

Summary-HighEdWeb October 5-8, 2008, Springfield, Missouri

Attended by Lisa Tomalty-Crans of IST and Megan McDermott of Communications & Public Affairs

We attended the [HighEdWeb "Infinite Solutions" 2008 conference](#) along with approximately 470 attendees from the US, Canada, and possibly other countries. This was the 9th annual conference of the Higher Education Web Professionals Association.

Next year, the conference will be held in Milwaukee, Wisconsin, October 4-7, 2009.

Sessions

There were five tracks plus a corporate track:

1. Applications and Standards, Marketing
2. Management, and Professional Development
3. Social Applications and Content
4. Technical: Propeller Hats Required
5. Usability, Accessibility, and Design
6. Corporate

The full **schedule** is online at: <http://www.highedweb.org/2008/schedule.aspx> and there are now links from the session titles to the descriptions and the presentations themselves. Podcasts of sessions may also be available soon at: <http://www.highedweb.org/wordpress/?p=117>

People provided feedback after each session and the best sessions were repeated on the Wednesday morning.

The sessions that were voted best were:

Best of Conference Presentation

- Cross-Site Scripting: What is it, and how can you protect your site from becoming a victim?

** The **'d sessions below were of particular interest for UW since they provided very useful information for any institution thinking of moving to a new Content Management System

Best of Track Presentations

- Hello, Is Anyone Out There? Using Web Analytics to Understand Your Audience
- **Getting Them to the Table, and Keeping Them There: Campus Web Redesigns**

- ****It Isn't About the Feature Set: Selecting a Web Content Management System that Works for You****
- The Accessible Video Interface
- Conducting Usability Research with a Team of One
- SMO & SEO: Promoting your Website

There were also **pre and post conference workshops**. Of these, only one was attended and it was attended by Lisa Tomalty-Crans: **Intro to Flash**.

Summary of Conference

Sunday, October 5th

Registration and pre-conference workshops (Intro to Flash was attended)

Monday, October 6th

8-8:30 Opening comments

8:30-9:15 Track Sessions

SAC1: It Isn't About the Feature Set: Selecting a Web Content Management System that Works for You

Anthony Dunn, WCMS Coordinator, CSU, Chico

<http://www.highedweb.org/2008/EventDetail.aspx?guid=76a465df-b8c1-4ef2-8d72-8f6e91dbfdf6>

- This institution learned useful lessons from a failed WCMS implementation. They then developed a process that allowed them to select a WCMS that better meets their needs and works with their existing content processes rather than against them.
- Outlined keys:
 - Developing realistic expectations of what a WCMS will and won't do
 - Involving the right people in the selection process (Administrators, Technical Staff, Content Contributors)
 - Identifying the real issues behind desire for a WCMS
 - Understanding existing content processes
 - Developing a product review process that will work for you
- Make sure:
 - Motivations for getting a WCMS are clear
 - Clearly identify issues that the WCMS is intended to solve
 - Use facts and research on the issues in discussions (not just *opinions* of what the issues are)
- Warning Signs:
 - It isn't clear how people manage Web content on a daily basis
 - Content contributors are not consulted about their processes

- The WCMS would force needless changes/workarounds to existing processes & architectures
- Warning Signs when choosing a product:
 - Limited number of products are reviewed
 - Decision making processes and criteria are not clear or consistent
 - No hands on testing conducted
 - Vendor won't allow you to install product for hands on testing
- Real Issues:
 - Get ahead of the proliferation of small-scale WCMS implementations happening on campus
 - Find a better way to manage look/feel and brand
 - Increase consistency in design, type, and structure throughout the site
 - Address accessibility issues
 - Lower bar for users to keep content up to date
- Three Phase Process
 - 1. Initial pass/fail criteria review
 - Developed list of features/criteria
 - Technological requirements, Feature requirements
 - Established pass/fail criteria
 - Reviewed products online -- CMS Matrix: www.cmsmatrix.org
 - Sent out Initial Questionnaire, Filtered results
 - 2. Online demonstration (had a demonstration agenda of what they wanted to see, with a checklist, score and notes section)
 - 3. Hands on testing
 - **Task List**
 - Application setup/configuration
 - LDAP integration
 - User group creation/management
 - Template creation
 - Automatic navigation tools
 - Word content import
 - Delete, move, revert content
 - Upload, manipulate images
 - Publish to Web server
- Used [Hannon Hill Cascade Server](#) and are very happy with it; they knew of another institution using it that struggled with it , however, because it didn't support subdomains in the way they used them (there may be a workaround) ; it's good in that it uses a standard scripting language, though ☺
- Visit www.cmsmatrix.org
- Take aways:
 1. Understand what a WCMS will and won't do
 2. Be realistic about the issues and what it can address
 3. Understand your content processes and architectures – and select a wcms that works with them

4. Hands on testing is NOT optional
 5. Make sure users can do everything they need to do (not just administrators) – e.g. Adding images
 6. Features do matter if they fit your needs and processes
- adunn@csuchico.edu,
<http://myweb.csuchico.edu/~adunn/presentations/wcms.pdf>
 - blogs:
 - redesignland.blogspot.com
 - futureendeavour.blogspot.com
 - allyourlolcats.blogspot.com

9:15-9:45 Break

9:45-10:30 Track Sessions

TPR2: Using Our Web CMS to Produce Academic Catalogs

Anne Macdonald, Managing Associate Director, Suffolk University

CMS – using RedDot

SIS: Student Information System (they use [Datatel Colleague](#))

XML scripting language is what they use for extracting content from the CMS

- Web site redesign and implementation of RedDot CMS in 2006
- www.suffolk.edu
- Were looking for a better way to create and maintain their catalogs
- Catalog software co. -software was very similar to their current CMS
- Ah ha moment --why couldn't they use their CMS to develop their catalogs?
- Why bring our catalog production in house
 - Efficiency
 - Streamline the process
 - Control of content
 - Cost reduction
- Why use their cms?
 - Look and feel
 - CMS implementation
 - Training in place
 - Version control and workflow
 - Publishing
 - Cost-effective
- Process
 - How to proceed
 - Develop a workflow
 - Develop a production schedule
 - Obtain buy-in
 - College of arts an science
 - Sawyer business school
- How to create the first online catalog?

- Obtain catalog file from print vendor
- Create navigation in CMS
- Input content in CMS
- Context vs. usability of content
- Import course descriptions
 - Pasted content only and restyled and reformatted and re-added hyperlinks after put into RedDot
- Course descriptions project
 - Project to import course descriptions developed as a part of their web site redesign process in 2006
 - Initiated due to the number of outdated course descriptions on various web pages and sites – worked with a vendor who made an ASP script to move into RedDot, but ended up exporting course description file into a CSV file to import since the ASP script was a huge security hole
- Course description process
 - Decision made that all course changes and updates made in the SIS only
 - Course listing and description imported
 - In RedDot, created instances of each course in the CMS
 - Created a course listing page including course number, course name and description. (Or, can choose a PDF version and then have a course description page)
- After first import
 - Missing courses; courses listed that were no longer taught; courses w/o descriptions but all other info
- Courses remain as is on the web site during a mass updating process in the SIS
- Course description 2nd import:
 - Issue w.r.t truncation of descriptions; had to resolve and import again
- Catalog production – web and print
 - Catalog copy of OK
 - Course descriptions are OK
 - Review again to make sure all is OK
 - Move catalog from its development area to academics tab on web site
 - Publish pages
 - Address things missed: found out updates in SIS were not in CMS as expected
- Created workflows and authorizations
- Created training manual and training plan: user guides online
- Open up catalog for the editing period
- Print productions – give time for changes
- Extract text from CMS using xml script (much faster – 5 min) vs. template variant to run a print version
- Issues:

- Allow edits during the year?
- Course description being entered into SIS not in RedDot
- Technically not a hard process, but more editing/time consuming than expected
- amacdona@suffolk.edu, project: www.suffolk.edu/offices/30019.html, catalog: www.suffolk.edu/academics/21400.html

10:45-11:30 Track Sessions

APS3: Web Services for Web Services

Kevin Bischof, web producer; Kat Hollowell, web designer, Xavier University, Cincinnati, OH

1. They use Sharepoint to manage all web services projects
2. IIS server, load balanced system, Coldfusion 8
3. CMS: Campusuite – very happy with it 165 active web editors
 - a. Allows pre-generated templates -Innersync helped them to develop some templates and they developed some
 - b. Inline editing
 - c. Page history revisions allows rollback
 - d. News module
 - e. Image gallery manager
 - f. Site statistics
 - g. Recent activity can look back to see where problem happened
4. Site analytics
 - a. HBX SiteCatalyst HBX
5. Office of Web Services: www.xavier.edu/web
 - a. Send out newsletters 4x per year to all campus web editors
 - b. Web Week 2008: week long week of training sessions for on campus web editors
 - i. Basic html, advanced photo editing, how to use CMS, gave out web master certificates to people
 - c. Created web services forms
 - i. Website Access form
 - ii. Web Project Request form
 - iii. Web Update Request form
 - d. Have a web style guide for them all
 - e. Have a web colour palette that they adapted from print
 - f. 404 error page
 - i. Why? Tells person why they have the error and give opportunity to correct; search box; options to report error; keep 404 error page simple

- ii. Make the 404 page visual/funny (birds on a wire –oops we missed one), simple links to web map of university
 - iii. Smart 404: see Xavier’s (try <http://www.xavier.edu/iii.html> for example)
 - iv. jquery grid program for AJAX gathers errors so they can fix errors
- 6. Recently updated script: lists all web pages when they are updated and they check to make sure they are all good.
- 7. ‘Recently searched’ box under their search box –used to be done manually; now a script dumps it into a DB and the DB automatically fills it out- but only updates this about 1x per week
- 8. Web services others are using:
 - a. Nightly link checking program that runs nightly and sends broken links to admin of the site
- 9. CMS: give faculty their own area in the CMS. They use a default template but they can choose from 8 different colours (gives choice but keeps brand; they can add text/photos)
- 10. <http://Xavier.edu/highedweb2008/APS3/>

11:30-12:30 Lunch

12:45-1:45

General Session – Jeffrey Veen

<http://veen.com/heweb08.pdf>

1. 1974
 - big shifts in business, environmental awareness (gas shortage)
 - Epiphany about pong video game: participating in the TV vs. just watching
 - IBM released their first hard drive (30M of storage) (first commercially viable hard drive they produced); they leased it; what was \$100,000/Gig is now \$0.15/G per month
2. Proliferation of data storage in our lives
3. Tools for participation and scale of data:
 - a) Using design to put people back in control of data in their lives (13 hours of video uploaded every min. at utube every day)
 - b) Showed data – useless, then added title and row and column headings to make it useful, then add topography to make important things stand out (colouring, shading, labels and cellscan convert numbers to small and large ‘raindrops’ to show amount of rainfall in different cities)
 - c) Watch the line between communication and decoration; have responsibility to people using the data
 - d) Google analytics: so many users so much data so many uses of that data
 - e) Went to 1854 cholera outbreak; people dying (1 in 3 people); sick in am and dead by dinner

- f) John snow worked on this (and he was into math) to track what was going on; used map to show cholera deaths: showed that it was spread by water not air- used a sewer map – used image to prove his point that the water from a particular pump was killing people
 - g) Napoleon map: shows travels and size of army diminishing on the way; to convey promptly to the eye without calculation ('don't make me think')
 - h) Use design to bring point forward
 - i) Harry Beck – map of London underground
 - j) Showed graphs from google analytics
 - k) Megapenny.com
 - l) Chris Jordon: photo renderings and prints out, in detail, stats about our lives around us ---shows consumption (e.g. Plastic bottles) in a way that can make an impact and make change
 - m) Statistics can feel abstract making it difficult to connect with and make meaning of it - find a story in the data
 - n) Remove everything that isn't telling the story
 - o) Working for 'Wired', he noticed designers from Wired had to forget a lot when coming to the web site side of things; can't control page colour; people's monitors, etc. → those able to embrace this lack of control were most successful
 - p) Realized they had to allow people to choose since you can't provide all possibilities for what people want
4. CSS Zen Garden
 5. Adactio.com site allows you to choose a theme
 6. Some people using RSS don't even see the design
 7. Enable people to find their stories (allow them to choose month and then look at map of rainfall for example, rather than showing all months on main page)
 - a) LastFM reports to website based on what you listen to
 - b) Everyblock web site: to see what is happening on your block from break-ins from stories to real estate
 - c) Nike with Apple –chip in shoe to connect to our ipod
 - d) rescueTime: tracks what you are doing on your computer all day long and tracks your productivity and efficiency
 - e) create tools to let people get their own data
 - f) use the data of your behaviours to interact with the data
 - g) opportunities for action
 - h) www.dopplr.com
 - i) measuremap.com use people's data as a navigational map (stats for your blog)
 - j) Provide filters to enable clarity for people so they can help it be widdled down to the data important to them
 - k) E.g.: data points on graph, income per person vs. life expectancy, plus side of circle (data plot) is region of world people are living in
 - l) Storytelling -> discovery
 - m) Look at why and to whom you are communicating
 - n) teenagers

- a. use email to communicate with old people
- b. very different notion of private vs. public info
- c. old people think everything on their computer is private unless shared vs. teenagers think all is public unless made private
- o) look at what people want, need, and what they want to get done – make things to help people (look at anthropological info)
- p) google labs using monitors that can track where people’s eyes look
- q) Start with the user. Know yourself. OR, know yourself, then understand the user’s passion in the project.
- r) Wordpress creator: ‘...everything I built has come from the frustration that it didn’t yet exist’
- s) Om Malik: new ideas come from your heart, not your wallet
- t) Steve Jobs: looking at a problem is simple until you look and see how complicated it is and you stop ... a really great person will keep on going and come up with a beautiful elegant solution – really understand the problem
- u) Homework:
 - ‘The Ghost Map’ (book)(The latest: the story of a terrifying outbreak of cholera in 1854 London that ended up changing the world. An idea book ...) by Steven Johnson (His site: <http://www.stevenberlinjohnson.com/>)
 - ‘Visualizing Data’ (book) by Ben Fry (O’Reilly)
 - <http://veen.com/heweb08.pdf>(may use this under creative commons license)

2:00-2:45 pm Track Sessions

SAC4: University-Wide Web CMS Implementation- Failure, Then Success

<http://www.highedweb.org/2008/EventDetail.aspx?guid=0c5ad2e7-ff27-4afd-8eda-c72d7d628763>

James Buratti, University Webmaster, Texas State University

Sean McMains, Web developer, Texas State University

Jeff Snider, Systems Analyst, Texas State University

- Formed a committee
- Webgui CMS initially
- Looking for new CMS: Narrowed down to ‘Vignette’ and ‘Documentem’
- Vignette won (was a nightmare for them)
- Had to hire consultants – couldn’t keep one around-kept getting different ones
- Information architecture work done – bring in people who will use it –try out and test
- Project manager caught up in marketing research interviewing high school students
- Painful for users to upload images and huge URLs, no mac support for rich txt editor

- 2-4 sec page load time in testing!
- Administrating CMS started to suck: intermittent errors
- Had to create home grown software to work on top of Vignette to make it work
- No one liked the CMS
- 2 years later gets it working
- New project manager
- CMS branding work begins
 - Logo colour type
- Start evaluating other CMS systems (also in sakai implementation)
- Requirements:
 - Easy to use
 - Easy to program
 - Open source to make fixes themselves
 - Selected “**magnolia**” out of Switzerland
 - Generally good experience
 - Dec 1, 2006, one month after choosing CMS, it is launched
 - Lots of training & change management
 - ‘30 web best practices’
 - emphasized user satisfaction, wooing of the ‘previously-burned’ (2 years later they did come to them for new system)
 - Made it optional
 - Chose to brand the service, not the product; called it ‘Powerful Gato CMS
 - Jan 15, 2007: entire training is 2 hours
 - Had students review sites before they went live
 - Dramatically lighter hardware requirements
 - Programmers no longer suicidal
 - Graphic design – big change required to template and home page
- Stayed advocates of user experience
- 7 months after selection of new CMS, launched new home page
- Sept. 11, 2007 all sites in new template; everything standardized
- 100th web site has now been launched
- Now able to move people out of the project, and hire full time support person and grad student
- Link checker that runs nightly to notify site owners of link problems on the site
- Added a Document Management System
- Added more sophisticated forms
- Customer satisfaction high: 97% of users would recommend it for ease of use
- #1 problem: common look and feel since there is no ‘look change’ on different sub sites on campus
- 750 users
- 184 live sites

- 16,000+ pages
- Now looking at:
 - Now looking at releasing their work called 'Gato'
 - Open source at Texas State site
 - Can try out their test environment
 - Gato includes forms building

3:15-4:00 pm Track Sessions

SAC5: Migra(tio)n Headaches

Keith Slayden, Web Developer, Ithaca College

- Uses 'Luminous' CMS at Ithaca
- See his hand out for 'Questions' to get started for a new CMS project
 - From what to what?
 - Sites
 - Static
 - Partially dynamic (scripting, chunking)
 - Fully dynamic (nonlinear storage/retrieval)
 - Managed (versioning, CMS-fully implemented) ,fully implemented DB, access control; who's allowed to edit different parts of the site
 - Content
 - Text/data
 - Media
 - AV
 - Content
 - Concept map- how are users going to be driven to different parts of the site (top down from home page to other main sites); bottom up: map of every folder under site
 - He found 500 items that would need to be migrated (html, pdf, audio, etc.); he organized them by filename, file type, etc. in excel
 - Content bubbles
 - Chunking/navigation
 - Inventory
 - Constituents
 - Known/unknown (you may not know who is coming to your site as visitors may change based on content availability)
 - Iterative
 - Targeted (beware of 'website by committee"); not a good idea to have them ALL involved in creating a web site; content updaters may drag process out
 - Section 508
 - Who is responsible for...
 - Functional content areas

- Backend maintenance
- Day to day updates
- Usability and post assessment (using your analytics to see if your predictions were correct)
- Tools and Timeline
 - Know before you go
 - Try not to create a moving target
 - Keep it simple
- Inventory Paradigm shift
 - new content types
 - new organizational scheme
 - content checking (menus/topics 7-9 menu items)
 - training
- communication (meetings were specific to review specific things and what to change, then they did the work)
 - technical back end
 - functional content providers
 - end-user audience
- update, review, repeat
 - mockups
 - punchlist (list in excel of everything that needs to be done on that site)- check off things done as you go along and add to CMS
- Template driven by marketing – use across all pages using ‘Luminous’
<http://cmsmatrix.org>

Luminous CMS:

- Ability to grant very fine control over who can see what for editing
- Moved from a custom CMS – the move to Luminous was seamless for end users

4:15-5:00 pm Track Sessions

APS6: Wiki+Shared Drive+DocMgmt=Our Intranet

May Chang, Head, Library IT Services, University of Maryland, Baltimore County

I didn’t take detailed notes on this session, but much of what was discussed is outlined in the presentation (link is below).

They need to keep their shared drives to share information for historical reasons. They’ve introduced a wiki for document management and collaboration and, they’ve also defined best practices and guidelines for document management.

The ‘blurb’ on this session is:

“Over the years, our internal and public Web documents have proliferated and staff are often frustrated when trying to locate specific documents easily and quickly. The lack of

good file directory structure and document management practices have exacerbated the situation. Our intranet needed an overhaul, and this presentation will discuss our approach to better manage and present information and documents on the Web.”

The detailed presentation is at:

<http://www.higheredweb.org/2008/presentations/APS6.pdf>

Tuesday, October 7th

8:30-9:15 am Track Sessions

MMP7: Avatars, Embodiment & Community at a Distance

Monica Martinez-Gallagher, Multimedia Technologist, Portland Community College

She explored Second Life as a useful community to enhance learning, quoting ‘that social integration had a significant positive effect on retention – learning needs alone attracted but did not retain adult students.’

She also quoted:

“‘Identity transcending flexibility gives learners the opportunity to embody new epistemological frameworks, which is a critical process of learning.’ (Gee)

and

“Feeling a part of a community of learners has a direct impact, not only on retention, but also on a student’s perception of successful university experiences.” (Wellman, Wehlage)

Topics of Community and Learning, Avatars and Identity, etc. were also explored. I did not take detailed notes but the presentation and multimedia can be downloaded from:

<http://www.higheredweb.org/2008/EventDetail.aspx?guid=43bf205c-a446-433d-8002-13b5f8f35974>

9:45-10:30 am Track Sessions

SAC8: Press Releases 2.0-News Releases in the Social Media Era

Matt Herzberger, Web Designer, Texas A&M University - College of Engineering

- Will post the slides to his blog (<http://www.mattherzberger.com>)
- Showed old school press release, proper format in black and white in an old school class room
- BORING
 - long list of press releases
 - In a CMS makes it a bit better
 - RSS
 - Fixed size images
 - No multimedia content

- Versus now accessible due to the addition of bullets and bolding
- GOALS:
 - Migrate old posts
 - Move to blogging platform (WordPress) (he LOVES WordPress)
 - Ability to add multi-media – podcasts, images, etc.
 - Easier to digest
 - Easier social media linkages –DIGG, DELICIOUS, etc.
 - Easy for writers

THEN

- RESEARCH
 - EVALUATE what's out there (NY Times rocks)
 - Talk to writers a lot to find out their needs and find out what problems they had with the last system
 - Solid layout (Concordia Minnehaha theme) -lots of news THEMES
 - Social Media Press Release (SMPR)
 - www.socialmediarelease.org pdf template for press releases
 - ideas for what to add to your press releases
 - RSS feed readers
 - Links to 'delicious' and RSS
 - He uses utube for hosting all his videos
 - Hosts all his photos in flicker
 - Make the news sexy (some people respond better to video or images than text)
 - Plumbing that pulls it all together is RSS
- WRITERS
 - PUT IT in play and see what works – writers want to do it the same old way- don't want to change the way they write a press release
- Comments
 - People can write back to the press release to comment on it – e.g. people congratulate people who get an award that was announced in the news release
 - They've been encouraging people to leave comments but so far they haven't left many comments
 - Moderated comments
- Consistency
 - He's anal so he has to babysit; wants to keep style consistent; can 'paste from word' to clean up (aside: also fck editor that will clean up code)
- Getting multimedia
 - Writers don't care and he is too busy
 - May get a student to do this part
- PROBLEMS
 - Writers ☺
 - Writers now showing interest in trying new things. He sees a planned cycle of when they ask him certain things.

- Video, photo, audio
 - Will need student workers
 - Have cool flip cameras
- Aggregate throughout site
 - have all this great content, now use it
- Future – what next
 - Add a quick video to press release
 - Links to utube videos
 - Images
 - Rss feeds
 - Audio
 - Video
 - Facts, figures, graphs
 - ‘webitpr’ software <http://www.webitpr.com/>
 - ‘shift communications” <http://www.shiftcomm.com/newsroom/>
 - ‘prweb’ <http://www.prweb.com/>
 - Or, just use a WordPress site and add stuff as he did (WordPress had everything he needed: nice secure login, user permissions down to each person, search engine friendly (if templates are good), lots of plug-ins, also great as a general CMS)
- Issues
 - If picked up by local newspaper, do they require a specific format (often they reword/remake anyways), have a dialogue with the associated newspapers to see how they want to get it: as RSS, etc.
- <http://engineering.tamu.edu/news/mediamentions/>
- <http://engineering.tamu.edu/news/>
- Incentive:
 - conveyed better in video (and other formats) sometimes
- Wordpress
 - Using tags and categories
 - Created tabs across the top for topics that cover what they write about
 - Have an AJAX submenu ‘panel’ that appears
 - Have a mini picture beside each story link
 - Flickr photos at the bottom
- Take a look at MizzouWire <http://mizzouwire.missouri.edu/>

10:45-11:30 am Track Sessions

MMP9: CRM Patterns, Puzzles & Prose: Bridging the gap for internal audiences

Paul Redfern, Director of Web Communications & Electronic Media, Gettysburg College

Adam Forrand, Dotmarketing, Inc

- 2004: redesign web site, new branding with focus on enrollment and increasing \$\$\$; need \$ for the redesign now, though

- Integrated CMS (dotCMS) and Peoplesoft and R25 space analysis and CNAV
- 2007: CRM (Customer Relationship Management); aka 'mygettysburg' for prospective students and alumni WOOT! (their site) –used a 'mygettysburg' side bar
 - Can log onto any page, can choose interests and then receive personalized content on the 3rd column of page (regardless of what page you are on)
 - Can bookmark pages on their site within the site
 - Alumni can update their profile and can search other alumni, and can check personal giving history
 - Marketing project initially
 - Obsession with bringing in data from other sources and lost site of what they would do with that data
 - Took students from 'cradle' (prospective students) to 'grave' (alumni) but forgot current students, faculty, and staff – need to add them
- Dirty laundry – aired – what they did wrong:
 - Basic usability; usability makes the world work better
 - Main page was like Beverly Hills and sub department pages were like Queens
- Students are wanting to go to one place to find all events and then choose which one they want; ALL EVENTS ON CAMPUS FOR ALL FACULTY, STAFF AND STUDENTS IN ONE PLACE
- Use R25 to allocate space on campus
- Academics
 - Bring it all together in one place: Peoplesoft or Oracle, Web, course registration system
- Using degree audit Peoplesoft for students
- On current **student** page, have a link directly to Peoplesoft
 - Reduced news to 5 lines
 - Links to all the things they wanted – athletics, events, etc.
 - Could log into current student section and see 'mygettysburg' with student tool: transportation, what's going on in dining room, some direct logins to (their version of) Watcard balance, etc.
- Take aways
 - Make plans for all constituents
 - Revisit to continually improve what you have deployed (e.g. CMS)
 - KEEP LISTENING AND PREPARE TO CHANGE YOUR PLANS
 - EASY DOES IT – take small incremental steps; **a 1 hour update to current student page made an article in student newspaper (it wasn't the time it took for a change, it was the type of change and its impact)**
 - Students want to be able to log into the site and get everything they need in one spot and already be authenticated to use it all
- <https://www.gettysburg.edu/mygettysburg/>
- **They also use Angel for their course mgmt system**

- adam@dotmarketing.com
- predfern@gettysburg.edu
- **search for : mygettysburg college oracle**

12:45-1:45 pm General Session

Kyle Ford (NING)

NING is a social networking site. You can integrate facebook and myspace, and you can make your site private or public. Right now, it is free to create your own NING site and it is very easy to set up an interactive, functional, attractive site on any topic you are interested in.

Who is using NING now?

- Britneyspears.com
- 50 cent
- Radio Head
- Good Charlotte
- New Kids on the Block
- 'Ask a Ninja' fans

You can just use it, or you can download it and use PHP to modify it on your own host. You can build your own social network around a specific topic.

Read/write web (web 2.0) will change things like the printing press

“classroom 2.0”

- topic of using web 2.0/social networking in education
- document sharing – eliminate paper, cds, etc.
- multimedia flash expected on sites now; utube is so popular
- video conferencing within NING, invite guest lecturers
- e.g. notes only allowed to be taken on a wiki –social note taking

Educational part of social networking

- almost everyone likes learning even though only ½ may like school
- fault of the setting
- NING can allow small group interaction

OLD: I think therefore I am access to information - learning about

NEW: we participate, therefore we are, access to people - learning to be

Big is the new small: Scale the small classroom discussion groups in a big classroom.

- since it can be private, people can be anonymous or only have some people hear it
- supplement real life class sessions with this group; can still contribute information after class is over and then the next day, the professor can discuss online topics

Ambient Awareness: the idea that small nuggets of information (e.g. status updates in Facebook) form a cloud of awareness so you feel plugged in; each 'dot' is pointless but all together makes you feel connected or helps you understand friends; adhoc

meetings that are unplanned, subscribing to people's facebook or twitter feeds makes you feel like you were there (like water cooler chatting).

Learning happening in the hallway (not just in the classroom)

- Trojan Horse: social media skills that you learn do not end in the classroom; news sites are turning comments on their websites
- Dr. Horrible's Sing-along Blog
- Accountability: comfort level between generations – everything is private until made public(adults); everything public until made private (teenagers); partially a judgment call and partially is about education about long term ramifications of putting content online
- In the news
 - Careerbuilding.com – large percentage of organizations are using social networks to 'screen' new employees
 - Proper information posting behaviour
- Educate students at your institution of the future ramifications; create a policy for guidelines; embrace the technology in a smart way
- 'MOST OF THE SMART PEOPLE IN THE WORLD DON'T WORK FOR YOUR COMPANY' – BILL JOY, NING LOOKING AT HOW TO WORK WITH PEOPLE OUTSIDE OF YOUR COMPANY
- Google's Open Social (<http://code.google.com/apis/opensocial/>): Quoted from the web site: "The web is more interesting when you can build apps that easily interact with your friends and colleagues. But with the trend towards more social applications also comes a growing list of site-specific APIs that developers must learn." (Applications that can talk to your friends ,etc.; people can run open social and grab applications they want; file sharing; display items in your rental queue; can have a bunch of tabs along top; students can develop their own applications; can be used in classroom/education.)
- NING:
 - Can change ownership email address of one site to another
 - Can't yet change login ID
 - Can export all content so you can create a new site and import all info in
 - Private option: can require. invitations to join, or can allow people to sign up to join
 - Public option: seen by all and people register to add content
 - Why Ning vs. Blackboard: Ning is simple, hosted, scalable, has new features, live chat, has social networking features, and it provides regular updates
 - 2 way APIs to pre-populate
 - More effort put into features rather than analytics now, but can sync with google analytics now
 - support of open ID not supported yet

2:00-2:45 pm Track Sessions

APS10: CMS Success at Princeton University

John Wagner, Web Guy, Princeton University

- Used Roxen; Roxen is based on xml; Roxen written in 'pipe' but generally don't need to know 'pipe' now since the custom modules can be dropped in
- They started out right
 - Large RFP (over 70 vendors)
 - Five finalists in bakeoff
 - Large evaluation group from across customer base (25 people); all 25 agreed on system
- Then they did it wrong
 - Site creation – you can try to roll your own with min. support OR time and materials with centralized group
- First round results
 - Dev process too slow, Go it along too difficult, Code was too complicated for developer, All sites were custom
 - The correctives
 - Central development/user support group
 - No custom modules
 - User support
 - Allow multiple ways to dev a site
 - Central group really focused on user support /training
- 1. Low cost site development using standardized, configurable templates
 - Charge for custom features
 - Charge for photography
 - Charge for editing/writing assistance
- 2. In house, charged, development
 - Office of Communications
 - Web Development Services
- 3. External vendors
 - Roxen
 - Rolling Orange
 - mStoner

Wednesday – Best of Presentations:

MMP8: Getting Them to the Table, and Keeping Them There: Campus Web Redesigns

Susan T. Evans, Director of Web and Communication Services, College of William and Mary

Joel W. Pattison, Web Consultant, College of William and Mary

<http://www.higheredweb.org/2008/EventDetail.aspx?guid=993f0841-9d97-4155-89d2-d42d1d07350b>

This was an excellent session and I highly recommend checking out the presentation details online. They use Hannon Hill's Cascade Server and are very happy with it.

And, they also seemed to have done an excellent job of planning and rolling out their new CMS and web design, in a way that kept the campus community involved and happy with the outcome.

They branded their web project and called it **re.web**, and then maintained a blog and web site with web project details. Their communication plan included a blog with up to date info for the campus community to view and contribute to.

They followed up on concerns/resistance.

Their CMS selection was revealed through the blog.

When they were ready, they revealed all designs (not just final design).

They recommended that people are not asked for their favourite web design, but asked specific questions (e.g. below):

Design Concept 1			
How well does this design communicate:			
W&M is a small, academically excellent liberal arts institution	not so well	so-so	quite well
W&M students are talented, interesting, and fun	not so well	so-so	quite well
There's a lot going on at William & Mary	not so well	so-so	quite well
This design would make me:			
Want to visit William & Mary	not so well	so-so	quite well
Proud to be a student at William & Mary	not so well	so-so	quite well
Your opinion:			
What does this design tell you about William & Mary?			
What do you like best about this design?			
What do you like least about this design?			

UAD5: The Accessible Video Interface

Gabriel McGovern, Web Designer, Portland Community College

<http://www.gabrielmcgovern.com>

He was a very bright, energetic and entertaining speaker.

Portland community college has 30,000 FTE students and is based in Portland, Oregon.

Accessible Flash:

- Can download code from his website
- Need to make things as accessible as possible
- Internet killed the TV star
- Xeni Jardin, co-editor of the collaborative weblog, Boing Boing
- Top things done on internet: 1-video,2-blogs,3-social networks

Requirements

- Accessible
- Consider people who don't want to listen or can't
- Think about people who don't like using mouse or can't
- Slower speeds – give them options; estimate their bandwidth and then deliver appropriate. bit-rate
- Sustainable
- Started out with 1 video but prepare for many

Customizable

- Can use utube but then you have ads
- Full screen option
- Can make iterative changes in one place that applies to all videos in system (e.g. allowing full screen)

Used Flash CS3 with action script, flv, html, jpeg, swf, txt, xml

- Gather the pieces
- Still have .swf file; html will pass variable and pass to .flv file and txt files, so if you make chat captions(text) are actual text being brought in
- Smile file is simple .xml, to determine bandwidth and it points to 4 different video files and points to captions in a .txt (or xml). file
- Flash video compression in CS3 (can bring in other video formats too) ; can set bandwidth in this compression program and spits out .flv files; 2 codec files (Sorenson, onto vp6 (better quality); does a 56K version (video is not great but more room for the audio which is proven to be very important on video); h264 compression later when CS4 comes out
- Smile file: smil.xml
- Copy his code and change paths; progressive download; determines bit rate and serves out different files based on the bit rate; defaults to smallest; can simply change to streaming later if you want

Captions

- Dragon speed software: 80-90% accurate to interpret voice for captions
- They get students to do this instead
- 'Magpie' java free, runs on any OS, may require. a certain version of java
- he tags start/end times of video; use magpie (captionaid is a \$\$\$ alternative)
- can export QuickTime, real player (not recommended) wmp

Poster Image

- image on screen before video plays
- use it to estimate bandwidth (see how long poster image takes to download)

construct the interface

- background layer (brand, can had you logo, etc), leave room for controls
- components built into flash (action script 3)
 - o FLVPlayback component
 - o FLVPlaybackCaptioning
 - o UILoader
 - o Controls on next layer: play, pause, mute, unmute, captions on or off, bar to fast fwd, status/load bar, etc (don't usually need)
 - o Window/ /accessibility panel in flash- use this
 - o Give it a name so you know what it is
 - o Doesn't set up an action key; you have to do this yourself

Construct the interface: action script

- See slides online

Read variables see code online

Video events: don't want it to auto play (see his code); set up path for CC(closed captioning)

Bandwidth estimation script – never be exact

Access keys (needed for screen readers): see his code;101: E; 112: P (toggle between play/pause)

***start with his basic one initially as only 100 lines of code approx

-for production put solid bar (but slightly transparent) behind captions to they are readable

CAN CLICK on a menu in bottom bar to get 'help' and see access keys (for those w/o a mouse)

----why do it yourself-utube has CC now too; a lot easier, but you can use his code and use your own institution branding, control of your videos, local copy , using a single interface

--- a lot of this can be automated utube style; would still have to have copywriter and have processes

-----want people to come in and not end up back at utube

Descriptive Video: describing visuals for people who can't see; timely captions using magpie

Captions are timed (very imp) in an xml file; created a small server side thing in xml; lines sentences up so they can have a transcript of the video (e.g., for screen readers where video is unnecessary)

Tidbits:

Software:

- Swish(like flash but cheaper)
- xat pro (image optimizer)
- jing project (like campasia & snagit)-free

Graphics Optimization

<http://graphicsoptimization.com/blog>

<http://graphicsoptimization.com>