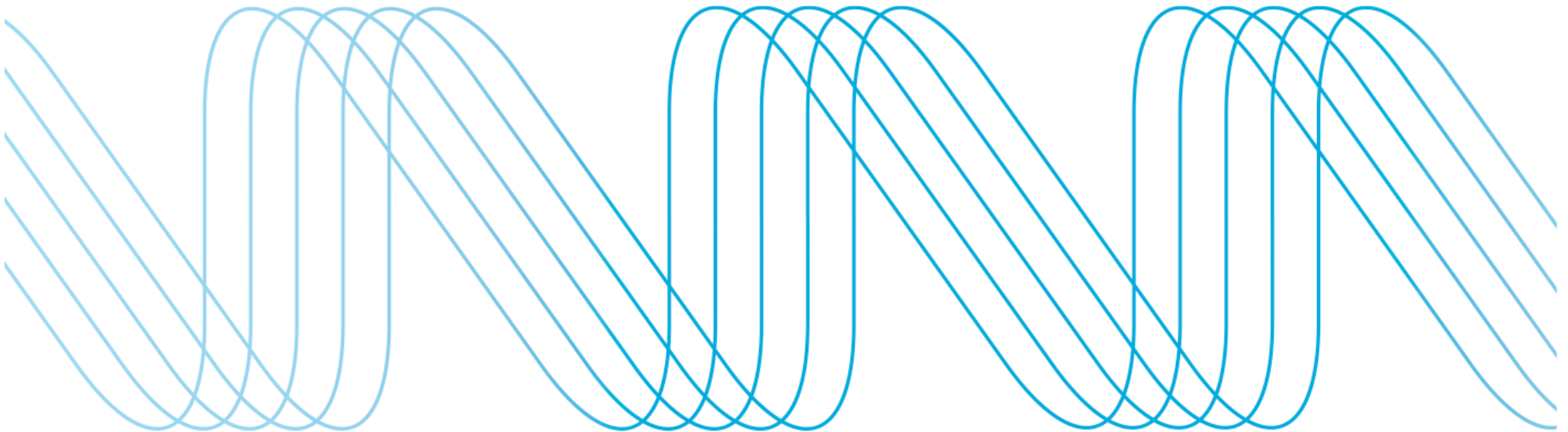


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# Maximising Institutional Webmaster Impact



George Munroe



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## Overview

This workshop session will explore how institutional web managers can be most effective at their work by considering a number of areas that influence a webmaster's effectiveness.

The goal of the session is to compile a maximising institutional webmaster impact (MIWI) checklist that will draw from the experiences and views of those attending.

Part of this goal is to ensure that the checklist is informed by the views of practitioners from many institutions and could therefore serve as a commonly accepted cross-institutional guide to webmaster best practice.

George Munroe will lead the session and, as part of the input to the checklist, report on the perspectives of those who attended the SCAMORE (Strategic Content Alliance Maximising Online Resource Effectiveness) series of workshops in 2010 delivered by JISC Netskills, in which he was the lead presenter.

During the session George will also seek feedback from the audience on the latest proposed SCAMORE follow up curriculum which will be delivered by Netskills and other partners across the UK during 2011/12.

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## Workshop leader

**George Munroe**

The Queen's University of Belfast Physics Department

Queen's Computer Centre

Queen's webmasters

TERENA task forces

UNITE Solutions Limited

Platypus Consultancy

Range of local Northern Ireland web related companies

Netskills and JISC SCA

Solyphony

**There's more to life than work, but there can be more to work than you think!**

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## Goal for today

### Compile:

a generic (but undiluted, totally relevant) checklist for increasing the effectiveness of the institutional webmaster (web manager)

### Consider:

all reasonable factors including rate of change of the webscape, today's user profiles, economic imperatives, markers for best practice

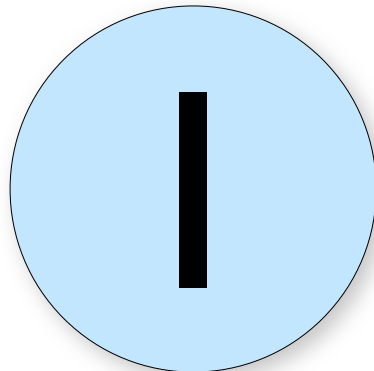
### Audience:

webmasters everywhere and those they serve within an organisation and that organisation's line management

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## Approach to achieving goal

1. Discuss and clarify webmaster roles and responsibilities and *(expected, appropriate or possible)* obligations
2. Discuss and identify suitable headings under which to address routes to increased effectiveness
3. Divide into groups according to expertise relating to agreed headings and discuss and compile online, proposed recommendations
4. Explore some ideas that might help deliberations
5. Reconvene and review all sections and agree on final draft **document** *“Maximising Institutional Webmaster Impact Recommendations”*



Discuss and clarify webmaster roles and responsibilities and (expected, appropriate or possible) obligations

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## Webmaster according to wikipedia

- Also called: web architect, web developer, site author, website administrator, or webmistress
- Responsible for: maintaining one or many websites; ensuring that servers, hardware and software operating accurately; designing the website; generating and revising web pages; replying to user comments; examining traffic
- Must also be well-versed in web transaction software, payment-processing, and security
- HTML expertise; typically know scripting languages such as Javascript, PHP and Perl; how to configure web servers such as Apache or IIS and be server administrator
- Alternative definition covers not just technical aspects but also management of content, advertising, marketing, and order fulfilment
- Core responsibilities include regulation and management of access rights, appearance and setting up website navigation; content placement can be part of a webmaster's responsibilities, while content creation may not be
- Deal with high volumes of email, often related to important web questions



# What does a webmaster talk about

## Institutional Web Management Workshops



### Previous Workshops

For further information on previous Institutional Web Management Workshops you can view the workshop Web sites which are listed below.

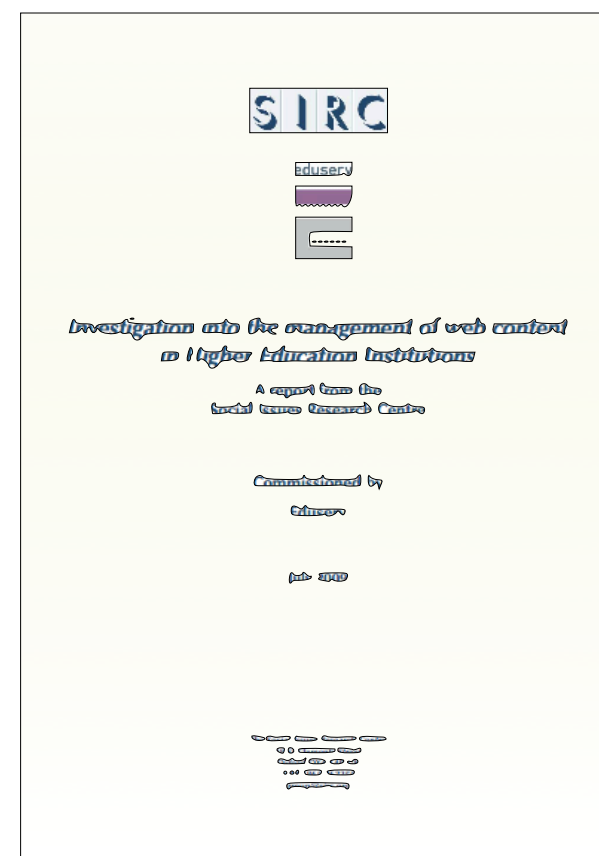
Note that a [location map](#) of the events is available.

14. [Institutional Web Management Workshop 2010: The Web in Turbulent Times](#)  
Held at the University of Sheffield on 12-14<sup>th</sup> July 2010.
13. [Institutional Web Management Workshop 2009](#)  
Held at the University of Essex on 28-30<sup>th</sup> July 2009.
12. [Institutional Web Management Workshop 2008: The Great Debate](#)  
Held at the University of Aberdeen on 22-24<sup>th</sup> July 2008.
11. [Institutional Web Management Workshop 2007: Next Steps for the Web Management Community](#)  
Held at the University of York on 16-18<sup>th</sup> July 2007.
10. [Institutional Web Management Workshop 2006: Quality Matters](#)  
Held at the University of Bath on 14-16<sup>th</sup> June 2006.
9. [Institutional Web Management Workshop 2005: Whose Web Is It Anyway?](#)  
Held at the University of Manchester on 6-8<sup>th</sup> July 2005.
8. [Institutional Web Management Workshop 2004: Transforming The Organisation](#)  
Held at the University of Birmingham on 27-29<sup>th</sup> July 2004.
7. [Institutional Web Management Workshop 2003: Supporting Our Users](#)  
Held at the University of Kent on 11-13<sup>th</sup> June 2003.
6. [Institutional Web Management Workshop 2002: The Pervasive Web](#)  
Held at the University of Strathclyde on 18-20<sup>th</sup> June 2002.
5. [Institutional Web Management Workshop 2001: Organising Chaos](#)  
Held at the Queen's University Belfast on 25-27<sup>th</sup> June 2001.
4. [Institutional Web Management Workshop 2000: The Joined-Up Web](#)  
Held at the University of Bath on 6-8<sup>th</sup> September 2000.
3. [Institutional Web Management Workshop 1999: The Next Steps](#)  
Held at Goldsmiths College, London on 7-9<sup>th</sup> September 1999.
2. [Institutional Web Management Workshop 1998](#)  
Held at Netskills, University of Newcastle on 7-9<sup>th</sup> September 1998.
1. [Institutional Web Management Workshop 1997: Running An Institutional Web Service](#)  
Held at King's College, London on 7-9<sup>th</sup> July 1997.



## 2009 survey by Eduserv

Of the ‘new, post 1992’ universities in the UK, 70 per cent of institutions previously designated ‘polytechnics’ and 66 per cent of those not formerly designated ‘polytechnic’ responded—a cumulative response rate 66 per cent. The response rate of ‘old’ and Russell group HEIs totalled 48 per cent and 76 per cent respectively. In terms of regional representation, responses were gained from 66 per cent of Welsh institutions and 58 per cent of Scottish Institutions.



You are here: [Home](#) > [Research](#) > [Studies](#) > [Investigation into the management of website content in HEI's](#)

## Investigation into the management of website content in HEI's

The final report from the Eduserv-funded 'Investigation into the management of web content in Higher Education Institutions' by the Social Issues Research Centre is now [available for download \(PDF, 657 Kb\)](#).

Some of the key findings from the report include:

- ✦ Increasing demands upon web teams are not always matched by the necessary resources - there was a strong feeling (99% of respondents) that senior management considered the institutional web presence to be more important than they did five years ago. However it was also thought by many that funding of the web team did not match expectations of the website.
- ✦ Only 44% of institutions have a web strategy – half of those with a strategy had implemented it this year.
- ✦ 43% have systems for publishing content to style, content and branding guidelines.
- ✦ The most important audience for HEI websites is potential students (UK and Overseas).
- ✦ 85% of institutions use a Content Management System (CMS).
- ✦ The future of web management in HE is likely to be characterised by the rise of greater, richer media content and a shift towards user-led, personalised websites.
- ✦ Most institutions have in-house provision for video material (73%), audio (69%) and online social networking (41%).
- ✦ 63% of university web teams do not have enough resource and strategy to keep up with technological changes and only 20% were confident that these would become available.
- ✦ Dealing with time pressures is the most significant challenge faced by web management teams, closely followed by maintaining standards of authorship across the institution.
- ✦ Most HEI web teams are small (between one and four people) and require a mix of technical and managerial skills. They tend to sit between IT and marketing, or are partly or fully in one of these departments, which can lead to confusion about what web teams actually do.
- ✦ An effective institutional web manager needs an all-rounder skillset to navigate the worlds of digital media, 'old school' university culture, business and marketing.

Research

Studies

e-Book Survey 2010

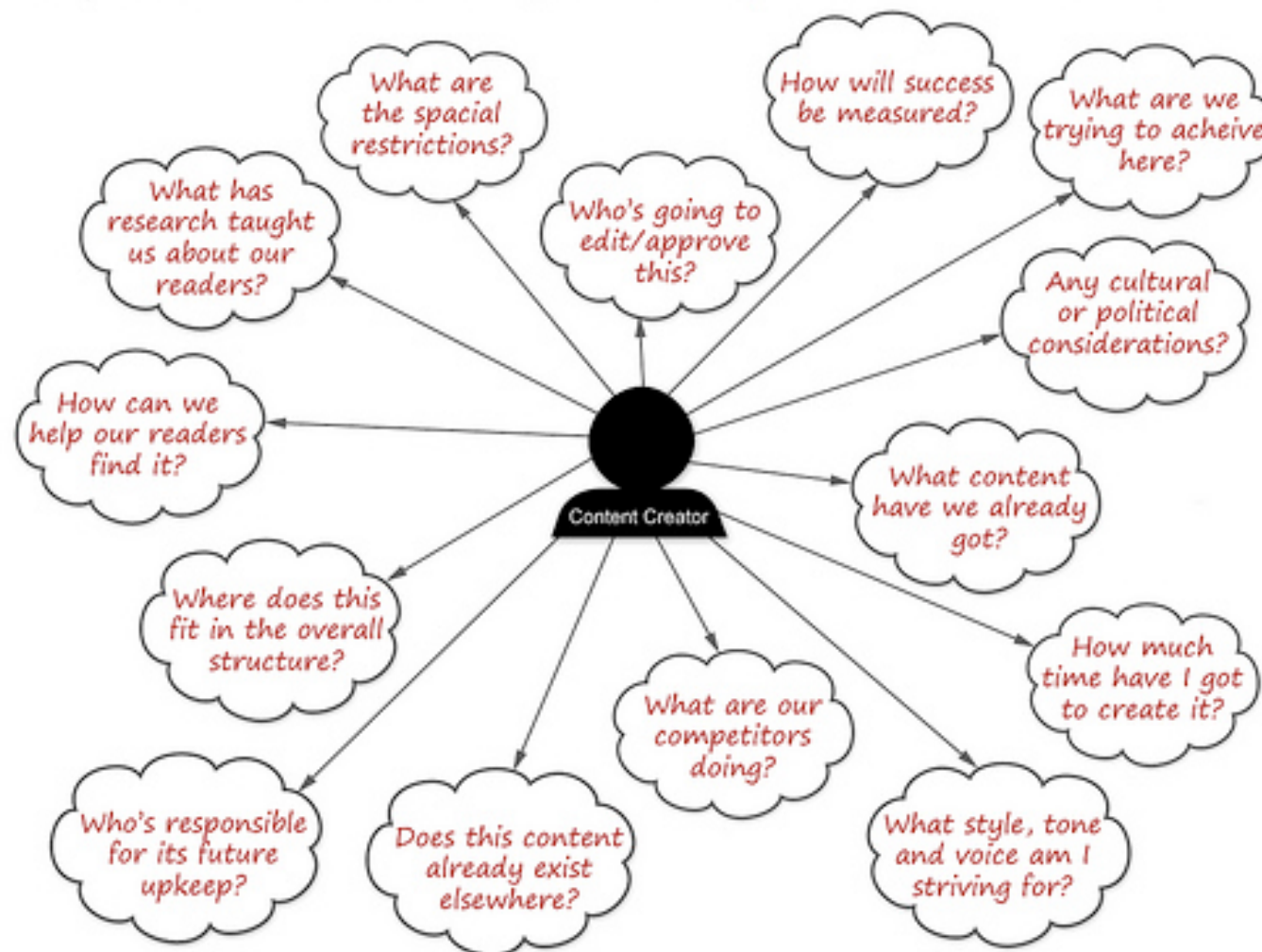
Multiple affiliations in FAM

Expressing licence terms using ONIX-PL

Microsoft SharePoint use in HEI's

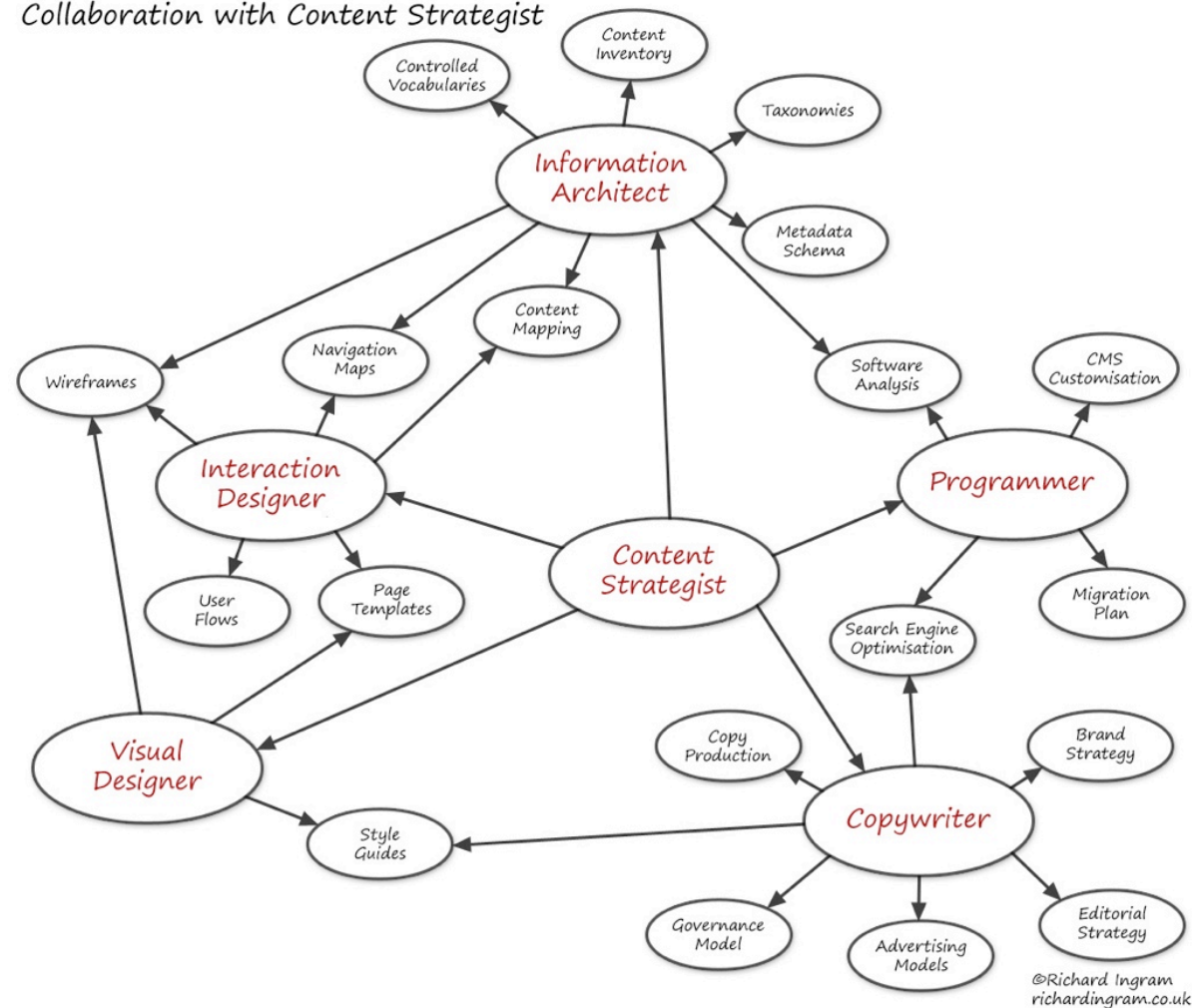
Investigation into the management of website content in HEI's

## Things that need done



# Who does what

## Collaboration with Content Strategist



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## Webmaster essentials

- **Sysadmin**—*server and related knowledge (bandwidth requirements, virtualisation, DNS etc.)*
- **Developer**—*awareness of what's possible or not, technically, and the power of appropriate scripting and software tools*
- **Accountable**—*ultimate responsibility for and control of content publication*
- **User orientated**—*appreciation of user objectives*
- **Negotiator**—*ability to mediate on range of likely conflicts*
- **Communicator and visionary**—*ability to usefully inform all*
- **Manager**—*understanding of institution's business and the relationship to webmaster's work*

2

Discuss and identify suitable headings under which to address routes to increased effectiveness



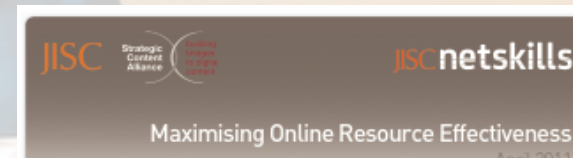
## Comments from workshop participants

- YES, but...
- No money
- No time
- No development resource
- No authority



# Maximising Online Resource Effectiveness

- Website
- Guide
- Field reports
- Checklist



## A guide to real value from the internet

Producing, promoting and developing content most effectively

**Summary** This document has been produced following a very successful series of workshops from 2010, commissioned by the Strategic Content Alliance (SCA) under the title Maximising O-Resource Effectiveness (MORE). The purpose was to promote most effective use of the internet by SCA member organisations, with emphasis on producing, maintaining, promoting and developing content available as an online resource. The workshops were delivered to around 200 participants from all over the UK, from a variety of further (FE) and higher education (HE) and public sector organisations. Here we summarise the principles addressed in the workshops and present a condensed version of the two day agenda, designed, as is the workshops, to stimulate thought and action. It is hoped that readers will recognise the importance of the points highlighted here and adopt this as a guide to good practice.

**Audience** Primarily the SCA member organisations, including all UK FE and HE institutions.

**Release date:** April 2011

## Contents

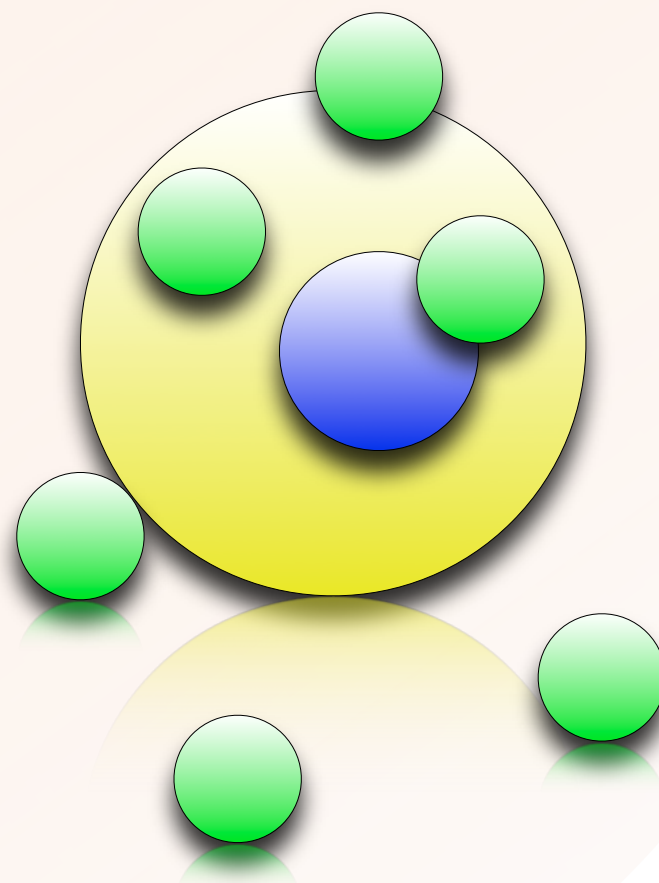
1. Backdrop
2. Fundamentals
3. Priorities
4. The social web
5. Content
6. Promotion
7. Development
8. A checklist for value from the internet

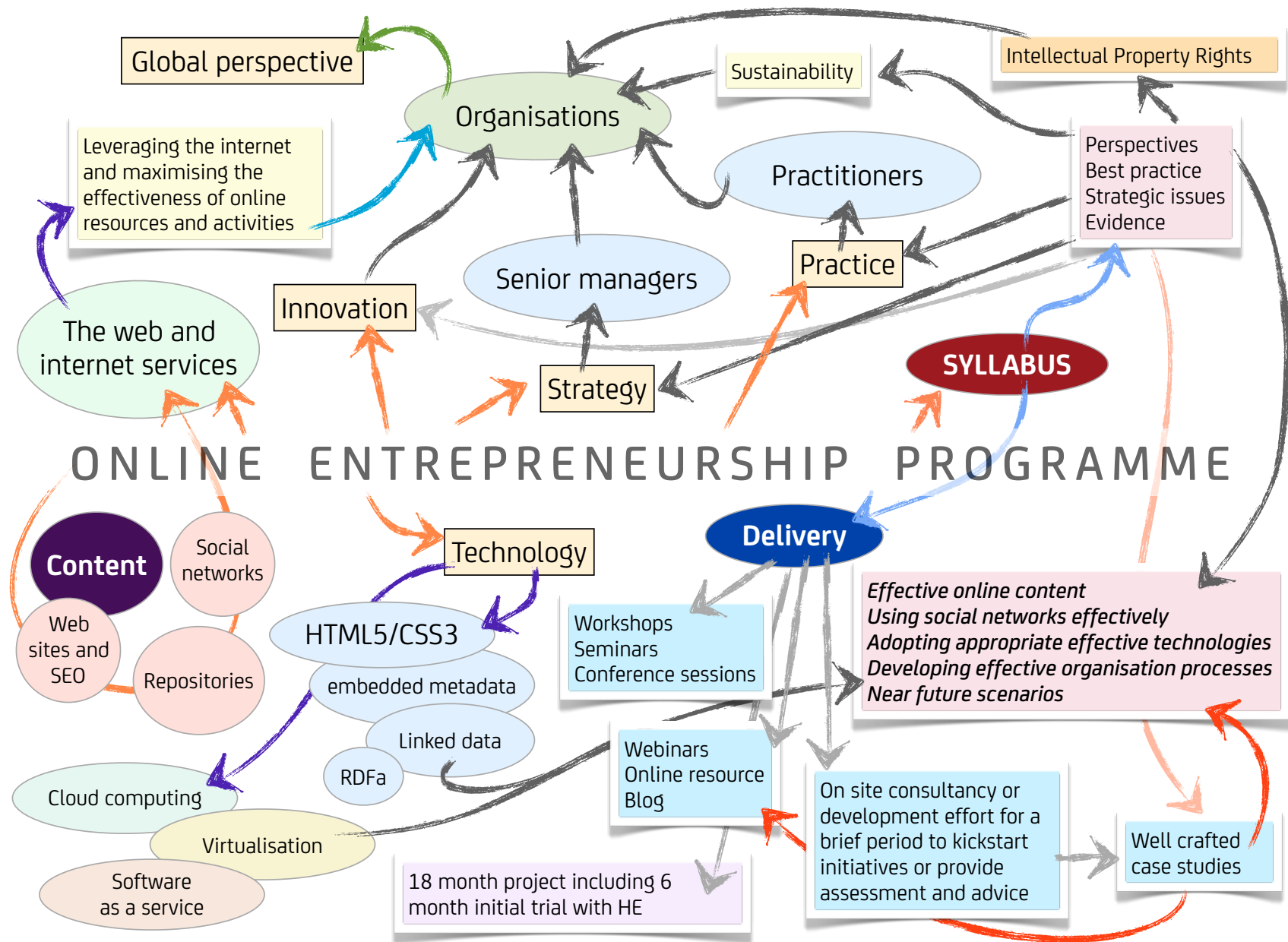


## MORE workshop description

### Improving the *quality, reach* and *potential* of your web presence

This two day workshop leads participants to seek maximum value from online resources and activities by addressing the range of strategic and tactical considerations that determine effectiveness in this area—including an understanding of how the internet is evolving; the role of search engine optimisation; the importance of social networks; acknowledgement of relevant smart technologies.





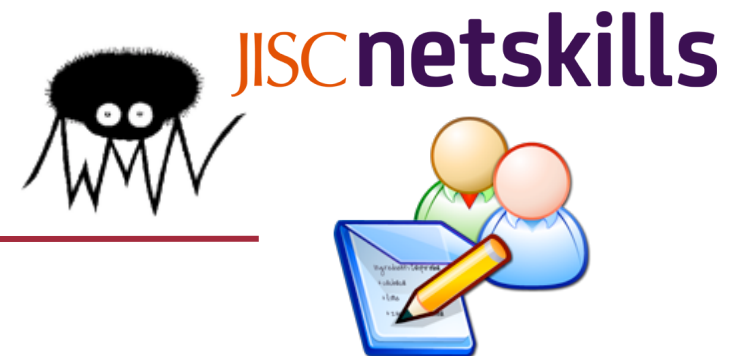
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## Headings relating to effectiveness

- *working with* **users**
- *establishing* **process**
- **technology** *adoption*
- *acquiring, maintaining and developing* **skills**
- *devising and using* **metrics**
- *gaining* **authority**

3

Divide into groups according to expertise relating to agreed headings and discuss and compile online, proposed recommendations



Heading relating to effectiveness	
Proposed recommendation 1	
Proposed recommendation 2	
Proposed recommendation 3	
Proposed recommendation 4	
Proposed recommendation 5	

4

Explore some ideas that might help deliberations

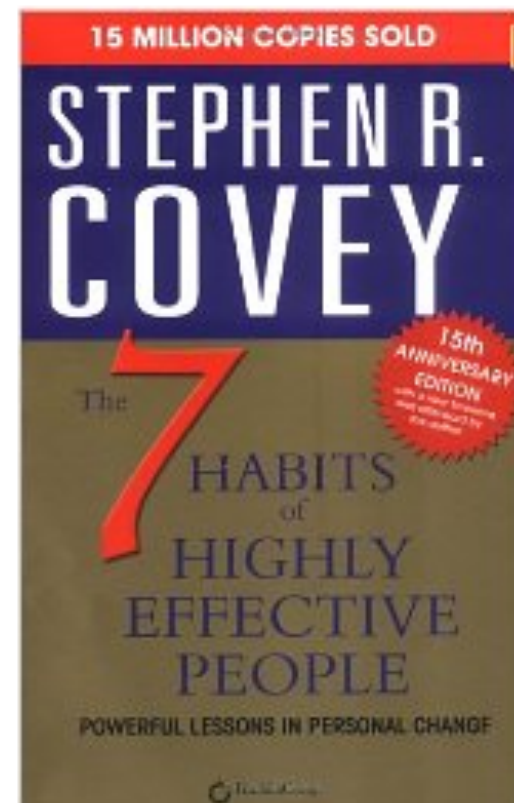


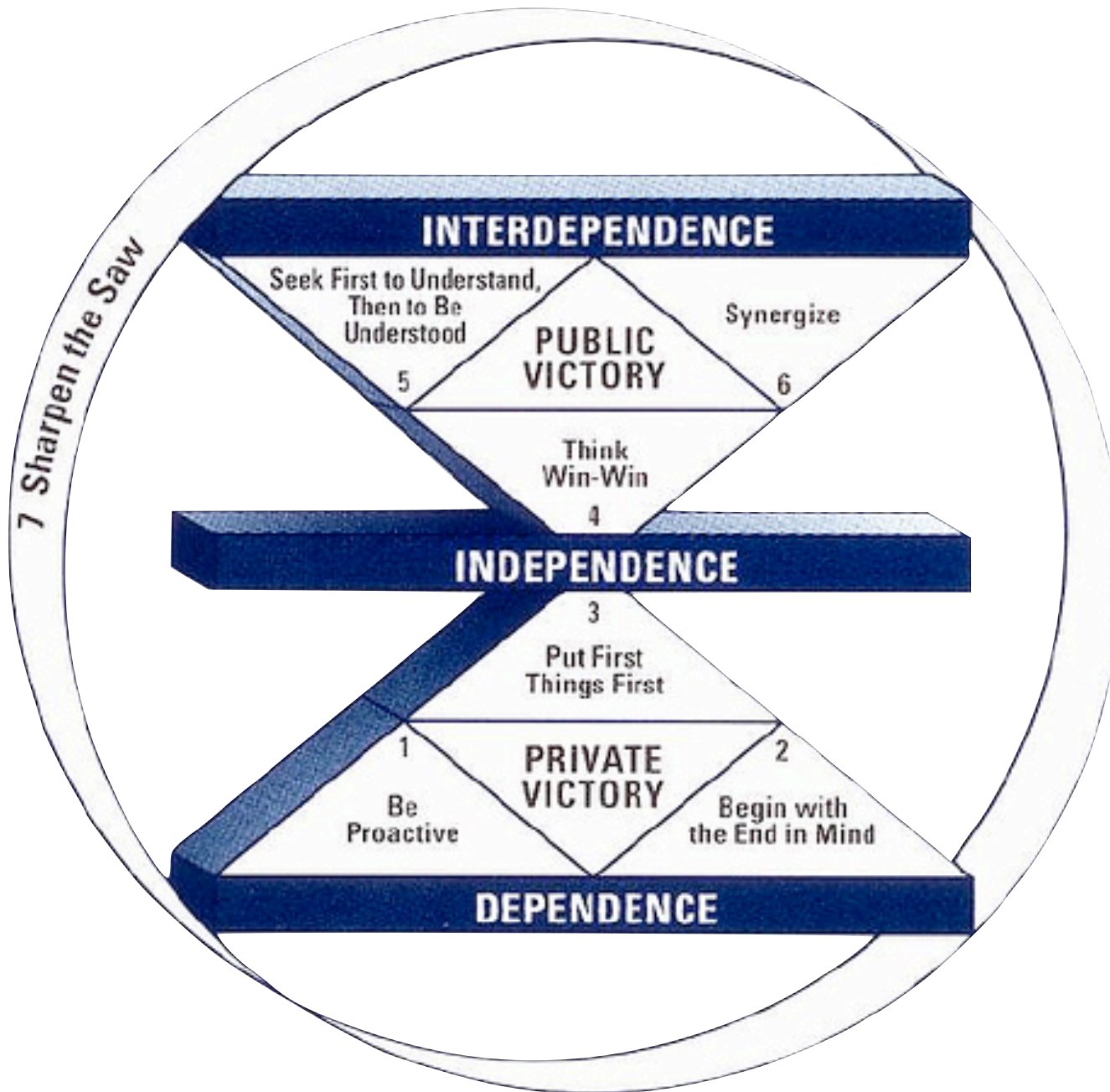
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## Forming habits

The 7 habits of highly effective people,  
Stephen Covey, first published 1989

1. Be Proactive
2. Begin with the End in Mind
3. Put First Things First
4. Think Win-Win
5. Seek First to Understand, Then to be Understood
6. Synergize
7. Sharpen the Saw





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# Making change possible



# Thinking better

## Six Thinking Hats, Edward de Bono, first published 1985

Information—considering purely what information is available, what are the facts?

Emotions—instinctive gut reaction or statements of emotional feeling

Bad points judgment—logic applied to identifying flaws or barriers, seeking mismatch

Good points judgment—logic applied to identifying benefits, seeking harmony

Creativity—statements of provocation and investigation, seeing where a thought goes

Thinking—thinking about thinking

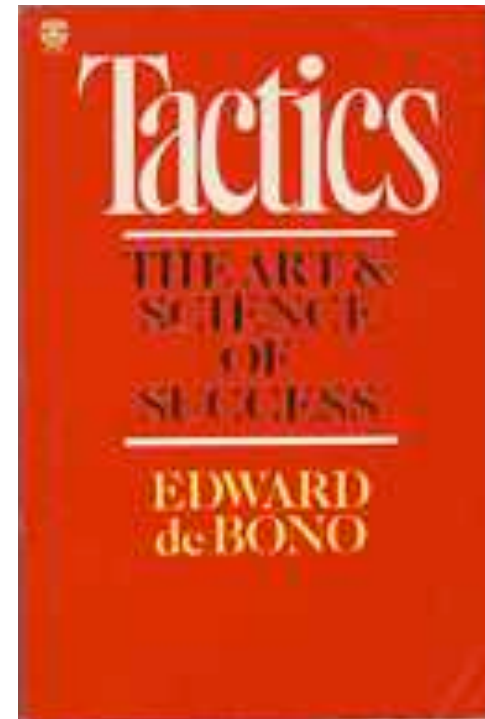


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# The art and science of success

Tactics, Edward de Bono, first published 1985

Energy, persistence, determination and single-mindedness seem important in all cases. There is action. Successful people don't stand still and expect things to happen. They take a step and then the next step. There's a sense of integrity. Integrity toward oneself and also to others. There's always the "expectation of success" and the ability to think big. There's the ability to define goals and targets, and also to have dreams. There's creativity and the ability to see things differently and think new thoughts. There's both seizing opportunities and creating them. There's eagerness, enthusiasm and willingness to make things happen.



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## 37 Signals principles

- Useful is forever. Bells and whistles wear off, but usefulness never does.
- Our customers are our investors. We answer to them, not investors or the stock market.
- Clarity is king. No buzzwords, lingo, and sensationalized marketing-speak.
- Great service matters. We're known for fast, concise, and friendly customer service and support. We work hard to make sure we live up to that reputation every day.
- Contracts suck. No one likes being locked into something for a year or two or more. We never lock anyone in. Our customers can cancel at any time, no questions asked (and we never charge a setup or termination fee).
- Business software should be affordable.
- Software that requires training is failed software. Our products are intuitive. You'll pick them up in seconds or minutes, not hours, days or weeks. We don't sell training —no need!
- The basics are beautiful. We'll never overlook what really matters: great service, ease of use, honest pricing, respect for our customer's time, money, and trust.

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## Working smarter

Rework, Jason Fried and David  
Heinemeier Hansson, published 2010

Start making something

What you do matters, not what you think or say or plan.

No time is no excuse

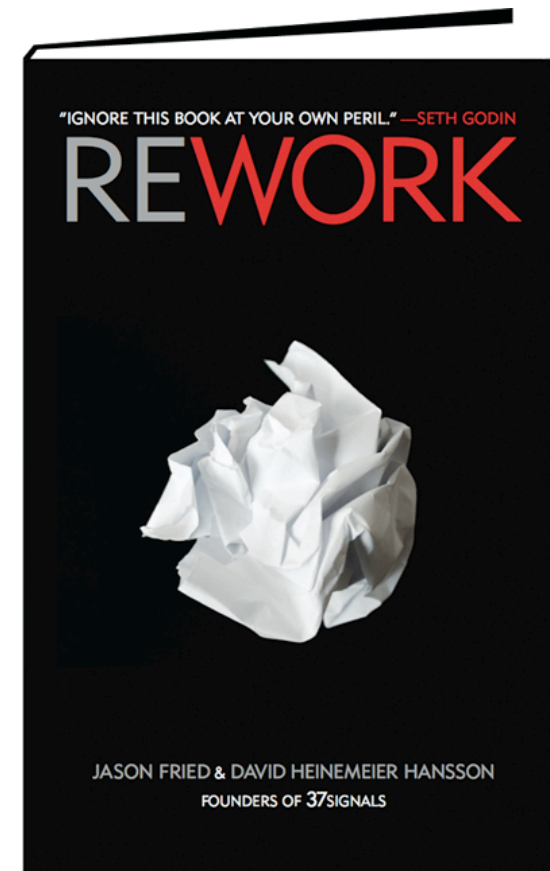
Perfect time never arrives. There's always enough time  
if you spend it right.

Make a dent in the Universe

To do great work, you need to feel that you're making a  
difference. If you're going to do something, do  
something that matters.

You need less than you think

That could mean people, money, resources...



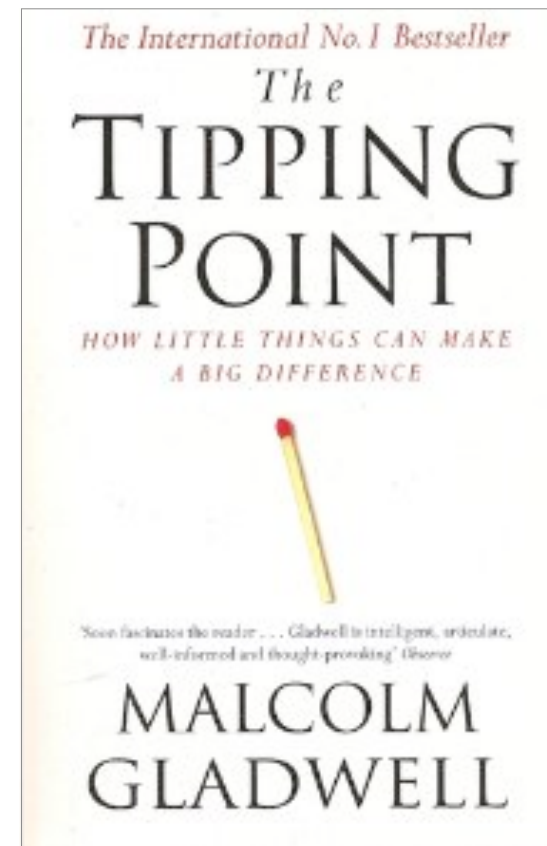


## Start an epidemic

### The Tipping Point, Malcolm Gladwell, published 2000

Ideas and products and messages and behaviours spread just like viruses do. The three rules of epidemics (or agents of change):

- the law of the few
- the stickiness factor
- the power of context



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## Summary of helpful methods

- **encourage habit forming**—*individuals and institution*
- **process is essential**—*connecting other important factors*
- **consider different perspectives**—*try different hats!*
- **think success**—*and learn from others*
- **work smarter**—*not harder*
- *recognise the* **small things** *that can make a* **big difference**

5

Reconvene and review all sections and agree on final draft document “Maximising Institutional Webmaster Impact Recommendations”



Maximising Institutional Webmaster Impact Recommendations