

# WEB GUIDELINES

*A Guide to Page Creation, Maintenance and Oversight*

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## I. HISTORY AND INTRODUCTION

In the 1999-00 academic year, the University upgraded its Web site with the assistance of Cyber Design, an external vendor now known as LiquidMatrix, Inc. LiquidMatrix was chosen from among several Web development firms because of the strength of their proposal and because of the remarkable success enjoyed by another of their clients, the University of Dayton.

A primary goal of the original project was to create a unified graphic theme and common Web navigation that would run throughout the University's Web site. It included original designs for more than 100 core pages and templates to aid in the conversion of hundreds more. All pages on the site were developed under the stewardship of a subcommittee of the Committee on University Image and Promotion. The development process included conversations with several focus groups with both current and prospective students coordinated by Admissions.

The University continued to improve the look and content of the Web site, overhauling its graphic look in the spring of 2002, introducing new homepage designs in 2004 and 2005 and continuing to enhance other strategic pages.

Despite these continued improvements, the widespread and decentralized nature of the Web eroded some of the graphic unity that was achieved in the original Web project. To correct this trend, the University began a selection process for a comprehensive Content Management System in the fall of 2006, selecting Hannon Hill's Cascade system in early 2007.

As a companion to the Content Management System, the Committee on University Image and Promotion offers the following guidelines to govern the creation, maintenance and oversight of Web pages.














## I. PURPOSE OF THE WEB










The University of Scranton's Internet Web site ([www.scranton.edu](http://www.scranton.edu)) serves a number of essential purposes for external and internal audiences – education, research, academic and business processes, information sharing, and marketing (e.g. branding, admissions and promotion). The University's Intranet ([my.Scranton.edu](http://my.Scranton.edu), course support, etc.) exists primarily for educational, administrative and research purposes, while its Internet 2 connection is exclusively for education and research.

## I. WEB GUIDELINES

### A. Web Content Management System

1. **Overview:** A Content Management System (CMS) is a collection of tools designed to make it easier to create, modify, organize and manage information on a Web site. Authorized departments and individuals on campus submit requests for Web site changes to a Project Tracking System that is managed by Systems and Software Resources. Requests are acted on in turn by the University's Webmaster and other staff. If changes are requested to "official" pages, then the Webmaster will notify Public Relations for response or approval. The system empowers users and groups to make their own updates and changes to Web pages. It includes tools to remind users and groups when content is has not been reviewed for a specified period of time and to expire and remove time-related pages on specified deadlines. The tools include publishing, format management, revision control, indexing, search and retrieval. The University of Scranton has contracted with Hannon Hill for its Cascade Server application.

2. **Workflow Process in the Content Management System:** The Content Management System manages Web projects through a “workflow” process. Workflows are a series of ordered steps that content must go through from creation to publishing. The workflow steps allow pages to be reviewed for programming issues and accuracy of page content on a path to publishing. Users and groups assume a different role in the workflow process based on the role they are assigned in the Content Management System.
3. **Roles in the Content Management System:** Users and groups on campus use the Content Management System according to the role they are assigned. Roles define what users and groups are authorized to do in the system. For example, contributors create and edit pages and then submit projects to a publisher for approval before posting live or publishing content. The Content Management System includes the following roles:
  - a. **Contributor** is a role in the system and can be assigned to a Group. Contributors are typically responsible for creating or editing content. A Contributor-level user may:
    -  Navigate through the site structure (read or write access)
    -  View content (read or write access)
    -  Edit content (write access only)
    -  Create new content using Asset Factories (determined by the listing under the New menu) (write access only)
    -  Copy items (write access only)
    -  Delete items (write access only)
  - a. **Approver** is a role in the system and can be assigned to a Group. The Approver role allows the same actions as the Contributor, as well as allows the user to take part in the workflow process and review and approve (or reject) content that belongs to an active workflow. An Approver-level user may:
    -  Navigate through the site structure (read or write access)
    -  View content (read or write access)
    -  Edit content (write access only)
    -  Create new content using Asset Factories (type of asset determined by the listing chosen under the New menu, which types appear determined by user's group access rights) (write access only)
    -  Copy items (write access only)
    -  Delete items (write access only)
    -  Approve or reject content in a workflow he/she is assigned to
  - a. **Publisher** is a role in the system and can be assigned to a Group. The Publisher role allows the same actions as the Contributor and Approver, as well as allows the user to push content out to a live site, either by completing workflow that contains a publish trigger upon completion or by selecting assets he/she has access to and selecting to publish them. A Publisher-level user may:

-  Navigate through the site structure (read or write access).
-  View content (read or write access).
-  Edit content (write access only)
-  Create new content using Asset Factories (determined by the listing under the New menu) (write access only).
-  Copy items (write access only).
-  Delete items (write access only).
-  Approve, Publish, or reject content in a workflow he/she is assigned to.
-  Bypass workflows to publish content directly upon editing.
-  Cancel publishing jobs he/she has initiated (4.0 and higher).

- a. **Manager** is a role that has many of the powers of the highest role, administrator, but those powers are more limited in scope. Generally, the manager role is used to assign administrator-level privileges to a site or sub-site.
- a. **Administrator** is a role in the system that permits full, uninhibited access to any asset and/or area of the system. A user assigned the administrator role has access to both the standard " Home" area where web page assets are managed and the " Administration" area where advanced system entities and publishing can be configured. Because an administrator has access to everything within the system, the role is assigned sparingly in cases where it is essential.

## B. Official Pages

1. **Definition:** Official pages are those most closely linked to University branding, recruitment and promotion. The Scranton Web site includes more than 125 "official" pages. Official pages include the University's homepage and other pages that are located along the main navigation bar.
2. **Development and Maintenance of Official Pages:** The Office of Public Relations is responsible for developing and maintaining official pages in consultation with relevant departments.
3. **Requesting Changes to Official Pages:** One of the best things about the Web is that it isn't made of stone. There is nothing that we have created on it that can't be corrected, altered or in some other way improved. At the same time, the University is cautious about making major changes to official pages. Departments can relay suggestions, concerns or changes about Official pages to the Office of Public Relations.
4. **Academic Program Pages:** Academic program pages serve as entry points or "landing pages" for prospective students and other guests through Web searching. Ideally, the content of these pages consists of a combination of catalog material and input from the academic departments or program directors associated with the program. Catalog content associated with these pages mirrors that which appears in the *Undergraduate Catalog* to avoid confusion or error. As with program copy for the *Undergraduate Catalog*, changes to catalog content of program pages are undertaken through the curriculum review process that culminates with the Office of the Provost. Program directors or academic departments

are encouraged to provide original content for program pages to make them as dynamic and engaging as possible.

### C. Divisional and Departmental Pages

1. **Definition:** These pages are associated with University divisions, departments and programs.
2. **Oversight of Divisional, Departmental and Programmatic Pages:**
  - a. Divisional Pages – Divisional pages that are not considered “official” are the responsibility of the divisional vice president or his/her designee. Divisional vice presidents should appoint a contributor(s), approver(s) and/or publisher(s) to develop and maintain Web content.
  - b. Academic Departmental Pages: Academic department pages are vital for prospective students, current students and faculty. Departments are encouraged to maintain their pages and to develop content on their pages that reflects the distinctive interests and qualities of the faculty and their discipline. Academic departments should appoint at least a contributor and approver for their pages and can request to have a person designated as a publisher following appropriate training.
  - c. Administrative Departmental Pages: Administrative department pages provide important information for members of the University community, prospective students and employees, and general visitors to the Web site. Departments should identify contributors and approvers to develop and maintain content on relevant Web pages. At the discretion of the Divisional Vice President, departments can request to have a person designated as a publisher following appropriate training.
3. **Identity Standards:** Divisional, departmental and programmatic pages must conform to the University’s Identity Standards and Web Style Guide.

### D. Personal Pages

1. **Definition:** Pages associated with individual faculty, staff, administrators and students and hosted on the University’s Web site.
2. **Disclaimer and Oversight:** Pages for faculty, staff, organizations, departments and students are accessible through the Campus Contacts page (link in the header of the new template and the footer of the previous design) and include a link for a disclaimer located at the following Web address: <http://academic.scranton.edu/disclaimer.html>.

### E. Issues and Concerns About the Content of Pages

1. **Official Pages:** Issues or concerns regarding the content of Official Pages should be directed to the Office of Public Relations.
2. **Academic and Administrative Departments:** Academic and administrative departments are responsible for the content and accuracy of their Web pages. Issues or concerns about these pages should be directed to the manager or Department Chair who is responsible for the department.
3. **Personal Pages:** Issues and concerns about the content of personal pages are addressed through the University’s Code of Responsible Computing. The University’s Code of Responsible Computing provides “guidelines for the administration and use of all

computing resources at The University of Scranton.” The Code outlines specific unauthorized uses of computing resources and sets forth the expectation that each user “...shall act in an ethical manner consistent with the stated goals and mission of The University of Scranton.”

#### F. Media Content on the Web

The Content Management System includes tools that make it easier for users to upload photographs, video, audio or other media content onto pages. Media content added to University Web pages must adhere to applicable laws and regulations, including those that govern intellectual property and privacy.

### IV. SOCIAL MEDIA WEBSITES

Social media sites such as Facebook, Twitter, Linked In, Flickr and YouTube are exciting new channels through which members of The University of Scranton community can share knowledge and connect with key audiences, including prospective students, current students, alumni and the general public. The University maintains official pages on several social media networks and encourages participation in online communities by departments, programs, clubs and organizations.

#### A. Official Social Media Pages

The Office of Public Relations manages the University’s official social media pages, including, but not limited to, the following:

-  Facebook
-  Twitter
-  Linked In
-  YouTube
-  Flickr
-  Four Square

Public Relations actively maintains the content on the University’s official pages, uploading news and information gathered from across the campus. These channels are available to departments, clubs or organizations seeking to promote activities, events or accomplishments. Requests should be directed to [socialmedia@scranton.edu](mailto:socialmedia@scranton.edu).

#### B. Social Media Pages for University Departments, Clubs and Organizations

##### 1. **Responsibility for Content**

Similar to the Web Content Guidelines in place for University websites, departments, clubs and organizations are responsible for the content and accuracy of their affiliated social media pages that include a direct reference to The University of Scranton. Issues or concerns about the content of these pages should be directed to the manager or Department Chair who is responsible for the department.

##### 2. **Secondary Information Source**

Social media channels affiliated with the University do not replace pages that reside on the University’s website, our primary presence on the Web. As such, social media must always be secondary information sources. All event information, organization descriptions, and

other website content that appears on a department's or office's social media site should also appear on their University of Scranton website.

**3. Adherence to Applicable Laws**

Content posted to social media channels affiliated with the University must adhere to the same federal and state laws that govern privacy and the sharing of personal information (e.g. FERPA). Social media sites must not, therefore, share confidential or proprietary information about the University, its students, its alumni or employees.

**4. Proper Use of University Trademarks and Copyrights**

"The University of Scranton," the seal, wordmark and other marks are protected by federal trademark and must be used as specified in the [Identify Standards Manual](#) available on the Alumni & Public Relations website. The Office of Public Relations is responsible for ensuring the proper use of University trademarks and copyrights.

**5. Code of Responsible Computing**

In addition, individuals administering social media sites and those posting on their behalf must abide by the University's [Code of Responsible Computing](#), which is available on the University's website. The Code of Responsible Computing provides "guidelines for the administration and use of all computing resources at The University of Scranton." The Code outlines specific unauthorized uses of computing resources and sets forth the expectation that each user "...shall act in an ethical manner consistent with the stated goals and mission of The University of Scranton."

**V. WHO DOES WHAT: STAFF ASSIGNED TO THE WEB**

There are several positions at the University that play some part in developing, maintaining or coordinating Web pages and content. They are:

**A. INSERT UPDATED IT WEB STRUCTURE INFORMATION**

**B.**

**C. Web Designer/Developer (Ms. Sarah Johnson)**

Reporting to the Vice President for Alumni and Public Relations, the Web Designer/Developer assists the University in designing, developing and maintaining top-level Web pages in technical compliance with the Content Management System.

**D. Manager of Creative Services (Ms. Valarie Wolff)**

Reporting to the Director of Marketing Communicaitons, the position assists in the development of new pages and assists in managing content of "Official" pages on the Web.

**E. ADD OTHER INFORMATION FOR PR STRUCTURE**

# APPENDIX I

## Academic Uses of the Web

The Web is a valuable opportunity to present creatively and dramatically departments, academic and extracurricular programs, and the faculty members that make it all work. Academic use of the Web is ultimately governed by academic freedom, as described in the *Faculty Handbook*, and the *Code of Responsible Computing*. Each academic department will have pages on the University's Web site created and maintained by the department using the University's Web Content Management System (CMS), and structured by the templates provided in the CMS. These pages present the formal administration of departments and the curricula that comprise academic programs, that is, the material approved and published in the catalog. The content of these pages require approvals from the chair of the department or the program director and the relevant dean.

1. The **academic department page** (see Fig. 1 and Fig. 2) serves as the entry point or "landing page" for prospective students and other guests through Web searching. Except for a the top navigation bar and a block containing Admissions information, the content of this page consists of input from the academic department chairperson or the program director and faculty associated with the program, as approved by the Dean. The faculty of the programs are encouraged to provide original content for program pages to make them as dynamic and engaging as possible.



Department Page: Fig. 1 (left) shows content areas controlled by departments outlined in red. Fig. 2 (right) is a live page.



2. The **academic program page** (see Fig. 3) provides official University information that appears in the *Undergraduate Catalog* or the *Graduate Catalog*. As with program copy for the published catalogs, changes to catalog content of program pages are processed through the same curriculum review process that culminates with the Office of the Provost. In addition, each program will have a *course descriptions* page that is also taken directly from the catalog through a link to the published catalog which is maintained by the Department of Public Relations (see Fig. 4).

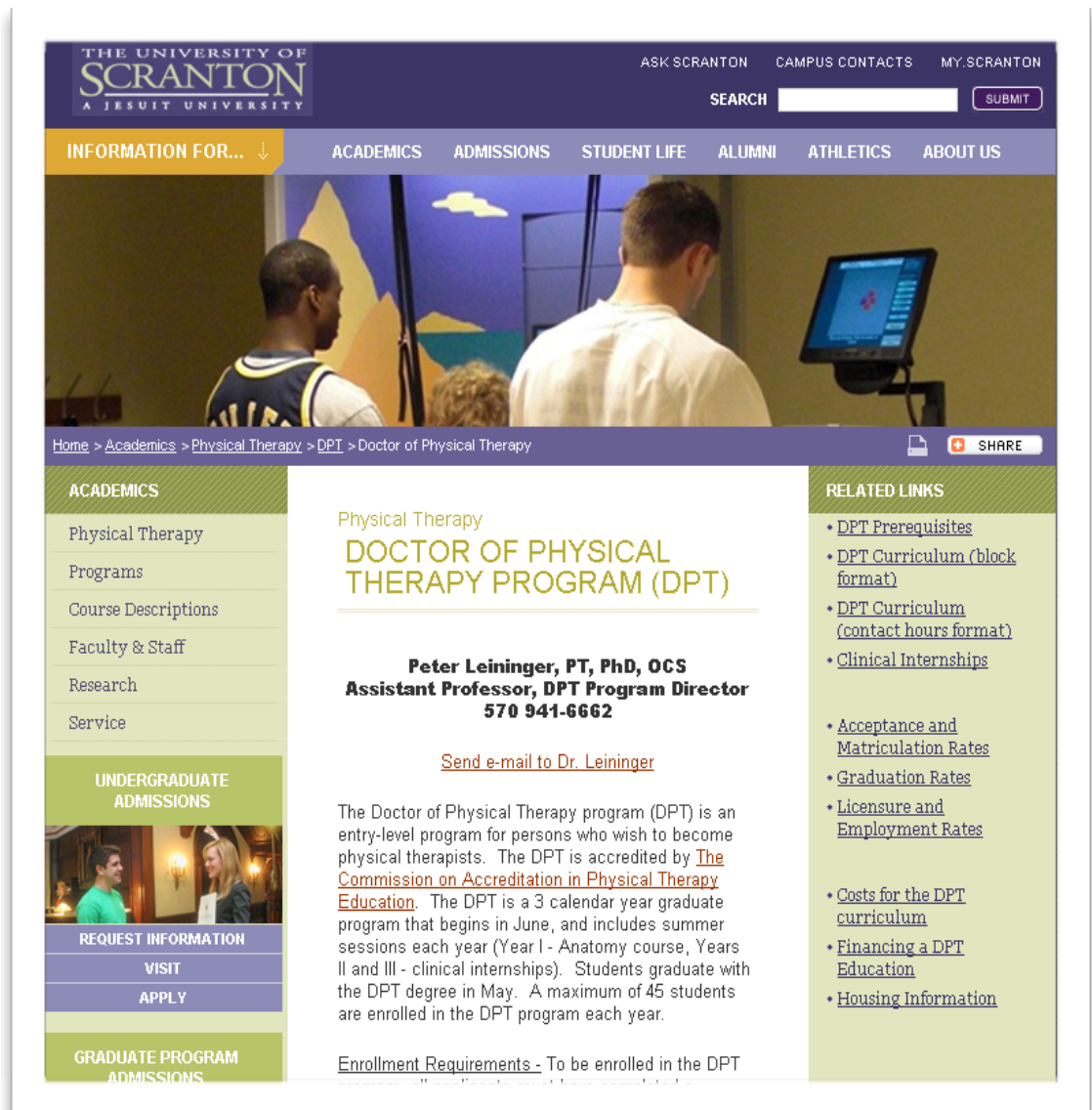


Figure 3. Academic Program Page

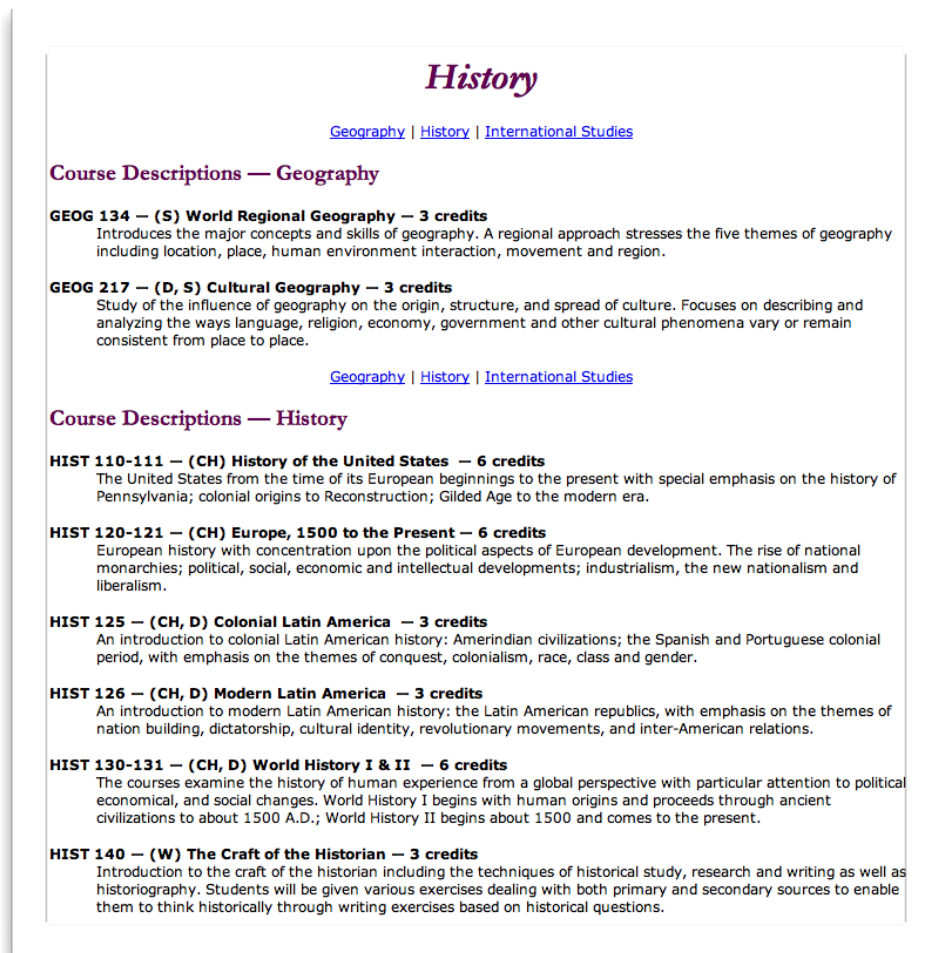
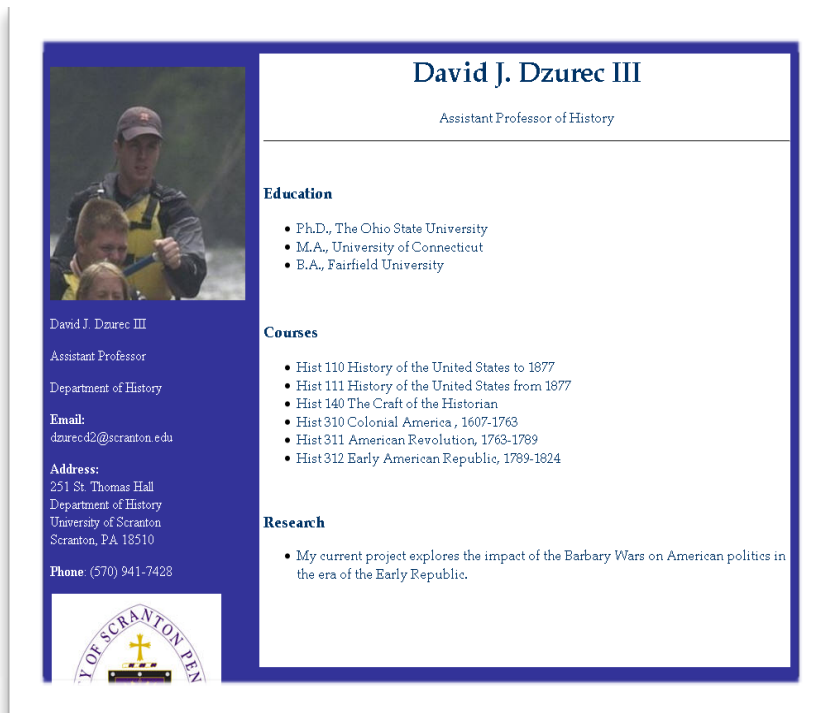


Figure 4. Course Descriptions Page

In most cases the links in the left- and right-hand navigation bars on department and academic program pages will relate directly to the operation of the department and academic programs of study, therefore these pages should be created using the three- or two-column templates within the CMS. Examples of this are (but are not limited to) links to a staff page, student clubs, student/faculty research opportunities, career opportunities, alumni news, faculty news, etc. Links and RSS feeds to Web sites outside the University can be included in these bars. The same left-hand navigation bar will appear on all of the two-column sub-pages that are included in the department's directory tree.

3. **Faculty Homepages:** These pages are available externally on the Web, and thus allow the faculty member to present her or his work to the public as well as to our academic community. The University does not control nor is it responsible for the content in the faculty homepages. Faculty pages are covered under the provisions of academic freedom in the Faculty Handbook and the University's Code of Responsible Computing. Unlike the department and program pages, there is no approval process for faculty homepages.

Faculty members are encouraged but not required to develop homepages. Development of these pages can be done using third party software or using the CMS. Faculty homepages linked from the department's staff page can be as simple as a one-page curriculum vita as in Figure 5 or as extensive as a multi-page Web site such as shown in Figure 6. Multiple pages may include information on a faculty member's course offerings, publications, research, and opportunities for student-faculty research.



**David J. Dzurec III**  
Assistant Professor of History

**Education**

- Ph.D., The Ohio State University
- M.A., University of Connecticut
- B.A., Fairfield University

**Courses**

- Hist 110 History of the United States to 1877
- Hist 111 History of the United States from 1877
- Hist 140 The Craft of the Historian
- Hist 310 Colonial America, 1607-1763
- Hist 311 American Revolution, 1763-1789
- Hist 312 Early American Republic, 1789-1824

**Research**

- My current project explores the impact of the Barbary Wars on American politics in the era of the Early Republic.

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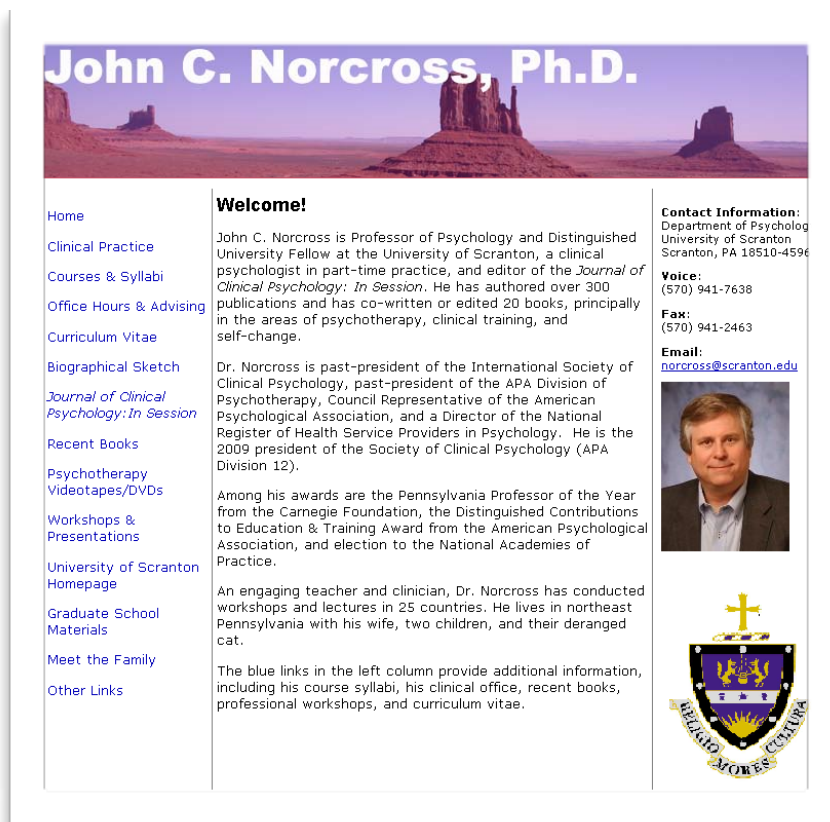


Figure 5. One-Page Faculty Homepage



**John C. Norcross, Ph.D.**

**Home**  
[Clinical Practice](#)  
[Courses & Syllabi](#)  
[Office Hours & Advising](#)  
[Curriculum Vitae](#)  
[Biographical Sketch](#)  
[Journal of Clinical Psychology: In Session](#)  
[Recent Books](#)  
[Psychotherapy Videotapes/DVDs](#)  
[Workshops & Presentations](#)  
[University of Scranton Homepage](#)  
[Graduate School Materials](#)  
[Meet the Family](#)  
[Other Links](#)

**Welcome!**

John C. Norcross is Professor of Psychology and Distinguished University Fellow at the University of Scranton, a clinical psychologist in part-time practice, and editor of the *Journal of Clinical Psychology: In Session*. He has authored over 300 publications and has co-written or edited 20 books, principally in the areas of psychotherapy, clinical training, and self-change.

Dr. Norcross is past-president of the International Society of Clinical Psychology, past-president of the APA Division of Psychotherapy, Council Representative of the American Psychological Association, and a Director of the National Register of Health Service Providers in Psychology. He is the 2009 president of the Society of Clinical Psychology (APA Division 12).

Among his awards are the Pennsylvania Professor of the Year from the Carnegie Foundation, the Distinguished Contributions to Education & Training Award from the American Psychological Association, and election to the National Academies of Practice.

An engaging teacher and clinician, Dr. Norcross has conducted workshops and lectures in 25 countries. He lives in northeast Pennsylvania with his wife, two children, and their deranged cat.

The blue links in the left column provide additional information, including his course syllabi, his clinical office, recent books, professional workshops, and curriculum vitae.

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Figure 6. Multi-Page Faculty Web Site

## APPENDIX II

### *Social Media Tips and Best Practices*

#### **Gauge Your Commitment**

Social media channels are most effective when content is fresh and interactive. While it is relatively easy to set up social media pages, University departments, clubs and organizations must reflect on the time commitment necessary to develop and upload content and to respond to input from users. At minimum, they require a weekly commitment of two to three relevant postings for each social media outlet. Before creating a separate social media presence for your department, club or organization, consider whether you would be better served by working with the Office of Public Relations to make use of the University's official social media pages.

#### **Not Individual Pages**

Departmental or club accounts must be treated more professionally than individual accounts (e.g., a personal Facebook page) and must contain reliable, factual, and updated information regarding the Scranton office or group they represent.

#### **Understand Your Strategy**

Social media efforts should be part of a larger communications strategy. Know what you're trying to accomplish, and why. Who is your audience? What do you want them to do? Is social media the best way to do this?

#### **Identify yourself**

When participating in or maintaining a social media site on behalf of the University, clearly state your role and goals. Keep these in mind as you determine the most effective use of social media to deliver your message. Never hide your identity for the purpose of promoting Scranton through social media.

#### **Be accurate**

Make sure that you have all the facts before you post. It's better to verify information with a source first than to have to post a correction or retraction later. Cite and link to your sources whenever possible; after all, that's how you build community. If you make an error, correct it quickly and visibly. This will earn you respect in the online community.

#### **Be respectful**

As a member of the Scranton Community, you understand the University's commitment to the freedom of inquiry, respect for others and the civil and thoughtful discussion of ideas. Understand that content contributed to a social media site could encourage comments or discussion of opposing ideas. Responses should be considered carefully in light of how they would reflect on the poster and/or the University and its institutional voice.

An excellent example of guidelines as to how and when to respond to negative comments is the Air Forces' flow chart of posting response assessment which can be accessed through this link or as a PDF file on the PR website.

### **Be mindful of copyright laws**

Show proper respect for the laws governing copyright and fair use of copyrighted material owned by others. Do not use images retrieved from the web without permission from the author or artist.

### **Target content to your audience**

Post news, events and items that are relevant to your targeted audience. Keep your audience engaged with meaningful and relevant information about the University. Also, make sure to consider the wide range of audience potentially following your site. Before making a post ensure that it will not alienate, harm, or provoke any groups.

### **Choose appropriate online names and images**

When choosing a name for your account, choose something obvious and relevant. When selecting a page image or avatar, stick to simple graphics that represent the Scranton brand and complies with the University's Identity Standards.

### **Be conversational**

Remember to talk to your readers like you would talk to real people in professional situations. Avoid overly pedantic or "composed" language. Consider content that is open ended and invites response. Encourage members of the online community to comment and contribute their thoughts.

### **Monitoring and upkeep**

Assign an administrator who can regularly monitor postings and content. Aim for frequent postings and updates – the recommended frequency is at least once a week. If you invite questions and comments through your blog, Facebook profile, or Twitter account, make sure to respond in a timely fashion

### **Measure for results**

To evaluate post activity and interaction with a community, make use of analytics and tracking tools. Facebook, YouTube and Flickr have built-in analytics for pages. When posting links on any social media site, we recommend using a link tracking service such as bit.ly. Some Twitter applications have this feature built into their software interface for convenience. These tools can help to refine your strategy and better understand you audience's preferences and behaviors.

### **Remember**

When you create a social media site and list your affiliation to The University, understand that you are representing The University as a whole and that any poor behavior you exhibit reflects poorly on The University.