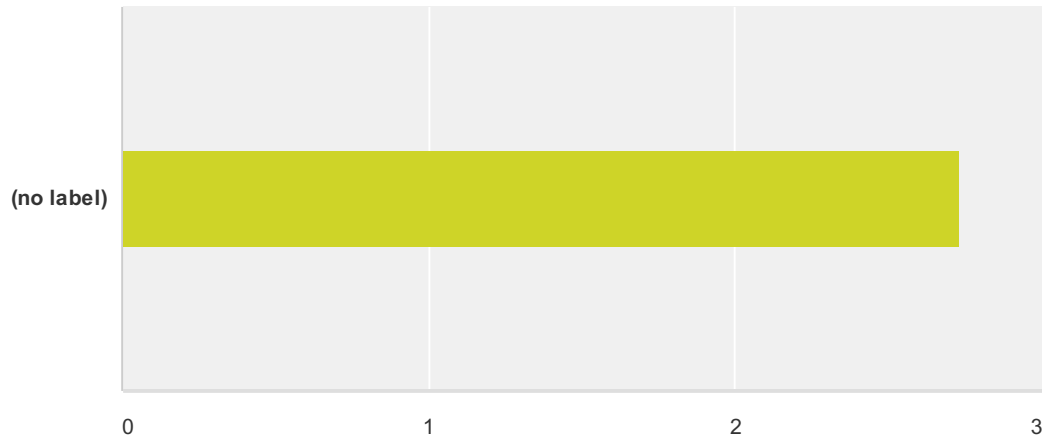
	Our college is a League school and we are active in the League. VERY FAMILIAR	I have heard about the League and sometimes hear news about it. FAMILIAR	I've heard the name but don't know what it's about. -------NOT VERY FAMILIAR	I have never heard about the League for Innovation in the Community College. UNFAMILIAR	Total	Average Rating
(no label)	**24.22%** 39	**18.01%** 29	**18.63%** 30	**39.13%** 63	161	2.73

Q26 What would be the most useful mechanism by which the NEH, the CCHA, the League for Innovation in the Community College or other humanities organizations might support your development in the area of digital humanities pedagogy or research?

Answered: 90   Skipped: 99

#	Responses	Date
1	grants, conferences, workshops - specifically for community college faculty	3/3/2014 1:53 PM
2	All-faculty education events (so people know about these institutions) and many grant opportunities	2/21/2014 12:22 PM
3	An NEH institute within accompanying grant for a regional cluster would be helpful provided that the scholars who lead and facilitate such an experience understand the complexity of community college students.	11/27/2013 7:31 AM
4	A week long NEH workshop would be awesome!	10/26/2013 4:37 PM
5	Facilitate workshops that put me and my colleagues in touch with digital humanities' experts and involve us in the ongoing conversation. Such facilitation would need to be supported by time off and/or monetary support (the latter depending on where such workshops were held).	10/21/2013 5:58 PM
6	Workshops created by and supported by said organizations.	10/20/2013 10:38 AM
7	More information about what it is and how it is intended to operate, specifically for my classes, which include both fine and graphic art	10/16/2013 7:08 AM
8	Make multiple workshops available each year	10/16/2013 4:32 AM
9	Nothing -- I'd be resistant to just about anything they'd attempt.	10/15/2013 2:33 PM
10	Hosting a local event.	10/14/2013 5:27 PM
11	HAVE CHAPTERS IN EACH AREA AND EMAIL LISTS OR A PUBLICATION.	10/14/2013 1:48 PM
12	workshops at my campus	10/14/2013 12:38 PM
13	Convince the administration that all of the faculty should be supported in leraning more about these organizations.	10/14/2013 11:52 AM
14	Bring a workshop to our campus.	10/10/2013 2:26 PM
15	I'm in Canada, so not sure this applies to me. That said, a similar, visible, group in Canada could serve a similar function.	10/9/2013 2:45 PM
16	I've already answered this question earlier in the survey.	10/9/2013 11:43 AM
17	On site workshops or scholarships to attend meetings. Department led webinars	10/8/2013 8:15 PM
18	If the league for Innovation is really of any value beyond a bragging right for college Administrators, it needs to be presented to humanities depts. and faculty as a serious means of prof. development for classroom teaching pedagogy in ENG/COM. NEH has established such a reputation.	10/8/2013 5:26 AM
19	Our institution could use more computer classrooms for humanities classes. We have some, but we need more to adequately serve our student population if we were to introduce more digital learning standards.	10/7/2013 10:19 AM
20	Online seminars and training that is self-paced for faculty to explore on their own time	10/6/2013 4:43 PM
21	With stipends..	10/6/2013 2:55 PM
22	Either stipends for attendance, or webinars. Travel funds and travel time are the big obstacles.	10/2/2013 1:52 PM

23	Get my college involved, once they support it and offer it, and begin to see the value of Humanities in general, it will help.	10/1/2013 9:04 AM
24	Offer 2-3 day conferences within driving distance and specific workshops / lessons easily transferable to my courses. Costs covered by my institution or free to verteran faculty.	9/30/2013 10:56 AM
25	A CCHA National Conference seminar/presentation on the subject	9/30/2013 7:13 AM
26	summer workshop	9/30/2013 7:13 AM
27	Offer sessions at the CCHA conferences.	9/29/2013 7:14 PM
28	My Master's is in Learning and Teaching with Technologies, Development of the use of said technologies has to be important to those people making the decisions for our campus. Research is something I will continue to do in order to maintain and understanding of current technologies and how they are used in colleges and universities, and if the information can be transferred effectively to the classroom, I will do so. My first priority is to teach my students what they need to know in order to comply with the objectives as they are written, how I do that, depends upon my ability to access the technology for my students at the time the course begins.	9/29/2013 12:57 PM
29	I don't know if this is in their purview, but I'd need funds to spend time on any pedagogical development.	9/29/2013 10:24 AM
30	I think we'd first need some institutional leadership from one of our own humanities scholars and that seems to be lacking at my institution.	9/29/2013 9:22 AM
31	Funded workshops during the summers	9/28/2013 8:35 PM
32	crowd source with us; small prof. dev. awards	9/28/2013 2:53 PM
33	Clarification of goals.	9/28/2013 2:25 PM
34	Short Webinars accessible from anywhere that give institutionally-recognized credit for faculty development. They should assume we know nothing, have knowledge of their target audience so its applicable to curriculum and be no more than 50 minutes in length.	9/28/2013 11:41 AM
35	League Conference, webinars	9/28/2013 8:18 AM
36	More time and support are very important.	9/27/2013 7:57 PM
37	Practical applications for faculty	9/27/2013 7:32 PM
38	Funding for my research Opportunities to present	9/27/2013 4:23 PM
39	Funding. That is the bottom line. Faculty who WANT to be involved in CCHA are unable to attend conferences because of lack of funding. CCHA conferences are much more expensive than national conventions like the MLA or 4Cs, also. The registration fee is too high, the hotels are too pricey, the locations are often out of the way and require missing MORE work days just to travel to them (Louisville is a 15 hour one way door to door trip, in addition to the cost).	9/27/2013 3:08 PM
40	Emails to faculty, visits to colleges, contests for faculty	9/27/2013 12:53 PM
41	Stipends	9/27/2013 12:46 PM
42	Even this survey helps raise awareness - thanks!	9/26/2013 11:50 AM
43	a film showing students at work and interviewing them about what they learn, appreciate, achieve, as well as their teachers' POV	9/25/2013 9:02 PM
44	I don't know.	9/25/2013 5:55 PM
45	Support for a mini-sabbatical (one term instead of year) to develop greater proficiency in dh.	9/25/2013 4:09 PM
46	Can't say I know. I don't see this as an urgent need, so convenience of participation and ease of use would be my highest criteria for participation.	9/25/2013 2:46 PM
47	Workshops similar to the NEH Landmarks series.	9/25/2013 12:52 PM
48	Funding for part-time/adjuncts so they can attend workshops and seminars.	9/25/2013 9:45 AM
49	sponsoring a workshop during the day- on Institute Day	9/25/2013 8:14 AM

50	we lack so many reources for required courses on campus, I can't imagine a lot of support for something that is probably seen as boutique-y. we don't have a good assessment plan/project that inty egrates all faculty, we lack sufficient FPD for faculty to stay current in the field, we have too many PT faculty members.	9/25/2013 8:00 AM
51	As an adjuct/part-time faculty, I feel there is nothing that can be done to support MY development.	9/24/2013 10:55 AM
52	Don't know.	9/23/2013 1:11 PM
53	Grants for developing my DH projects for/with students.	9/22/2013 9:12 AM
54	Local conferences	9/18/2013 5:58 PM
55	Have digital web conferences regularly	9/18/2013 10:48 AM
56	offer some regional workshops for faculty to attend	9/18/2013 8:39 AM
57	unknown	9/17/2013 4:23 PM
58	Not sure. I don't know what they can do.	9/17/2013 2:14 PM
59	Frankly, via email (not very current, I know)...or perhaps I should find their twitter feed, but I don't want to be bombarded with info that isn't immediately relevant to me.	9/17/2013 12:26 PM
60	Partner our Humanities faculty with our information technology faculty to develop pairs of faculty who can lead and support the design of courses in which students gain the knowledge and skills necessary to complete a digital humanities based assignment.	9/17/2013 12:08 PM
61	reaching out to administration and fostering a culture where it is valued.	9/17/2013 11:37 AM
62	Attend the summer course.	9/17/2013 11:15 AM
63	I need a geeky grad assistant to help me build the ideas I have. I have 0 support for skilled assistance, not enough skills, and tons of ideas.	9/17/2013 11:10 AM
64	Regional workshops would be great - I attended one in Vancouver WA, co-sponsored by NEH and Washington State University a number of years ago that introduced me to this field and gave me a start. More of these, please!	9/17/2013 9:48 AM
65	not interested in digital humanities personally, but understand the need for this using other faculty	9/17/2013 9:28 AM
66	Advocacy. Our state politicians need convinced that monetarily supporting innovation at the community college level is valuable. Education. Many of the decision makers in my state are not educators. They need to understand what educational data means and how to translate it to their business mindset responsibly and accurately.	9/17/2013 7:21 AM
67	We have an office here that sends out emails with opportunites for different grants and fellowships - that's how I learned about the NEH. Either the other two groups have never been mentioned in those emails, or somehow I missed them.	9/17/2013 6:59 AM
68	I do not know.	9/17/2013 3:03 AM
69	Webinars	9/16/2013 10:12 PM
70	- Producing open source software or open lesson plans which are easily adaptable - A hackathon or some event to generate publicity and the above	9/16/2013 8:47 PM
71	Not sure.	9/16/2013 8:00 PM
72	Online professional development. We have very little travel money and we are 250 miles from the nearest American city.	9/16/2013 2:35 PM
73	Seminars and in-depth learning opportunities	9/16/2013 1:36 PM
74	sponsor me to attend a training; include me in the information loop at the CC	9/16/2013 12:06 PM
75	Lists like Techrhet, WPA, H-Rhetor, etc.	9/16/2013 11:18 AM
76	Offer regional workshops which have been vetted by our system. KCTCS	9/16/2013 10:15 AM
77	I really have no idea--I've presented at an MLA panel sponsored by CCHA--had not heard of the organization before--I wish i got regular emails about what's up with CCHA/NEH, etc.--	9/16/2013 10:05 AM

78	Webinars would be most effective, because they would not require time or expense for travel. However, workshops would be great because they would provide dedicated time and space to just focus on expanding development in use of digital humanities pedagogy.	9/16/2013 7:38 AM
79	Summer institutes, with stipends, similar to NEH Landmarks workshops.	9/15/2013 1:12 PM
80	I am not a tech person and consider myself a bit of a luddite. I worry that students are too plugged in already and are avoiding face-to-face interactions by relying on their machines. I would really have to feel that the digital humanities material would help in the humanization process rather than taking away from it for this type of development to energize me.	9/13/2013 11:12 AM
81	Offering a summer training institute for interested faculty.	9/13/2013 7:06 AM
82	Faculty training and application of tools to the classroom.	9/13/2013 6:04 AM
83	Stipends, clear illustration of the benefits	9/13/2013 5:59 AM
84	Possibly on line web tools that can be integrated into existing courses or in large course topic domains	9/13/2013 5:52 AM
85	Seminars/conferences in my region (we get very little money for professional travel, so conferences a great distance away are impossible for us to attend).	9/13/2013 4:37 AM
86	Journal, website, workshops/conferences	9/12/2013 4:49 PM
87	Money--Community Colleges are poor. We need some help if our faculty are to take advantage of training.	9/12/2013 3:34 PM
88	The week-long seminar hosted above. It would be a short but intensive immersion in the concept, and that would be effective.	9/12/2013 2:34 PM
89	Workshops nearby. Webinars are hard to attend.	9/12/2013 2:10 PM
90	lesson modules, especially reading-writing assignments, research assignments that lead to a longer paper	9/12/2013 2:05 PM

Q27 THANK YOU! YOUR PARTICIPATION IS GREATLY APPRECIATED! Your answers will remain anonymous. HOW WILL WE USE THE SURVEY DATA? Your answers to these questions will be compiled and analyzed and posted on the project blog, "DH at the CC" here: https://blogs.lanecc.edu/dhatthecc/ . This project is supported by an NEH Digital Humanities Start-Up Grant (Grant number HD-51671 http://1.usa.gov/17QqRTe.) Any views, findings, conclusions, or recommendations expressed in this survey do not necessarily represent those of the National Endowment for the Humanities. JOIN US IN LOUISVILLE THIS OCTOBER TO LEARN MORE Your answers will also serve as prompts for a strategic conversation at the Community College Humanities Association national conference. This extended pre-conference session (11 a.m. -5 p.m.) gathers digital humanities experts to explore how best to increase the profile and practice of digital humanities in community colleges. Register today and join us in Louisville October 24-26! (See http://www.ccha-assoc.org/) The survey results, CCHA session discussions and other conversations will provide the basis for a white paper with recommendations for further areas of research and action to expand the reach of digital humanities in community colleges. If you don't plan to attend, please ask your questions and share your concerns below for consideration at the session.

Answered: 7   Skipped: 182

#	Responses	Date

National Survey of Digital Humanities in Community Colleges

1	With the continued spread of digital technologies into all aspects of our lives, why is it that my students (and colleagues) are becoming increasingly less technologically literate with each passing year?	10/15/2013 2:33 PM
2	Are you seriously sending us a survey to be completed on OCT. 8 and asking us to try to join you in Louisville for a conference in 16 days? Do you know how professional development funding request bureaucracies work for full-time faculty at most colleges?	10/8/2013 5:26 AM
3	How will the demise of Humanities in general be addressed? Many colleges are cutting humanities budgets, classes, and not requiring them for "job training", thought we service a great number of transfer students, and students who would benefit from exposure to new information and college level thinking.	10/1/2013 9:04 AM
4	A main reason that I do so little career development activity (reading blogs, attending conferences, etc.) is that I'm an adjunct. As such, our society (not my direct colleagues) treats me like my work is extra (not worth fair pay, promotion options, interesting course options, etc.), and at a certain point, I realized I, therefore, need to treat it as "extra" too, something that I need to do competently for the sake of my students, but that I'm basically holding onto as a stop-gap job while I devote my energy to retraining for an entirely different career that will actually pay me living wage.	9/29/2013 10:24 AM
5	Keep in mind that given the pay scales some 'adjuncts' teach in one year 2.5x the FT faculty load and are paid per course 1/4 or 1/5 of FT salary. Doesn't leave much time or money for those of us who ARE interested to demonstrate or leverage that interest!!! As colleges increase their use of "contingent staff" to save money, more attention must be paid to those resources. However, college administrators have no motivation to do so.	9/28/2013 2:53 PM
6	Other than someone in my Division got a grant for researching this on my campus--why should I care? What is this stuff? How will it help me in my classroom? What are some best practices that I can use/access right now with minimal training on my part?	9/25/2013 2:46 PM
7	I'm very intrigued by your mention of the digital divide, which I didn't expect. How big of a hindrance to DH is it, do you think? Are there ways in which DH actually might be a good tool to help mitigate the divide? E.g. by promoting more interest in technology infrastructure and training.	9/16/2013 8:47 PM