

**Final Report: ASIS&T Task Force on Webinars**

**Submitted to the ASIS&T Board of Directors**

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## Executive Summary

In June 2011, President Linda Smith appointed a Chair (Diane Neal) and four members (June Abbas, Daniel Alemneh, Alex Garnett, and Remlee Green) to the ASIS&T Task Force on Webinars. The charge of this task force involved making recommendations to the Board and to Headquarters on a variety of issues surrounding ASIS&T's new webinar program.

Data sources included task force conference calls and emails, a Membership Survey, a Non-Member Survey, a Competitive Intelligence Scan of Professional and Scholarly Associations, post-webinar feedback from attendees, web statistics, and in-depth qualitative consultation with stakeholders.

Our analyses point to the conclusion that webinars as they have been offered so far are viewed positively, and are being attended. However, more work still needs to be done in promoting the events, especially with non-members. Webinars can also be used for non-educational purposes, such as governance and planning meetings for SIGs, Chapters, and committees.

Headquarters and the task force members view our webinars as a membership recruitment tool and benefit, not as an income generator, so they should remain free for members. Topics for educational webinars should originate from members, non-members, Chapters, and SIGs. We suggest that webinars should become the purview of the Information Science Education Committee, in close consultation with Headquarters. Recommendations have been made for soliciting topics from ASIS&T's members and groups as well as following processes for proposal submitting and vetting.

## Introduction

Diane Neal (with invaluable assistance from the other task force members) has compiled the following report for the ASIS&T Board of Directors and ASIS&T Headquarters regarding the work of the ASIS&T Task Force on Webinars. The task force members wholeheartedly hope that their work and recommendations meet the needs of the Board and Headquarters in determining how to move this welcomed, important initiative forward.

ASIS&T Headquarters began offering webinars in the fall of 2010. A full list of those offered so far, as well as links to view them, can be found at <http://www.asis.org/Conferences/webinars/>. As of October 2011, the following webinars have been offered:

- Taxonomies for Publishing: Enhancing the User Experience
- "I Have an Institutional Repository, Now What?" Advanced Issues Related to Institutional Repositories
- Drilling Down to the Challenges of a SharePoint Taxonomy
- Crash Course in Institutional Repositories
- Transforming Our e-Learning 'Worst Practices' into Excellent Teaching
- Why Information Architecture on SharePoint
- Web Analytics
- Beyond the Polar Bear: A Gentle Introduction to Domain Driven Design
- An Evening With National Public Radio
- From Intervention Informatics to Prevention Informatics
- Linked Data
- Semantic Integration - Leveraging the Taxonomy
- Taxonomies in Search
- Setting Up the Store - Taxonomies in E-Commerce
- People Directories and Author Networks Based on Taxonomies
- Introduction to Information Architecture
- Introduction to Business Taxonomies
- Taxonomy Workshops
- Practical Taxonomy Design
- Taxonomy Governance and Maintenance

## Task Force Impetus and Formation

At first, webinars seems to have been well-received by members and non-members, but a focused study of their reception, impact, and future had not yet been realized. To this end, President Linda C. Smith began discussion about forming a task force on webinars with KT Vaughan, Cassidy Sugimoto, Diane Neal, June Abbas, Philip Edwards, Heather Pfeiffer, and Naresh Agarwal. Her initial email read as follows:

*One of my goals for ASIS&T this year is to provide a foundation for expanding ASIS&T webinars and other online educational offerings. Headquarters has taken the lead in launching some webinars beginning in fall 2010, and the response has been encouraging. This can be a strategy for enhancing member benefits and raising the visibility of ASIS&T as a source of timely and accessible professional development. Because this is new territory for ASIS&T, there are no guidelines in place on pricing (e.g. what can be bundled as a member benefit vs. priced separately), ongoing access to content, single vs. group viewing, target audiences, desired scope of offerings, etc. There has been some board discussion but it is evident that a task force representing various ASIS&T constituencies is needed to review the issues and make recommendations. I therefore will be asking the board to approve formation of a task force and am contacting you to recommend ASIS&T members to participate. I'd like to include one or more representatives from SIG Cabinet, Chapter Assembly, the Education Comm., Student Chapter advisors, the Membership Comm., and the Leadership Comm. I would welcome your suggestions for Task Force membership including someone whom you feel would be effective as chair. I want to commend Dick Hill and others at Headquarters for moving ahead to demonstrate the value of such an initiative, given the response we are already seeing to the webinars that have been scheduled.*

After discussion and consultation with stakeholders and the Board, she appointed the following people as members of the task force in June 2011:

Diane Neal (Chair), Co-chair of the Information Science Education Committee  
June Abbas, Co-chair of the Information Science Education Committee  
Daniel Alemneh, Co-chair of SIG III  
Alex Garnett, Webmaster of SIG VIS  
Remlee Green, Deputy Chapter Assembly Director

Linda emailed the task force's charge to the members at that time:

*Thank you for being willing to serve on the ASIS&T Task Force on Webinars and special thanks to Diane and June for launching the survey that will inform your discussions and recommendations (copy of the results appended to this message).*

*Webinars can be a strategy for enhancing member benefits and raising the visibility of ASIS&T as a source of timely and accessible professional development.*

*I hope that the task force can offer the Board and Headquarters advice and/or recommendations on:*

1. *Potential target audience(s)*

2. *Potential topics*
3. *Potential format(s)*
4. *Charging (bundled as a member benefit vs. priced separately; differential pricing for members and non-members)*
5. *Ongoing access to content*
6. *Individual vs. group viewing (and how this affects pricing)*
7. *Sources of programs: Headquarters, SIGs, Chapters, other?*
8. *Guidelines for webinar proposals, process for vetting proposals*
9. *Policy on reimbursing headquarters for supporting webinars*
10. *Coordination and advice—we have benefited from the entrepreneurship of Headquarters staff in launching this program (see <http://www.asis.org/Conferences/webinars/> for offerings thus far). It is important to preserve “nimbleness” so that offerings can be timely and implemented efficiently. That said, is there a need for an advisory group to Headquarters and if so is this a potential role for the Education Committee or some other entity?*

*I want to express my appreciation to Dick Hill and Vanessa Foss for initiating the webinar series and encourage members of the task force to consult with them on their experience thus far. I look forward to seeing the outcome of the task force’s work, providing recommendations for future development of webinar activities. The Board meets August 6-7 and again in October, so it would be helpful to have an update on your work for the August meeting and a full report with recommendations for our meeting in October.*

This report will summarize the work of the task force with respect to our methods, results, and recommendations.

## Methods

The following section outlines the data collection methods utilized by the task force in preparing its recommendations. Sources included task force conference calls and emails, a Membership Survey, a Non-Member Survey, a Competitive Intelligence Scan of Professional and Scholarly Associations, post-webinar feedback from attendees, web statistics, and in-depth qualitative consultation with stakeholders.

### Task Force Conference Calls and Emails

The task force held several conference calls during summer 2011 to deliberate issues, determine data collection methods, and discuss results. Dick Hill provided the conference line and attended all calls; his input was invaluable in informing our thoughts and decisions. The results of these calls as well as our extensive email discussions are reflected in the Discussion and Recommendations section of this report.

### Membership Survey

In April and May 2011, June, Linda, and I designed and launched a survey that Dick Hill distributed to the ASIS&T membership via the assist-announce listserv. The survey was intended to understand which webinars members had attended, their opinions of the webinars they had attended, why they had not attended webinars in the past, and to gather ideas regarding formats and topics for future online education offerings. The survey instrument is available in Appendix A.

### Non-Member Survey

In September 2011, June, Linda, and I launched an online education survey that was targeted at non-members. Since Headquarters views webinars as a membership benefit rather than a revenue generator, we felt it was important to understand the online education needs and preferences of professionals who work in ASIS&T-related areas but may not be members. The survey itself could also be seen as a promotional tool for our webinar offerings and could potentially encourage people to join the Society. It was distributed via the following listservs:

- Special Libraries Association lists: Academic, Information Technology, Digital Content Section of IT, Webmaster Section of IT, Knowledge Management, Taxonomy
- MEDLIB-L (Medical Library Association)
- UXIrregulars (user experience list)
- IAI Members (Information Architecture Institute)
- JESSE (ALISE-related listserv)
- AUTOCAT (for catalogers)
- ALCTS (ALA's Association for Library Collections and Technical Services)
- LITA (ALA's Library and Information Technology Association)
- CAIS (Canadian Association for Information Science)
- SAA (Society of American Archivists)
- PUBLIB-L (Public Libraries)
- COLLDV-L (Collection Development)

The non-member survey is available in Appendix B.

## **Competitive Intelligence Scan of Professional and Scholarly Associations**

June completed a Competitive Intelligence Scan of Professional and Scholarly Associations. In April 2011, a review of 33 professional and scholarly association websites was conducted to determine: 1) if the association offered any type of online educational offerings, 2) what forms of online educational offerings were being offered, and 3) cost of online educational offerings.

### **Post-Webinar Feedback from Attendees**

Headquarters submitted to the task force spreadsheets containing feedback from webinar attendees. However, we do not have this information for every webinar. Questions included in the standard post-webinar feedback survey are as follows:

- Did the webinar provide you with practical knowledge that will help you in your work?
- Did this webinar meet your expectations?
- How would you rate the content of this webinar (5 being best)?
- If a more depth session on this same topic were offered by ASIST, would you attend?
- What is your overall evaluation of the webinar?
- What were your expectations?

### **Web Statistics**

Diane spent some time analyzing the web statistics information available at <http://www.asis.org/awstats/awstats.pl?config=www>. Obviously, the focus was on pages related to webinars. This analysis could point us to the most popularly viewed webinars, whether they were viewed during the live broadcast of the webinar or after the webinar was archived online.

### **Qualitative Consultation with Stakeholders**

We consulted many stakeholders throughout our work. As previously mentioned, Dick Hill was very active during our deliberations, and provided necessary insight. Remlee Green consulted with Chapter officers, and Daniel Alemneh communicated with SIG leaders. Diane gathered thoughts from the Board during their August retreat in Philadelphia.

## Results

In general, results point to the conclusion that webinars as they have been offered so far are perceived positively.

### Membership Survey

Following please find the results of the survey that was distributed to ASIS&T members based on their experiences with and opinions of the webinar program that the organization has been conducting over the past several month. The survey itself can be found in Appendix A.1. Although all respondents (n=309) were ASIS&T members, only 27% (n=83) had actually attended an ASIS&T webinar prior to completing the survey, and 33% (n=103) of the participants didn't know about the webinars. Although this would appear to be a significant limitation on the available data, it is worth keeping in mind that the webinar program has been designed in large part to attract new members (and particularly non-academic practitioners) to the organization, rather than simply being marketed to the existing audience. As such, the results of this survey should be taken as only one facet of our knowledge about audience interest.

As it happens, any standing concerns about the organization's success in reaching LIS practitioners are borne out in the responses to the question "If you haven't attended an ASIS&T webinar, why not?" Graduate students and academic faculty most frequently claimed that the topics had not been of interest, whereas practitioners – especially academic librarians and library managers – answered that they had not been aware of the webinars at the time that they were being offered. This suggests that ASIS&T's marketing effort still stands to be improved alongside any new experiments in content delivery.

The good news: among all modes of web-based educational content, webinars stand out as the majority of respondents' preference (winning out over tutorials and multi-week courses, both synchronous or asynchronous). Attitudes about the cost of individual participation in webinars seem to be fairly evenly distributed, with most members believing that ASIS&T members should pay \$25 or less for each offering, with non-members paying \$25 to \$50. Only doctoral students and non-faculty researchers (e.g. post-docs or technicians not currently participating in coursework) were adamant that such offerings should be free to members; LIS master's students, whose career path more frequently takes them outside of research-focused institutions, were more willing to pay. If, however, ASIS&T continues to use webinars as an incentive towards membership (\$40/year for students, \$140/year for all others), participation costs should be somewhat representative of this.

As for turnout, those who identified with the "Knowledge Manager" professional category (n=16) attended in the greatest numbers proportionally (60%). Most other audience groups were nearer to the 27% average, although a few – namely, Archivists, Doctoral Students, and Public Librarians – came in well south of this figure, at or near zero. Among those who did attend the webinars, the average satisfaction rating was a respectable 3.73. Only master's degree students were consistently more generous, averaging a 4.25 rating. Although these high rates of student satisfaction may be a double-edged sword, we would need better longitudinal data to assess whether satisfaction with educational offerings in LIS, and not just those offered by ASIS&T, regularly declines as students enter their professional careers.

A final question asked members which provisional webinar topics they would be interested in seeing offered in the future. When there was a clear trend among an individual respondent group, responses broke down as follows:

<b>Archivists</b>	RDA ( Resource Description and Access), HTML 5
<b>Non-faculty researchers</b>	Linked Data
<b>PhD students</b>	Information Behavior, Information Visualization, Pedagogy
<b>Public librarians</b>	Information Behavior, Digital Libraries

Topics of interest in descending order of votes follow. Additionally, Dick analyzed the results to this question and responded to them with what Headquarters has already done to address these topics (see Appendix A.2).

- linked data and Semantic Web
- new standards
- data visualization
- IA and information behavior were tied
- digital libraries and institutional repositories
- information retrieval
- taxonomy construction
- web analytics
- managing research data
- pedagogy
- bibliometrics
- digital natives/Millennials
- Other topics mentioned in open-ended format: accessibility, gender-related topics, *practical* applications, authentication, data curation/preservation, user data mining, digital humanities, "emerging" issues (in practice, technologies, research methods), ILL, gaming, GIS/GPS, e-readers, evolution of new devices and link to delivery (iPads), info. policy, managing scientific data, metadata, multi channel service design, open source, practical applications of IB and IR, publishing, query expansion, SEO, statistics, text analytics, changing nature of magazines/newspapers, web design, usability/UX, classroom uses of technology, certification courses, cognitive development/learning theory and tie to UX, content technologies, info science as more than a process, cross-disciplinary research, theme-based sharing for professional work/projects for feedback - interactivity, overview on all topics listed, markup/programming, semantic enrichment, SharePoint, XSLT

Content analysis of the "Is there anything else you would like to tell us?" question at the end of the survey revealed the following sentiments:

- Practicality of the webinar topic is important
- Advertising webinars could be handled better
- Suggestions for making the delivery more accessible (closed captioning, visual problems, etc.)

It seems that the webinars are a welcomed idea based on the results of this survey, and people are in support of them. The results reinforce the point that ASIST members are more than just researchers and educators, although researchers and educators have a role to play in helping practitioners stay up-to-date. There is a definite call for topics linked to practice and

implementation, which we view as a call to get more practitioners involved in both presenting and attending webinars.

### **Non-Member Survey**

We received a respectable number of responses to this survey (n=280). 33.6% of respondents were academic librarians, 9.6% were faculty members, 7.9% were master's students, 4.3% were library administrators, and 2.5% were PhD students. The numbers drop off significantly after that, with less than 2% reporting any other one job title.

Only 11.4% of respondents had attended webinars in the past. The webinars they had attended in the past were quite diversified, from eight attending "Taxonomies for Publishing" and "I have an institutional repository, now what?" down to three attending "Taxonomy Workshops," "Practical Taxonomy Design," and "Taxonomy Governance and Maintenance." The average ranking of their webinar experiences was 3.9/5. The small number of open-ended responses (n=9) about the webinars they had attended were largely positive.

Reasons for not attending in the past included not knowing about them (58.9%), didn't want to pay for them (25.0%), topics weren't interesting (22.5%), and timing didn't work with their schedule (14.3%). A particularly noteworthy "Other" reason was as follows: "For me, a combination of the above, mostly the topics are interesting but not directly related to my immediate work (administration); also, am not a member of ASIST, though the topics make me think I should join again!"

A total of 90% of respondents thought that webinars as ASIS&T has been offering them are a good format. "Other" comments included a small but notable number of participants who desire an asynchronous delivery format.

80.4% of respondents were not ASIS&T members. Of these, 17.1% of them are willing to pay \$25 for webinars, 15% will pay \$0, 14.3% will pay \$50, 11.4% will pay \$1-\$24, 9.6% will pay \$26-\$49, 6.1% will pay \$51-\$99, and only 1.8% will pay \$100 or more.

After noting that ASIS&T offers webinars free to members, 134 of the 223 participants who responded to this question said they would be "somewhat likely" or "very likely" to join ASIS&T for this benefit.

In terms of survey response correlations, we noted the following:

- Existing ASIS&T members were more likely to note scheduling constraints than lack of awareness.
- Information Architects and Library Administrators claim there is a greater incentive to join ASIS&T to participate in free webinars. Public librarians and Master's students did not. Others were ambivalent.
- Information Architects (and to a lesser degree Academic Librarians) are the only ones who consistently would pay \$50+, though this may relate to professional norms. Opinions on this are very widely divided.

These results seem to point toward IAs and other tech industry people with interests in information behavior as a large potential "growth area" for ASIS&T, in terms of webinars. This could be due in part to standing perceptions of ASIS&T as exclusively high-level (borne out, in part, in the long-form comments on the survey), but we could apparently stand to benefit from

that before we need to worry about changing it. In theory, it shouldn't be too difficult to attract this audience, given our affiliation with the IA Institute.

The question of potential webinar topics was asked in an open-ended format for the non-member survey in order to avoid limiting their reactions. Rudimentary content analysis of these responses revealed the following primary topics of interest to participants:

- Cataloging and classification, including RDA
- Digital curation
- Metadata - taxonomy, ontology, etc.
- Data/web analytics
- Online education pedagogy
- Semantic Web/Linked data
- Scripting and markup - HTML, XML, PHP, JSON, etc.
- Database creation and maintenance

Other topics mentioned to lesser extents included information literacy, informetrics, design thinking, open source software (including ILS), epistemology, archiving graphic novels in libraries, assessment and evaluation of library services, "things related to library science, but not necessarily applicable in a library setting," changes in reference service, e-books, cloud computing, copyright, scholarly communication, open access, how to develop a virtual library, data visualization, Drupal, electronic resources, GIS, TEI, bibliometrics, health informatics, how to equate equipment and bandwidth with services, social media strategies, information architecture, information policy, overview of current information science research, KM, continuous improvement methodologies, creating usable websites, mobile technology, project management, theories of information, topics applicable to public libraries, automatically translating audio to text, and more on SharePoint.

Content analysis of the open-ended "Is there anything else you would like to share with us?" at the end of the survey revealed the following major themes:

- A lack of knowledge that these were available, but they desired to know more about them
- A lack of funding for continuing education, memberships, conference fees, and so on from participants' employers prohibits them from attending webinars or getting involved with professional organizations

## **Competitive Intelligence Scan of Professional and Scholarly Associations**

### *Professional and Scholarly Associations that Offer Online Educational Offerings*

Thirty-three professional and scholarly associations were reviewed. See Tables 1 and 2 below for listing of associations reviewed. Of this total, 76% or 25 associations offered some form of online educational offering and 24% or 8 did not offer any online educational offering.

Of the 76% that offered online educational offerings, 36% or 9 of these associations could be considered to be related to LIS or IS (e.g. American Library Association, Society of American Archivists, or Association for Information Systems).

### *Types of Online Educational Offerings*

A total of 61 online educational offerings were noted on the websites. For ease of analysis the offerings were grouped into six distinct categories as listed below:

1. Webinars: including webinars, workshops or tutorials
2. E-Forums: including e-forums, discussions, forums, or chats
3. Online courses: including courses, seminars, web seminars, webcast courses, certificate programs, or courses for credit
4. Webcasts: including webcasts, virtual meetings, virtual annual meetings, program recordings, teleconferences, online conferences, or webcasts of past annual meetings
5. Podcasts: including podcasts or audio recordings
6. E-libraries: including e-library, digital library, tech packs, or books

Only one offering could not be categorized in any of the six groups, the innovative laboratory, and as no information was available as to its nature or content, this offering was not considered in the analysis.

The following table (Table 3) presents analysis of the types of online offerings and the percentage of offering of each within the larger sample.

Table 3: Categories of Online Educational Offerings and Percentage of Offering

<b>Type of Offering</b>	<b>Number of Associations Offering</b>	<b>Percentage of Associations Offering</b>
Webinar	15	25%
E-Forums	9	15%
Online courses	16	26%
Webcasts	10	16%
Podcasts	5	8%
E-Libraries	6	10%

Reviewing Table 3, the most frequent type of online educational offering by professional and scholarly associations is an online course (26%), with webinars being the second frequent (25%). Webcasts and E-forums follow, with webcasts being offered by 16% and E-forums being offered 15%. Podcasts are the least frequently offered type of online educational offering, with only 8% of professional and scholarly associations offering podcasts as an option. It is also important to note that 6 associations or 10% had some type of e-library or online materials available.

Table 4 presents the findings of those professional and scholarly associations that might be considered related to LIS/IS.

Table 4: Categories of Online Educational Offerings and Percentage of Offering by LIS/IS Related Associations

Type of Offering	Number of Associations Offering	Percentage of Associations Offering
Webinar	15	25%
E-Forums	9	15%
Online courses	16	26%
Webcasts	10	16%
Podcasts	5	8%
E-Libraries	6	10%

Reviewing Table 4 shows that online courses are the most frequently offered category on online educational offering (30%) by associations related to LIS/IS, with webinars being second more frequent offering (26%). Podcasts are the least frequent offering (3%) and 15% of LIS/IS related associations offer some form of e-library or online materials.

#### *Cost of Online Educational Offerings*

Cost is an important factor to consider when providing online educational offerings. However, it also proved to be the most difficult to measure due to incomplete, conflicting, or unavailable information about cost present on the websites. Some sites only provided cost information when you were registering for a particular online educational offering. Cost information available varied from: 1) Free to members; 2) Yes, but lower cost to members; and 3) Yes, but no other information was available. Thirty-two different pricing value options were noted on the websites. Of these:

- 11 or 34% were Free to members;
- 14 or 43.75% listed that Yes, there was a cost, but no other information was available; and
- 7 or 22% listed Yes, but a lower cost to members.
- Three sites did not provide any cost information.

#### *Summary of Findings*

The majority or 76% of the professional and scholarly associations reviewed offered some form of online educational offering. Of these associations, 36% could be considered to be related to LIS/IS. Online courses and webinars are the frequently offered online educational offerings, with e-forums and webcasts also being offered. At least ten percent of all professional and scholarly associations reviewed provided a digital library or online materials to its members.

Table 1: Professional and Scholarly Associations that Offer Online Educational Offerings

<b>Association</b>	<b>Field/Discipline</b>	<b>Types of Online Educational Offering Offered</b>
American Library Association	LIS	e-forums, online courses, webinars, webcasts
Association for Computing Machinery	Computer Science	online books, courses, tech packs, podcasts
Society of American Archivists	LIS- Archives	web seminars
Medical Library Association	LIS- Medical	courses and tutorials
American Association of Law Libraries	LIS- Law	webinars, program recordings, discussions
Art Libraries Society of North America	LIS- Art	webinars, virtual meetings, chats
Special Libraries Association	LIS- Special	webinars, certificate programs, innovation laboratory
American Psychological Association	Psychology	workshops, courses
American Bar Association	Law	webinars/teleconferences, courses
IEEE Computer Society	Computer Science	webinars, tutorials, courses, books
American Chemical Society	Chemistry	webcast courses
American Society for Microbiology	Microbiology	webinars, teleconferences
American Sociological Association	Sociology	forums, digital library
National Communication Association	Communication	teleconferences
American Institute of CPAs	Accounting	webcasts, courses
Association for Information Systems	MIS	forums, webinars, e-library
American Marketing Association	Marketing	webcasts, podcasts, forums, online conferences
The American Dietetic Association	Nutrition	teleseminars, webinars, audio recordings, e-learning
American Academy of Neurology	Neurology	webinars, digital library, virtual annual meeting, courses for credit
American Statistical Association	Statistics	live and recorded webinars
American Counseling Association	Counseling	online courses and podcasts
American Economic Association	Economics	webcasts of past annual meetings and continuing education programs
Public Relations Society of America	Public Relations	webinars, courses, podcasts
National Education Association	Education (K-12)	courses
American Institute of Architects	Architecture	webinars, virtual convention, courses, knowledge sharing

Table 2: Professional and Scholarly Associations that Did Not Offer Online Educational Offerings

<b>Association</b>	<b>Field/Discipline</b>
American Communication Association	Communication
American Philological Association	Classics
American Historical Association	History
American Mathematical Society	Mathematics
The American Philosophical Association	Philosophy
The American Political Science Association	Political Science
Modern Language Association	Language/Literature
American Anthropological Association	Anthropology

### Post-Webinar Feedback from Attendees

As previously noted, survey feedback from all past webinars was not available, and not all feedback surveys were thoroughly analyzed due to time constraints. However, in general, the feedback surveys indicate that participants were mostly satisfied with the webinars they attended. Webinars such as "Web Analytics" were very highly rated from both a quantitative and qualitative perspective. It appears that webinars such as "Practical Taxonomy Design" and "Introduction to Business Taxonomies" presented some technical issues that did not allow participants to hear the presenter properly, but these were offered earlier in the webinar initiative, and subsequent webinars did not present this concern. This feedback further supports the assertion that people are generally very receptive to the webinar effort.

### **Web Statistics**

From January 1, 2011, to October 2, 2011, there had been 2,824 visits to .wmv video files on the ASIS&T website. This number, according to Dick, could be interpreted as an indicator of times previously recorded webinars had been downloaded.

On October 2, 2011, there were 123 pages on the asist.org website that contain the word "webinar" in its URL. Following is a list of the top viewed pages with the word "webinar" in its URL:

Filter <b>webinar</b> : 123 different pages-url	Viewed
<a href="#">/Conferences/webinars/</a>	2,464
<a href="#">/Conferences/webinars/2011/linked-data.html</a>	2,044
<a href="#">/Conferences/webinars/2011/taxonomy_uses.html</a>	1,796
<a href="#">/Conferences/webinars/2011/beyond-the-polar-bear.html</a>	1,605
<a href="#">/Conferences/webinars/2011/intro-to-ia.html</a>	1,321
<a href="#">/Conferences/webinars/2010/taxonomywebinars.php</a>	754
<a href="#">/Conferences/webinars/2011/web-analytics.html</a>	637
<a href="#">/Conferences/webinars/2011/why-ia-on-sharepoint.html</a>	618
<a href="#">/Conferences/webinars/2011/crash-course-in-institutional-reposit...</a>	553
<a href="#">/Conferences/webinars/2011/2011-03-15-11-17-Link_Data_Tools_and_...</a>	523
<a href="#">/Conferences/webinars/2011/taxonomies-for-publishing-register.ht...</a>	507
<a href="#">/Conferences/webinars/2011/transforming-register.html</a>	457
<a href="#">/Conferences/webinars/2011/sharepoint-taxonomy-implementation-re...</a>	423
<a href="#">/Conferences/webinars/2011/advanced-issues-related-to-IR-registe...</a>	362
<a href="#">/Conferences/webinars/2011/taxonomy_uses.php</a>	340
<a href="#">/Conferences/webinars/2010/taxonomywebinars.html</a>	202
<a href="#">/Conferences/webinars/2011/2011-01-27_001_01_webinar_users.wmv</a>	173
<a href="#">/Conferences/webinars/2011/linked-data-03092011-xpOiw.wmv</a>	166
<a href="#">/Conferences/webinars/2010/taxonomy.html</a>	162
<a href="#">/Conferences/webinars/2011/Beyond_the_Polar_Bear_05-26-2011_x3zT...</a>	158
<a href="#">/Conferences/webinars/2011/sharepoint-taxonomy-implementation-pa...</a>	105
<a href="#">/Conferences/webinars/2011/2011-01-14_13-19_Introduction_to_Info...</a>	102
<a href="#">/Conferences/webinars</a>	101
<a href="#">/2011/2011-02-03_11-18_Taxonomies_In_Search...</a>	101

From this screen shot, we can see that the [Conferences/webinars/](#) top-level page received almost 2,500 hits as of October 2, and the page corresponding to the Linked Data webinar received over 2,000 hits. Other popular pages according to these statistics include pages for several of the taxonomy-related webinars, as well as "Beyond the Polar Bear," the IA webinars, "Crash Course in Institutional Repositories," and "Web Analytics." These numbers are respectably high, and perhaps these statistics can assist in making webinar topic decisions in the future. For example, would a follow-up session on web analytics be a potential topic in the near future?

### Qualitative Consultation with Stakeholders: SIGs and Chapters

Almost everyone we talked to support the webinar idea. Since many chapters and SIGs already host many events throughout the year, they're good candidates for producing content for webinars. Many live events could also easily be broadcasted as a webinar. Although SIGs and chapters can play active roles, anyone should be able to contribute webinar ideas, topics, and expertise.

Feedback from chapters reveals that event organizers are happy to try offering content through webinars, since chapter members are often spread out throughout a large region, and chapters often struggle to reach their entire locale. Webinars would provide an easy way to reach out to members who aren't usually able to attend local events. Although chapters are excited and curious about the idea, they're also wary of how broadcasting a live event as a webinar will impact live attendance. Chapters often charge attendees for events, and webinars may be offered to ASIS&T members for free. Chapters would need to think about how to entice people

to take the extra time and effort to attend a meeting in person when people could attend the webinar so easily and cheaply. Added benefits for attending live events are food and refreshments, networking opportunities, and good company. Obviously, refreshments can't be shared with virtual attendees in a webinar, but webinar organizers should think of other ways to offer a live event atmosphere where attendees can network and converse with each other.

Chapters also expressed that they would be much more likely to try offering a webinar if it were easy, and someone else could show them exactly how to use it. Chapters already put a lot of time and hard work into planning events, often by a small, overworked group of program committee members, and if the webinars are perceived as being too difficult, costly, or time-consuming to use, they won't use it. If ASIS&T were to put together very clear, simple guidelines and steps on how to hold a successful webinar, chapters would be more likely to try the webinar software.

We also contacted a few practitioner colleagues (both ASIS&T members and non-members), and as can be seen from Appendix C, most colleagues expect ASIS&T to play a leading role in providing low cost and timely professional development opportunity both for ASIS&T members and non-members alike. Non-members are willing to pay, provided that the cost is reasonable and the topic is "interesting."

Ongoing access to previous content seems to be important for many colleagues. In addition to offering archival research value, it will provide a self-paced kind of learning environment. In this regard, SIG-III members mentioned that from the archived webinars, "one would be able to build a panorama of the field which would be useful to support a badly needed internationalization of the perspective."

### **Qualitative Consultation with Stakeholders: Board of Directors**

Diane's discussion with the Board at their August retreat seemed to indicate that they believed the task force was on the right track. Diane summarized the conference call deliberations, member survey results, and plans for incorporating other data sources. The following summarizes thoughts from the Board as shared at this meeting.

SIG Cabinet Director KT Vaughan noted that "Webinars could be a saving grace for the SIGs" because of the communication opportunities afforded by GoToMeeting, the webinar software that ASIS&T uses. She suggested that SIGs could be asked to host one webinar per year.

Dick Hill stated that Vanessa Foss considers webinars to all be successes, perhaps even more than Annual Meeting sessions. He also called our attention to the Webinar Income Statement as of June 30 presented at this meeting; we are actually losing money on them (\$-2,673 YTD).

Dick noted that the costs incurred come from Vanessa's time devoted to setting up the meetings as well as paying for the GoToMeeting service. However, the costs are viewed as somewhat inconsequential because they are a benefit for members as well as a recruitment tool. We are not attempting to use them as an income generator, which is the model adopted by organizations such as ALA.

The Board's ideas for potential uses of the webinar software included:

- educational sessions (as the webinar program was initially conceptualized), sponsored by SIGs, Chapters, or other interested groups

- inter- or intra-SIG program planning, in addition to or instead of program planning at the Annual Meeting
- SIG and Chapter communications
- student chapter programming, such as journal article reading clubs
- informal networking, but how would this be done?
- a webinar on how to do a webinar, for SIG and Chapter leaders who are not comfortable with the idea of learning how to use the software; KT Vaughan, Shelley Warwick, Remlee Green, and Cassidy Sugimoto offered to work with them on this.
- communications for the Information Professionals Task Force
- 75th Anniversary oral history project
- small group networking would be possible as groups gather to watch webinars together

The Board's comments on the work of the task force as of August were quite positive. Other thoughts included:

- timing of webinars is important, given time zone differences for our international members
- would translation would be possible with a tool such as Babelfish, especially for people in Asia?
- information behavior as a topic of webinars has implications for specific group such as library practitioners, information architects, and social media strategists. Perhaps we could look to SIG USE for this?
- Topic idea: Knowledge Management
- it was unanimously agreed that no commercials will be accepted as webinar topics
- there will be a vetting process: after Board approval of the final report in October, it will likely go back to the Education Committee for action in some way

Diane said that a next step would be the non-member survey. Gary Marchionini suggested sending the survey to IA lists because they are an increasingly important segment of ASIS&T members.

## Discussion and Recommendations

Below please find recommendations that correspond to each point in Linda's charge to us.

### Potential target audience(s)

The standing intention of using webinars as a way to recruit practitioners to ASIS&T is right on point, as much of the surveyed academic audience seems to be less interested in this format.

Almost everyone we surveyed and spoke with support the webinar idea. Although some are not ASIS&T members, they still expect ASIS&T to play a leading role in providing low-cost and timely professional development opportunities both for members and non-members.

Some survey respondents were students, and many of them indicated that they did not know about the webinars because they were new to the Society. Operating under the assumption that the majority of students aim to become practitioners, they should be included in the potential target audience categories as well.

SIGs, Chapters, Committees, and other subgroups of ASIS&T can be seen as potential target audiences of a different sort. They can use the webinar software for Annual Meeting planning, networking, committee work, and for their own local programming. For example, the Carolinas Chapter spans a geographic area of two large states; GoToMeeting could facilitate their governance or event meetings in new ways.

SIG III has indicated interest in using webinar software for related reasons, such as sponsoring webinars from sister societies around the world to provide global perspectives on information science. Certain chapters (NEASIST, Carolinas, and LACASIST) are interested in giving webinars, but are torn because webinars would compete with chapter event attendance. However, they would like to try hosting some with assistance. Fortunately, they are quite easy to run.

### Potential topics

The member and non-member survey results reported elsewhere in this report provide some direction for topics. To review these:

- linked data and Semantic Web
- new standards
- data visualization
- IA and information behavior were tied
- digital libraries and institutional repositories
- information retrieval
- taxonomy construction
- web analytics
- managing research data
- pedagogy
- bibliometrics
- digital natives/Millennials
- cataloging, including RDA

- digital curation
- metadata - taxonomy, ontology, etc.
- data/web analytics
- online education pedagogy
- scripting and markup - HTML, XML, PHP, JSON, etc.
- database creation and maintenance

The survey results demonstrate a wide array of ideas; not all are geared toward practitioners, so if that really is our target audience, we should try to figure out what topics are the right fit.

Webinars that give practitioners a step-by-step guide on how to tackle something that they need in their jobs would be welcomed. These could include topics such as:

- How to conduct usability tests on a low budget
- Setting up successful social media strategies in your organization
- Data visualization tools and how they can help you
- How to get started in mobile web development

The training needs of practitioners in the area of digital libraries revolve around skills required for digital curation, such as:

- Workflow planning
- Functional tasks that facilitate/enhance digital resource management,
- Information modeling and metadata preservation
- Ensuring long-term access/availability.

SIG III members suggested topics that provide global perspectives of information sciences/professions, IPR, information access and security, and other topics related to international information issues.

Not all topics of interest to survey respondents are completely practice-oriented; information behavior and information retrieval are examples. However, we believe that if research-related topics are offered as webinars, the sessions should offer implications for practitioners.

We also believe that educational topics should come from the membership, and even non-members who visit the ASIS&T website. We suspect that it would not be terribly difficult for Headquarters to provide quick polls or surveys on the site in order to simplify and facilitate straightforward topic solicitation from anyone who would like to contribute ideas. Perhaps submitted topics could also be voted on using social media or other online outlets. The ideas do not necessarily have to take the shape of formal proposals, but those who would like to formally propose an educational session as a speaker or organizer should have an avenue to do as well. See "Guidelines for webinar proposals, process for vetting proposals" below for more thoughts on this.

"Series"-related webinars on large topics were something we explored in discussions and in the August Board meeting. For example, information behavior is a tremendously large topic that could be presented many different ways to various constituents.

We're not trying to reach the usual Annual Meeting attendees via webinars, and we do not want to offer actual Annual Meeting sessions as webinars. However, perhaps some of the more popular sessions could be repackaged as webinars after the conference.

As previously mentioned, we have identified a need to use webinars for governance, program planning, networking events, and so on. As noted by a SIG III member (see Appendix C.4),

webinars introducing people to ASIS&T would be useful, too, especially if we recruit new members as a result of the webinar initiative. For example, how does a practitioner go about submitting work to the Annual Meeting? What are the different options for volunteering for ASIS&T? How is ASIS&T different from ALA or SLA?

### **Potential format(s)**

We should stick with webinars as Headquarters has conceptualized them for now. Dick has understandable concerns about competing against courses offered by LIS schools, so formats such as multi-week courses will not be offered.

Asynchronous material on highly focused, technical, hands-on topics should not be ruled out entirely. Several survey participants indicated that they would like this format.

However, a question remains about how to best accommodate networking through the currently available software. GoToMeeting works well for one-way educational presentations, but perhaps not quite as well for informal or social gatherings of Chapters, SIGs, or other groups. This needs to be further discussed.

### **Charging (bundled as a member benefit vs. priced separately; differential pricing for members and non-members)**

The survey results support the conclusion that webinars are an excellent member benefit. As a task force, we believe that they should be free to members since we're using them as a recruitment incentive. Given that membership is not tremendously expensive, we probably could not reasonably charge more than \$25 per webinar to non-members. Surprisingly, however, the non-member survey showed that some non-members might be willing to pay more than \$25 if the topics were of interest to them.

### **Ongoing access to content**

We believe these should be archived on the asist.org website as long as possible, and as long as the technology is current. If bandwidth becomes an issue, we could look for other options such as seeding them via BitTorrent.

Ongoing access to previous content not only facilitates a self-paced learning environment, but it can have research value as well. In this regard, SIG III members mentioned that if the webinars can be stored, one would be able to build a panorama of the field which would be useful to support a badly needed internationalization of the field.

### **Individual vs. group viewing (and how this affects pricing)**

According to Dick's and the task force's view, group viewing be more trouble than it's worth to monitor. Regional chapters could view webinars together for socializing and networking purposes. There is no way to "police" this, and it does not seem valuable to do so anyway. Even for student chapters whose "members" may not all be official student members, students can have access to webinars as long as at least one of them is an official member.

## **Sources of programs: Headquarters, SIGs, Chapters, other?**

As previously mentioned, we recommend that any individual or group should be able to suggest webinars. SIGs could offer sessions on their areas of interest and expertise. Chapters could offer programs based on local presenters, and open up the session just to the chapter or to the entire membership. This will require webinar training in some cases; perhaps this could be orchestrated by the Education Committee, SIG Cabinet, and/or Chapter Assembly leadership.

Again, we believe that the webinars are available not only useful for educational programs, but also for networking, governance, and so on.

## **Guidelines for webinar proposals, process for vetting proposals**

Whether they are unformed ideas or more formal proposals, no webinars should be associated with selling products. They will not be accepted.

### Unformed ideas

Perhaps we could allow people to vote on unformed ideas submitted by members or groups such as SIGs and Chapters. The task force believes that the more interactive the process is, the more emotionally invested ASIS&T members will be. Social media marketing tactics could converge quite well with this idea.

Unformed ideas that merit further development could be spearheaded by the Education Committee. They would need to find potential speakers, either through advertising the topics that need speakers online or through professional contacts, and then encourage interested speakers to submit formal proposals.

### Formal proposals

We suggest that each webinar idea should eventually take the form of a formal proposal. The proposal should include the following, at a minimum:

- Name, affiliation, and contact information for presenters
- Title of webinar
- Short abstract of webinar
- Related qualifications of the presenter to give the session (statement, CV, etc.)
- Either a list of implications for practice, or a description of how the presenter will tie research and practice together

The Education Committee should be responsible for reviewing proposals, and remain in contact with Headquarters about accepted proposals. While final scoring criteria can be left up to the committee, evaluation points should include:

- The clarity of the proposal
- Potential level of interest in the topic; this can be gauged by social media feedback or other avenues
- Qualifications of the presenter to give the proposed webinar

Headquarters should work with the accepted presenters to schedule times, since Vanessa Foss must be involved in supporting each webinar instantiation.

Perhaps Headquarters should reserve the right to plan webinars as well, given how effectively they have been able to plan sessions throughout the first year of the program. However, Headquarters and the Education Committee likely should stay in touch if Headquarters is planning a webinar.

### **Policy on reimbursing headquarters for supporting webinars**

The task force's opinions were mixed on this point. Some felt Headquarters should be reimbursed if at all possible, especially if speaker fees are quite high. Others felt that webinar offerings are a service provided by Headquarters, and they will be getting more membership revenue because of webinars. If a chapter or SIG sponsored a webinar, perhaps the SIG or chapter could contribute the money for the speaker, as they do now for Annual Meeting speakers, and Headquarters would continue to pick up the associated support fees.

That said, an emphasis could be placed on recruiting *members* to give the webinars. Faculty and other leaders in the Society could be looked upon to offer webinars in their areas of expertise as part of their responsibility to ASIS&T. Following this approach, covering speaker fees would not be necessary. According to data provided by Dick Hill, most presenters so far have not asked for speaker fees.

### **Coordination and advice**

The task force believes that this responsibility should go to the Education Committee. Perhaps a listserv or other communication tool could be created for Education Committee members who want to participate in the idea-generating and vetting processes. They could be involved in any crowdsourcing that occurs as well.

Clearly, the Education Committee will need to work closely with Headquarters for practicalities, planning, and logistics. Headquarters, in our view, has done a nice job of promoting webinars so far, but it seems as though several survey participants did not know about them. In addition to the potential for using social media for gathering webinar topic ideas, social media could also be used to promote webinar offerings. The Education Committee and Headquarters can work with Melissa Weaver on this.

Since Diane will be a Director-at-Large as of FY 2012, she can no longer serve as co-chair of the Education Committee. However, she hopes to continue having a role in this important initiative in some capacity. Additionally, she has recruited a new ASIS&T member who is interested in joining the Education Committee and contributing to the webinar effort: Dr. Lynne Williams, an IT professor at the University of New Mexico - Los Alamos and Kaplan University. Lynne has extensive experience with practice and research related to online education.

## **Conclusion**

As a task force, we enjoyed gathering and analyzing pertinent information, deliberating our points of view, and making associated recommendations to the Board. We strongly believe that webinars have a definite, prominent place in present and future membership advantages, and we look forward to watching the membership grow thanks to this valuable benefit.

## **Acknowledgements**

We would like to thank Linda Smith for appointing us to this important task force and trusting us with a major initiative of her presidency. Dick Hill was invaluable in providing infrastructure, data, and other resources. Finally, we thank all the members (and non-members) for providing their useful insights and opinions.

# Appendix A: ASIS&T Member Survey

## Appendix A.1: ASIST Member Survey Instrument

Dear ASIS&T Member,

The ASIS&T Information Science Education Committee and the Webinar Task Force would like your help in determining what types of online education program you would like to have offered. Please complete the following survey to provide us with your preferences and ideas.

Sincerely,

**Linda C. Smith**, ASIS&T President  
**Diane M. Neal**, Webinar Task Force Chair and Information Science Education Committee Co-chair  
**June M. Abbas**, Webinar Task Force Member and Information Science Education Committee Co-chair

How would you describe (characterize) yourself? Please choose one from the following list:

- Faculty member in information science or related field
- Non-faculty researcher in information science or related field
- Information architect/interaction designer
- Data center administrator
- Knowledge manager
- Systems analyst
- Network/systems administrator
- Database manager
- Indexer
- Software engineer
- Library administrator
- Academic librarian
- Public librarian
- Corporate librarian
- Museum professional
- Archivist
- PhD student
- Master's student
- Undergraduate student
- Other:

Have you attended any of ASIS&T's webinar programs in the past?

- 
- 

Yes  
No

(if yes):

ASIS&T Educational Offering Survey

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Which sessions have you attended? Please check all that apply.

- Introduction to Semantic Web and Linked Data
Linked Data, Tools and Technologies
Semantic Integration - Leveraging the Taxonomy
Taxonomies in Search
Setting Up the Store - Taxonomies in E-Commerce
People Directories and Author Networks Based on Taxonomies
Introduction to Information Architecture
Introduction to Business Taxonomies
Taxonomy Workshops
Practical Taxonomy Design
Taxonomy Governance and Maintenance

Please rate your overall satisfaction with your past ASIS&T webinar experience using the following scale:

- 1: Extremely poor
2: Below average
3: Average
4: Above average
5: Excellent

Please rate your overall experience: 1 2 3 4 5

(if no):

Why have you not attended ASIS&T webinars in the past? Please check all that apply.

- I didn't know about them
The topics offered haven't been of interest to me
They haven't been offered at times that work with my schedule
I don't like the webinar format
Topics were of interest, but I didn't want to pay for them
Other:

ASIS&T Educational Offering Survey

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Note that "Webinars," as ASIS&T has been offering them, consist of live online presentations that last approximately one hour, involve visuals, a speaker, and real-time Q&A with the presenters and participants.

What types of online/virtual educational program formats would you like to see offered? Please check all that you might be interested in.

- Webinars, as defined above
Multiweek synchronous courses (everyone must be online at the same time)
Multiweek asynchronous courses (log in and work on the class when it's convenient)
Tutorials (half-day sessions with a technical, hands-on focus)
None of these formats sound interesting
Other:

As an ASIS&T member, what would you be willing to pay for attending online educational offerings?

- \$0
\$25
More than \$25
\$50
More than \$50
Other:

How much should ASIS&T charge non-members for attending online education programs?

- \$0
\$25
More than \$25
\$50
More than \$50
Other:

What online education topics would interest you? Please check all that apply.

- New standards, e.g. Resource Description & Access (RDA), HTML 5, etc.
- Linked data and the Semantic Web
- Information Architecture
- Social media/Web 2.0 tools
- Information Behavior theories/models
- Digital libraries and institutional repositories
- Web analytics
- Data visualization
- Bibliometrics
- Information retrieval theories/models
- Taxonomy construction
- Managing research data
- Digital Natives/Millennials
- Pedagogical issues in information/library science
- None of these topics sound interesting
- Other:

Is there anything else you would like to share with the Information Science Education Committee/Webinar Task Force regarding ASIS&T's online education offerings, or information science education needs in general?

## Appendix A.2: Dick Hill's Responses to Frequently Requested Topics in the Member Survey

1	Topics from Survey in order by # positives	Percent	n	RH Comment
2	9. What online education topics would interest you?			
3	Please check all that apply.			
4	Linked data and the Semantic Web	56.90%	174	Did Linked Data in 2 parts: 1) intro to semantic web and linked data and 2) Linked data tools and techniques
5	New standards, e.g. Resource Description & Access (RDA, HTML 5, etc.)	55.90%	171	[RH: Not sure what you all had in mind with this topic. Not clear to me who to ask
6	Data visualization	55.60%	170	Asking Katy Borner
7	Information Architecture	50.70%	155	Did Intro to IA and Beyond the Polar Bear Working on S. Anderson, Seductive Interactions Trying to schedule Dick Horst on Usability Testing
8	Information Behavior theories/models	50.70%	155	
9	Digital libraries and institutional repositories	50.30%	154	Marissa Ramirez Intro to IR on 7/28 and asking June Abbas for more advanced course
10	Information retrieval theories/models	46.10%	141	
11	Taxonomy construction	44.80%	137	Did two J Busch, 4 part series; Marge Hlava, 4 part series
12	Social media/Web 2.0 tools	43.50%	133	
13	Web analytics	39.20%	120	Jim Jensen will do on 6/18
14	Managing research data	38.60%	118	
15	Pedagogical issues in information/library science	27.80%	85	
16	Bibliometrics	22.90%	70	
17	Digital Natives/Millennials	19.90%	61	

# Appendix B: Non-Member Survey

## ASIS&T Online Educational Offering Survey

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Dear Library and Information Science Professional,

The American Society for Information Science and Technology (ASIS&T) Information Science Education Committee and the ASIS&T Webinar Task Force is working to expand its online educational offerings. We are interested in what online education topics and formats library and information science professionals would prefer, regardless of whether they are ASIS&T members. Please complete the following survey to share your preferences so we can design online programs that best meet the needs of the profession.

Sincerely,

**Linda C. Smith**, ASIS&T President  
**Diane M. Neal**, ASIS&T Webinar Task Force Chair and Information Science Education Committee Co-chair  
**June M. Abbas**, ASIS&T Webinar Task Force Member and Information Science Education Committee Co-chair

How would you describe (characterize) yourself? Please choose one from the following list:

- Faculty member in information science or related field
- Non-faculty researcher in information science or related field
- Information architect/Interaction designer
- Data center administrator
- Knowledge manager
- Systems analyst
- Network/systems administrator
- Database manager
- Indexer
- Software engineer
- Library administrator
- Academic librarian
- Public librarian
- Corporate librarian
- Government agency librarian
- Museum professional
- Archivist
- PhD student
- Master's student
- Undergraduate student
- Other:

Following is a list of webinars ASIS&T has offered in the past.

- Taxonomies for Publishing: Enhancing the User Experience
- "I Have an Institutional Repository, Now What?" Advanced Issues Related to Institutional Repositories
- Drilling Down to the Challenges of a SharePoint Taxonomy
- Crash Course in Institutional Repositories
- Transforming Our e-Learning 'Worst Practices' into Excellent Teaching
- Why Information Architecture on SharePoint
- Web Analytics
- Beyond the Polar Bear: A Gentle Introduction to Domain Driven Design
- An Evening With National Public Radio
- From Intervention Informatics to Prevention Informatics
- Linked Data
- Semantic Integration - Leveraging the Taxonomy
- Taxonomies in Search
- Setting Up the Store - Taxonomies in E-Commerce
- People Directories and Author Networks Based on Taxonomies
- Introduction to Information Architecture
- Introduction to Business Taxonomies
- Taxonomy Workshops
- Practical Taxonomy Design
- Taxonomy Governance and Maintenance

More information on these webinars is available [on our website](#).

Have you attended any of these webinar programs in the past?

- Yes
- No

(If yes):

Which sessions have you attended? Please check all that apply.

- Taxonomies for Publishing: Enhancing the User Experience
- "I Have an Institutional Repository, Now What?" Advanced Issues Related to Institutional Repositories
- Drilling Down to the Challenges of a SharePoint Taxonomy
- Crash Course in Institutional Repositories
- Transforming Our e-Learning 'Worst Practices' into Excellent Teaching
- Why Information Architecture on SharePoint
- Web Analytics
- Beyond the Polar Bear: A Gentle Introduction to Domain Driven Design
- An Evening With National Public Radio
- From Intervention Informatics to Prevention Informatics
- Linked Data
- Semantic Integration - Leveraging the Taxonomy
- Taxonomies in Search
- Setting Up the Store - Taxonomies in E-Commerce
- People Directories and Author Networks Based on Taxonomies
- Introduction to Information Architecture
- Introduction to Business Taxonomies
- Taxonomy Workshops
- Practical Taxonomy Design
- Taxonomy Governance and Maintenance

Please rate your overall satisfaction with your past ASIS&T webinar experience using the following scale:

- 1: Extremely poor
- 2: Below average
- 3: Average
- 4: Above average
- 5: Excellent

Please rate your overall experience:  1  2  3  4  5

Please provide your comments about the ASIS&T webinar(s) you've attended in the box below.

(If no):

Why have you not attended ASIS&T webinars in the past? Please check all that apply.

- I didn't know about them
- The topics offered haven't been of interest to me
- They haven't been offered at times that work with my schedule
- I don't like the webinar format
- Topics were of interest, but I didn't want to pay for them
- Other:

### ASIS&T Online Educational Offering Survey

Note that "Webinars," as ASIS&T has been offering them, consist of live online presentations that last approximately one hour, involve visuals, a speaker, and real-time Q&A with the presenters and participants. Past webinars are currently archived on the ASIS&T website for viewing. For more information, see <http://www.asis.org/Conferences/webinars/>.

What types of online/virtual educational program formats would you like to see offered? Please check all that you might be interested in.

- Webinars, as defined above
- Tutorials (half-day sessions with a technical, hands-on focus)
- None of these formats sound interesting
- Other:

What information science and technology topics would interest you in an online education format? Please list them here.

### ASIS&T Online Educational Offering Survey

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Are you an ASIS&T member?

Yes  
No

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(If no):

### ASIS&T Online Educational Offering Survey

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As a non-ASIS&T member, what would you be willing to pay for attending our online educational offerings?

- \$0
- \$1-\$24
- \$25
- \$26-\$49
- \$50
- \$51-\$99
- \$100 or more

Other:

ASIS&T offers most of its webinars for free to its members. Given this, if you knew about ASIS&T webinars that you wanted to attend, how likely would you be to join ASIS&T?

- Not likely
- Somewhat unlikely
- Somewhat likely
- Very likely

### ASIS&T Online Educational Offering Survey

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Is there anything else you would like to share with the Information Science Education Committee/Webinar Task Force regarding ASIS&T's online education offerings, or information science education needs in general?

## **Appendix C: Correspondence with SIGs and Chapters**

### **Appendix C.1: Message Sent to SIG Cabinet List ([SIG-L@asist.org](mailto:SIG-L@asist.org) )**

[Posted for Daniel Alemneh. Please reply directly to Daniel, [Daniel.alemneh@unt.edu](mailto:Daniel.alemneh@unt.edu). Dick Hill]

Dear all,

The Webinar Task Force would like to request SIG Cabinet's input on webinar ideas and possible SIGs roles in shaping future development of webinar activities in general.

Based on the recent ASIS&T survey (by Diane M. Neal and June M. Abbas), the webinars are a good idea and people are in support of them. Webinars indeed can be a strategy for enhancing member benefits and raising the visibility of ASIS&T as a resource for timely and accessible professional development. Among other activities the Webinar Task Force is expected to guide the effort and offer recommendations to the ASIS&T Board and Headquarters on various aspects, including: potential topics, target audiences, formats, charging mechanisms, and related issues.

In this regard, we would really appreciate it if you can send us your thoughts on how SIGs could be involved, especially in terms of identifying speakers and possibly hosting offerings of SIG-specific interest.

Thanks,

The ASIS&T Task Force on Webinars,  
(Diane M. Neal, June M. Abbas, Remlee Green, Alex Garnett, and Daniel G. Alemneh).

## Appendix C.2: Sample Response from SIG Cabinet

Dear Daniel,

As the Communications Officer for SIG STI of ASIS&T, I am pleased to respond to your request for suggestions on how SIGs could be involved in the development of ASIS&T webinar activities. Please find some suggestions, below, and let me know if I may provide additional information.

SIGs could have discussions of their current and future professional development needs to identify topics of interest for future seminars. Such professional development discussions might even include brainstorming or reflecting on common current professional development concerns during the meeting of a SIG during the annual meeting. Also, when topics have been identified as professional development needs, such topics could be recommended for inclusion in future webinars. When such topics have been identified at particular SIG meetings, they could be further discussed on the SIG listserv to determine the level of interest among the SIG members and to identify particular issues that might be considered for inclusion when developing a webinar on each topic.

SIGs could identify opportunities for gathering or recording information that could be captured for inclusion in a webinar. During discussions about particular professional development needs as candidate topics for a future webinar, individual members might be encouraged to recommend some information resources that have the potential for use as educational resources in the development of a webinar. Such information might include lists of case study reports, examples, research articles, or guidance documents that could serve as references for the webinar developers to use during the development of the webinar or as recommended reading for webinar participants.

SIGs could ask their members for volunteers who may be able contribute to the development of a webinar. Once a webinar topic has been identified, SIGs could ask for volunteers, either during the meetings or on the listserv discussion, who would be willing to serve in one or more roles during the development of the webinar. Possible roles might include serving as a webinar development team member to identify learning objectives or identify issues for the webinar, recommend learning resources for inclusion in the development or the presentation of the webinar, or serving as the presenter or co-presenter.

Thanks,  
Bob

### **Appendix C.3: Message Sent to SIG-III**

Dear all,

Currently, I am serving on the ASIS&T Task Force on Webinars. Among other activities the task force is expected to guide the effort and offer recommendations to the ASIS&T Board and Headquarters on various aspects of future development of webinar activities, including: potential topics, target audiences, formats, charging mechanisms, ongoing access to content and related issues.

Based on the recent ASIS&T survey by Diane and June, the webinars are a good idea and people are in support of them. Webinars indeed can be a strategy for enhancing member benefits and raising the visibility of ASIS&T as a resource for timely and accessible professional development. Providing easily accessible professional development opportunities is important for the future of our society. This is particularly important for our SIG-III. As some of our colleagues mentioned in the recent survey, the likelihood that our international colleagues can register/pay for webinars is much higher than the likelihood that some colleagues can get to an Annual Meeting in the current economic climate.

In this regard, I am assigned to take this issue to you (SIG III officers) and SIG Cabinet and discuss how SIGs could be involved, especially in terms of identifying speakers and possibly hosting offerings of SIG-specific interest. I would really appreciate it if you can send me your responses to webinar ideas at your earliest convenience.

Thanks,

Daniel

### **Appendix C.4: Sample Response from Professional (Non-member)**

I would like some instruction from ASIS&T for how new professionals can produce quality materials for inclusion in ASIS&T annual conferences. Maybe a cross between research methodology, and formatting a topic proposal, and understanding how the juried process works. Are there resources for new professionals? Can they get feedback from regular presenters, or the programming committees in order to improve the quality of their work?

A webinar on other ways to get involved on ASIS&T committees would also be good for new professionals as well.

Thanks,

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## Appendix C.5: Sample Response from SIG-III

Hello, Daniel,

I think the SIG-III-specific-interest is the key for the webinar idea. I would like us to promote III, exactly as the name of our SIG suggests.

Then, it becomes a question of identifying what these "international information issues" are? For me, these issues may include among other things - intellectual property, information economics, global knowledge economy, information access, digital divide (especially in areas of high-speed internet and telecommunication), and information security. I think based on these or other ideas, we can identify expertise from our SIG or other sister SIGs

Cheers

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I like you 3 Euro cents!

Continuing on expensive webinars for Sister societies, I was wondering if we can pay for a webinar to a couple of sister- societies. Members and non-members from outside the US and Canada can organize a meeting and listen to a webinar together... For these reasons an advanced schedule has to be created. Countries can select a session they would like to participate and we will pay for one "participant".

3 Canadian cents:-)

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Hi Daniel

Assuming the infrastructure used for the webinars so permits, it would be interesting to ask sister societies or key colleagues in various parts of the world to present an overview of information sciences and professions in their respective areas.

This may complement the few summer programs proposed by a few US universities which seem to become popular but are quite expensive. If the webinars can be stored, one would be able to build a panorama of the field which would be useful to support a badly needed internationalization of the perspective.

My 2 Euro cents, without illusion

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