

# IS 621 Web Content Management

## Introduction and basic knowledge

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# Chapter Topics

- What is Content Management?
- A brief history of content management
- Web Content Management
- CMS Tools
- The Role of XML in Content Management

# Some of today's challenges

## ■ New media & new products

- ☐ Re-using content across multiple products and media
- ☐ Re-purposing content to develop new products
- ☐ Using content in a more granular fashion
- ☐ Integrating content with software in new ways

## ■ Efficiency

- ☐ Save time
- ☐ Save money

# What is Content Management

- Technology that controls content at various stages through the content lifecycle to support a business goal

# What is Content Management

- To fully understand what it is a CMS does, we have to first define;
  1. What it is we are referring to when we talk about content
  2. What it is we understand under its management – and
  3. What do we mean by a system.



# What is Content?

Content is **information put to use.**”

or...

“Content is **named information.**”

-Bob Boiko

- The concept of
  - structured vs. unstructured data
  - Data vs. Content

Business Process	Structured Data	Unstructured Data
<b>Sales</b>	Contact Information	Cover Letters, Proposals, Contracts, RFPs
<b>Marketing</b>	Product Numbers and Prices	Brochures, Specifications, FAQs , Web Banner Ads.
<b>Production</b>	Bills of Materials, Inventory Levels	Engineering Drawings, Process Specifications.
<b>Customer Support</b>	Customer Lists, Phone Logs, Contact History	Customer Correspondence , Troubleshooting , FAQ
<b>Purchasing</b>	Vendor ID, Item Number, Price, Discount	Product Specifications, Vendor Catalogs
<b>Human Resources</b>	Employee Lists, Payroll Benefits Information	Employee Policies, Resumes, Performance.
<b>Finance and Administration</b>	General Ledger, Financial Projections	Annual Reports, Board Minutes , Compliance Reporting, Accounting Policies

# How is Content Created?

- Content is created by wrapping information in useful data (**metadata**).
- A lot like cataloging...
- but at a finer level of **granularity**,
- and with more administrative metadata (eg. *new, approved, ready to publish*)



# Metadata

- Metadata is “data about data,” information about the content such as author, date created, date retired, subject category and types of output (web, print, PDA).
- Structured data about an information package.
- 3 kinds:
  - Descriptive: author, subject, creation date
  - Structural: file format information, tables of contents
  - Administrative: ownership and use management

# So, What is Content?

## ■ Information that is:

- ☐ Modular
- ☐ Structured
- ☐ Meant for Reuse



# What is Content Management?

Content =

Text, images, web pages business e-documents, DB tables, live data feeds,

Management =

collect, validate, approve, assemble / combine, locate, translate, distribute, version, update, archive

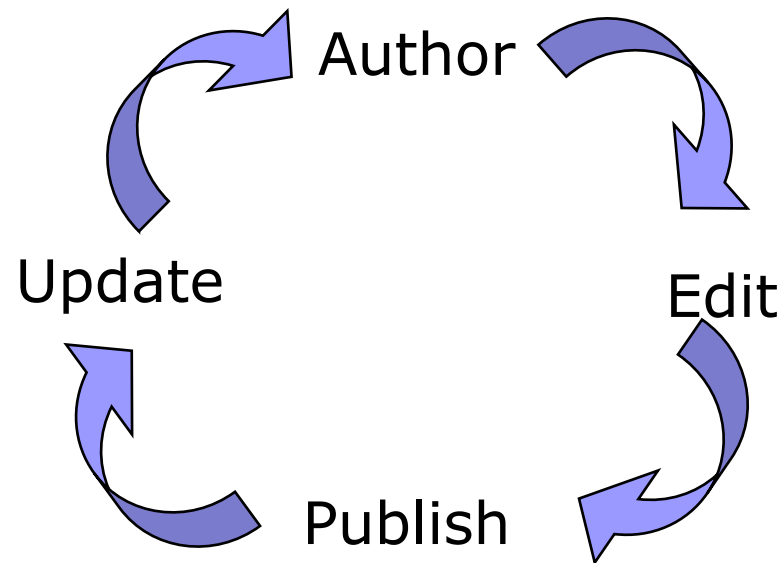
# Definition

- Content management is:
  - A set of **processes, methods, and technologies** that enable a publisher to capture, create, modify, maintain, interrelate, and deliver content for publication or other purposes
  - affordably and with the needed quality and speed.
- A way to get organized about distributing content to users, ensuring that the right content gets to the right people.
- Process based, covering the entire information lifecycle of an organization's content.
  - Creation and Receipt
  - Distribution
  - Use
  - Maintenance
  - Disposition

## ...Content Management

- Inherently collaborative, focused on integrating a number of roles into a (relatively) seamless process.
  - ☐ Author
  - ☐ Editor
  - ☐ Publisher
  - ☐ Administrator
  - ☐ Consumer

# How is Content managed?



Content management is significantly more complex than management of structured relational data.

A system that pieces together content for the purpose of viewing that content within a web based device

Action	Data	Content
Create	Created automatically by applications or manually via a forms-based interface	Requires creative skills and often collaboration between multiple contributors
Review and Edit	If manual review is required ,normally a quick double-check via a forms-based interface or audit report	Requires a complex iterative cycle in which multiple parties make comments and annotations that are factored into the next updated version
Link to Related Information	Through foreign keys and/or relational JOIN operational	Requires a combination of hyperlinks ,metadata, and "virtual document" parent-child Relationships
Format and Deliver	Typically handled through standard reporting tools, Visual Basic interfaces or ASP/JSP tools on the Web	Requires complex formatting specifications and transformations between file formats, XML



Action	Data	Content
Update	Typically handled at either a field or record level in a well-defined application Environment	Changes may occur at any level (e.g. a word in entire chapter, etc.), requiring complex change management including control and track the specific items that were changed
Index	Handled through a well-defined relational schema	Requires a combination of structured hierarchy (e.g. cabinet-folder structure) and flexible relational metadata.
Search and Retrieval	Typically handled though SQL queries using the defined relational schema	Often requires a complex combination of metadata, full text and structural elements, and sometimes even more exotic techniques such as Query-by- Image-Content

# A Brief History of Content Management

- Content has existed for at least 5,000 years, since the invention of written language.
- Formal content management probably didn't begin until the founding of the Library of Alexandria in 150 B.C.
- For at least the last 100 years, content has been playing a big role in business, in the form of brochures, catalogs, contracts, correspondence, invoices, purchase orders, billings and so forth.
- As the 1990s dawned, personal computers were increasingly becoming linked by local area networks. With the realization that this provided a means to re-establish control over electronic content, the age of document management was born.

# A Brief History of Content Management

- By 1998, the Web had evolved from an interesting phenomenon to serious business, and was now composed of billions of individual Web pages. Suddenly “document management” began to go out of vogue, and “web content management” became the central focus.
- The Web frenzy hit its crescendo in 1999, but with the dot.com and NASDAQ crash in the year 2000, attention has again turned to a more balanced combination of print and web-based content. Also, while the rush to B2C e-commerce has slowed somewhat, there is now a renewed focus on automatically communicating electronic business content through XML-based B2B commerce networks.

# Many types of CMS

Variation	Business Purpose	Example
Web Content Management	Ensure that complex Web site content is complete, up-to date	Managing all the content behind the Amazon.com
Knowledge Management	Archive and index critical organizational knowledge so that employees can take advantage of it	Extensive knowledge base used by service technicians at a telecommunications Company
Document Management	Manage complex document-based information so common elements can be reused, and documents can be dynamically assembled for publishing	Management of overlapping and constantly changing information in automobile user manuals, dealer service manuals, and technical Specifications

# Content Management and IA

- *Process vs. Product:*
- “Content management and information architecture are really two sides of the same coin. IA portrays a “snapshot” or spatial view of an information system, while CM describes a temporal view by showing how information should flow into, around, and out of that same system over time.”

-Rosenfeld and Morville

# Content Management Systems

Created with three primary functions in mind:

- ☐ Collecting Content
- ☐ Managing Content
- ☐ Publishing Content

# Collecting Content

- Authoring: creating new content
- Acquisition: syndication
- Conversion: digitization
- Aggregation: applying metadata

# Managing Content

- **Repository:** what content is stored in the system
- **Administration:** setting up and configuring the CMS
- **Workflow:** defined processes and roles for managing content



# Publishing Content

- Getting the content to the users
- Arranges the content according to templates

# Definition

- A Web Content Management System is typically a software tool used by both technical and non-technical staff to manage the creation of structured web pages for a web based experience such as an Internet Website, Intranet or Extranet solution.

# Do you need a CMS?

Some questions to ask yourself:

1. How much content do you have?
2. How many contributors do you have?
3. How dynamic is your content?
4. How often do you plan on redesigning the look and feel of your site?

# What do you mean when you say CMS?

- Absorb content
- Store it
- Tag it
- Process it
- Approve it
- Publish it

How hard can it be?

# What can the CMS do?

- Allows web page updates using an ordinary web browser (e.g. IE, Firefox, Safari, Mozilla etc.)
- Reduces overall work as those responsible for content can update it directly and submit it for approval
- Allows different access levels for individuals with different roles (e.g. Authors, Editors, Managers)
- Enables documents to be published for fixed terms; older versions of documents can be re-used (versioning)
- Has Sitestat tracking code built-in
- Especially good for simple content pages.

## What it does not do

- Does not write content!
- Does not create site structure – needs planning
- Is not a design tool
- Does not create images
- Does not automatically link pages in to a site and make them visible
- It is not fully WYSIWYG

# The Need

- The need for a content management system can be gauged by
  - the amount of content you have,
  - the amount of change in the content you have,
  - and the number of publications you intend to create.

# Do You Need a CMS? (1 of 4)

- Do important Web site changes take more than a few hours?
- Do changes grind to a halt when anyone goes on vacation or is sick?
- Are groups within the company discouraged because changes take SO long to happen?



# Do You Need a CMS? (2 of 4)

- Does it take weeks or months to make simple global changes?
- Is the site larger than a few hundred pages, or is updated more than a few times a week?
- Is the information architecture of the site decaying, with broken links and images found?

# Do You Need a CMS? (3 of 4)

- Does it take a long amount of time to redesign the Web site?
- Are content creators and contributors located a multiple locations?

# Do You Need a CMS? (4 of 4)

If the answer is “yes” to at least a few of these questions, you need a CMS.

- And, OK, if you're going to use one, which one???

## WHY USE A CONTENT MANAGEMENT SYSTEM?

## ■ Wiktionary Definition:

[http://en.wiktionary.org/wiki/content\\_management\\_system](http://en.wiktionary.org/wiki/content_management_system)

A computer software system for organizing and facilitating collaborative creation of documents and other content, especially for loading to a website

## ■ Option 1: Do-It-Yourself

## ■ Option 2: Use the Installer!

# Types of CMSs

- **Open Source:** Drupal, Joomla
- **Proprietary:** Vignette, Documentum
- **Blogging Software:** Wordpress
- **Wikis (?):** MediaWiki

COMPLETE CONTENT MANAGEMENT SYSTEMS	BLOGS	WIKIS
	• <b>Wordpress</b> • Movable Type • Blogger	• <b>MediaWiki</b> • Confluence • pmwiki

# Some CMS examples!

# humanities.stanford.edu

the

Human Experience

inside the humanities at Stanford University

Search

Home

News Center


Digital Humanities

Expert Bureau

Podcasts & Video

Calendar of Events

Publications




Humanities at Stanford

▶ WHAT are the humanities?

▶ WHY do the humanities matter?

▶ WHO'S INVOLVED in the humanities?


Taking the Time to Study Speed



"Life in the fast lane" is a contemporary phrase we often use to describe exciting, action-packed events in our lives, but just what is the human obsession with speed?

Jeffrey Schnapp, Stanford professor of Italian and

The 'Dark Side' of the Enlightenment



When most people talk about the age of enlightenment they are usually referring to a period in 18th century European history when logic and reason rose to supremacy.

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# Law School: Center for Internet and Society



**Stanford Law School**

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The Center for Internet and Society

**Spotlight on CIS**

**What App?**  
WhatApp? is a review website for the privacy and security of online apps. Now in Alpha; stay tuned for the Beta run.

**Our Issues**

- cybercrime
- Free speech
- infrastructure
- intellectual property
- privacy
- anti-circumvention
- books
- copyright
- copyright law
- Creative Commons
- defamation
- DMCA
- drm
- economics
- Fair Use
- first amendment
- Fourth Amendment
- Future of Ideas
- Google
- Hearsay Culture
- internet
- libel
- IP reform
- law school
- libel
- patent
- surveillance
- tcblog
- Testimony
- trademarks

**Our Work**

- State AG Threats To Craigslist

In the heart of the Silicon Valley, legal doctrine is emerging that will determine the course of civil rights and technological innovation for decades to come. The Center for Internet and Society (CIS), housed at Stanford Law School and a part of the Law, Science and Technology Program, is at the apex of this evolving area of law.

**People & Blogs** **Events** **Consumer Privacy Project** **Fair Use Project** **Academics** **Packets**

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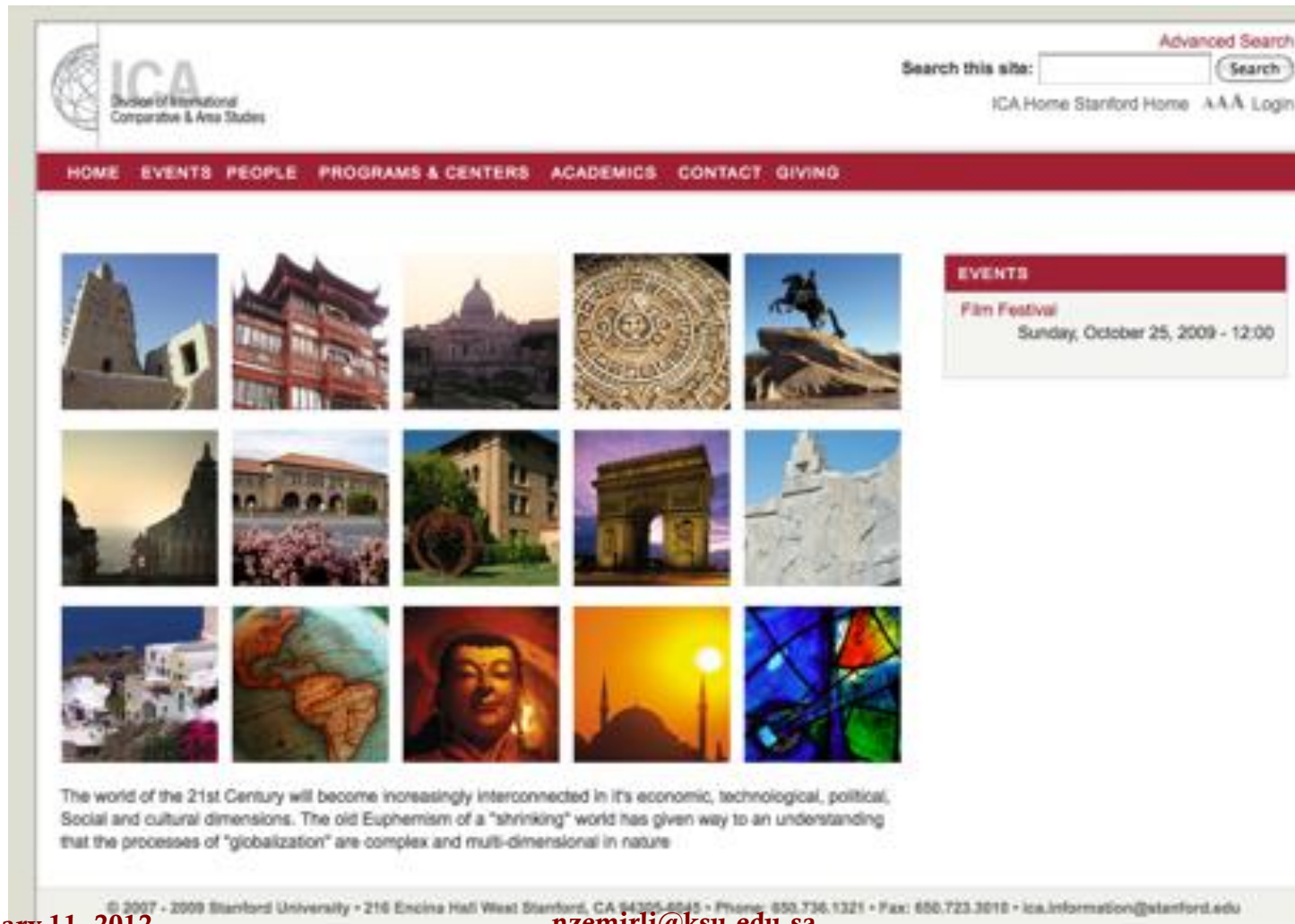
**Facebook's future: "Wall" or nothing?**  
by **Andrew Jacobs**, posted on July 2, 2009 - 1:55pm

In "The Great Wall of Facebook," Wired's Fred Vogelstein contends that Facebook and Google are approaching a "full-blown battle over the future of the Internet." Vogelstein's assessment boils down to two predictions: (1) Facebook will lead and monopolize a fundamental shift to "a more personalized, humanized" web search, based entirely on information supplied by one's social network; and (2) the vast amount of personal information supplied to Facebook by third parties and users themselves will (barring user revolt) yield massive profits through online brand advertising. A prediction that Facebook will gain some advantage over Google through its proprietary data would be hard to argue against. But Vogelstein's particular vision of that general future—in which Google is conquered by a News Feed search based purely on users' networks—runs into problems.

**Read more** **Andrew Jacobs's blog** **Add new comment**

Substantive Tags: privacy  
Free tags: facebook, social networks

# Division of International, Comparative and Area Studies



The screenshot shows the homepage of the Division of International, Comparative and Area Studies (ICA) at Stanford University. The header includes the ICA logo, a search bar with an "Advanced Search" link, and navigation links for "ICA Home", "Stanford Home", "A.A.A. Login", and a menu bar with "HOME", "EVENTS", "PEOPLE", "PROGRAMS & CENTERS", "ACADEMICS", "CONTACT", and "GIVING". The main content area features a 3x5 grid of 15 small images representing various global locations and cultures. To the right of the grid is an "EVENTS" section with a red header, listing a "Film Festival" on "Sunday, October 25, 2009 - 12:00". Below the grid, a paragraph discusses the interconnectedness of the world in the 21st century. The footer contains copyright information for 2007-2009 Stanford University and contact details for the ICA.

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EVENTS  
Film Festival  
Sunday, October 25, 2009 - 12:00

The world of the 21st Century will become increasingly interconnected in its economic, technological, political, social and cultural dimensions. The old Euphemism of a "shrinking" world has given way to an understanding that the processes of "globalization" are complex and multi-dimensional in nature.

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# center on philanthropy and civil society

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## OUR MISSION

The mission of the Stanford University Center on Philanthropy and Civil Society (PACS) is:

To engage students, faculty, and practitioners in scholarship and dialogue that examines ways in which philanthropic institutions, nonprofit organizations, and other key elements of civil society work to address public interests, both in the United States and abroad.

The PACS mission is intentionally broad, reflecting the founders' desire to focus scholarly attention on questions surrounding philanthropy, civil society, and social change. PACS-sponsored courses and seminars engage students and scholars from across campus in discussing core issues facing the sector, building a common frame of reference that enables conversation across disciplines. This mission also provides the Center with the flexibility to attract faculty and students with diverse and ever-changing research interests.

PACS is a program of the Institute for Research in the Social Sciences and the Haas Center for Public Service.

More about PACS

### WEB FEATURE



On May 20<sup>th</sup> and 21<sup>st</sup>, PI hosted a research conference launch the project on Private Initiatives in Public Education (PIPE) that brought together leading scholars and practitioners who are working projects related to emerging trends and cross-sector innovations in public education. Specifically, the conference explored the following themes:

- 1) The influence of philanthropic and private intermediary organizations in education
- 2) Models of organizing and providing (charter and district schools) of public education
- 3) Innovations in the development of human capital education
- 4) Entrepreneurship in the Obama.

### MULTIMEDIA

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# Aurora forum



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## Event Archive

### Education for Citizenship Series: Gratitude and Poetry for Water

Jane Hirshfield, Roger Housden and Jenna Davis with David Freyberg  
Thursday, May 21, 2009 | 7:30-9:00pm | [Kresge Auditorium](#) | Free and Open to All



The purpose of this evening is to bring poetic and scientific sensibilities to bear on life-sustaining elements that we often take for granted, especially water. While nearly 2 billion of the world's population lack adequate supplies of water and proper facilities for the disposal of human waste, we who are affluent treat the planet's water system irresponsibly by drawing unsustainable amounts from and polluting the environment. By bringing attention to present and future global water crises and to people and projects that are working toward solutions, we hope to foster a more respectful attitude toward water and the ecosystems that provide it.

The evening will begin with a presentation by David Crossweller introducing [Wherever the Need](#), a charitable organization concerned with the provision and use of eco-sanitation toilets and water.

Related Themes: [citizenship](#), [gratitude](#), [poetry](#), [water](#)

### A Passion for Nature: Exploring the Life of John Muir

Donald Worster and Richard White with Jon Christensen  
Thursday, May 7, 2009 | 7:30-9:00pm | [Kresge Auditorium](#) | Free and Open to All



In Donald Worster's new biography, John Muir's "special self" is fully explored as is his extraordinary ability, then and now, to get others to see the sacred beauty of the natural world. *A Passion for Nature* is the most complete account of the great conservationist and founder of the Sierra Club ever written. Rich in detail and personal anecdote, it traces Muir from his boyhood in Scotland and frontier Wisconsin to his adult life in California right after the Civil War up to his death on the eve of World War I. It explores his marriage and family life, his

## Director's Notes

Post by Mark Gonneman  
Thursday, 4 June, 2009

### What Matters

See the [website for What Matters](#), the book that will be featured in our July 9 conversation in Annenberg Auditorium.

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## In The Spotlight

Read the transcript of "A Passion for Nature: Exploring the Life of John Muir," our May 7, 2009 conversation with Donald Worster and Richard White.

The transcript of "Responsible Freedom: Liberal Arts Education and the College Idea," our March 5, 2009 conversation with Martha Nussbaum, Andrew Delbanco, and Debra Satz, is available [here](#).

A transcript of "Parker Palmer and the Courage to Teach," our conversation on February 21, is available [here](#).

[Click here for the transcript for "Tibet: Where Continents and Cultures Collide," our conversation on February 19 moderated by Orville Schell.](#)

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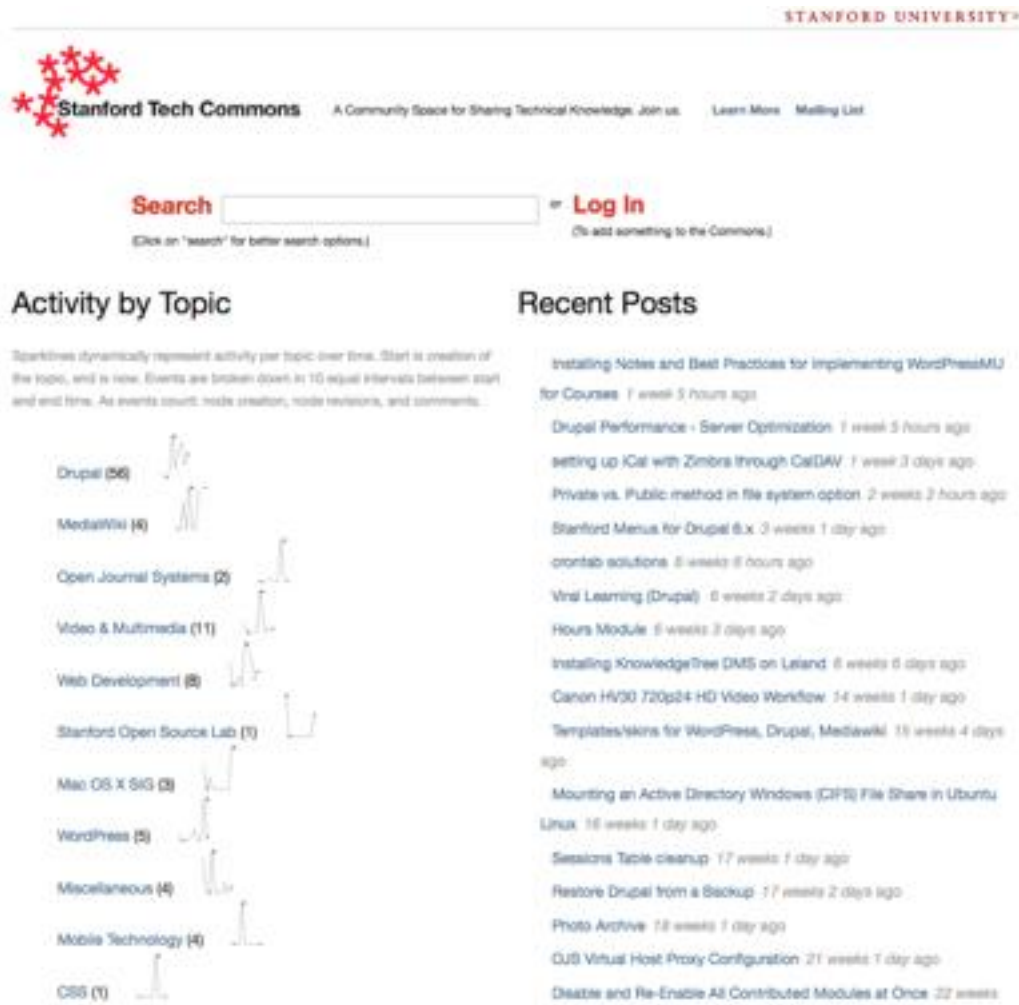
Submitted by [Chris Bourg](#) on [Wed, 07/01/2009](#) - 10:49

Google Books has unveiled some fun **new features**:

1. Embeds and links: "This new toolbar option allows you to embed a preview of a full view or partner book in any of your websites or blogs--all with a simple html snippet." See this example of [The Lucifer Effect](#) by Philip G. Zimbardo:



# Tech commons






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### Taking the Time to Study Speed

"Life in the fast lane" is a contemporary phrase we often use to describe exciting, action-packed events in our lives, but just what is the human obsession with speed? Jeffrey Schnapp explores this very question in a new museum exhibit.

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### Other top stories

#### US energy chief Steven Chu calls on Stanford scientists to help fix global problems




Secretary of Energy Steven Chu returned to Stanford recently, urging a crowd of more than 700 at SLAC National Accelerator Laboratory to confront what he called "the energy challenge."


Tagged: [Environment & Sustainability](#), [Humanities & Sciences](#)

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#### Improving health care through better use of comparative effectiveness research



Comparative effectiveness research is generating buzz these days, with the recent economic stimulus package allocating \$1.1 billion for these types of studies. But a researcher at the School of Medicine is asking policymakers to take a step back and



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#### Risks of sharing personal genetic information online need more study

With just \$999 and a bit of saliva in a cup, consumers can learn about their genetic risk for diseases. Now, thanks to social networking sites, they can also share that information with family, friends and even strangers on the Internet. This sounds relatively harmless, but according to Stanford bioethicists, sharing genetic information online raises a host of ethical questions.

### Most Popular Stories

Writers share insights about their craft, field questions at Three Books forum

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## ABOUT THE STANFORD ARCHAEOLOGY CENTER

Our goal is to share our passion for research by giving students a strong base in the discipline and its ethical standards while providing the opportunity for diverse and open-minded inquiry in facing the challenges that confront archaeologists today. The Archaeology Center at Stanford provides a focus for interaction amongst faculty and students in different parts of the university. It promotes theoretical, methodological and ethical innovation and encourages visiting scholars, post-doctoral researchers, faculty and students to work side-by-side on a daily basis. There is a strong global range of interests, with student and faculty researchers working from Southeast Asia to Europe, Africa and the Americas.

We aim to train the future leaders in archaeology and heritage. We provide a robust academic program that has a multidisciplinary and global reach. We believe that nurturing an environment of collaboration gives rise to opportunities for growth and innovation—elements that make for a stronger generation of archaeologists. We recognize that today archaeology is no longer just about digging up the past. It is also about contributing to the present.

Daily life in the Archaeology Center involves a unique blending of archaeologists from different departments as perspectives as they work in laboratories or meet at coffee time to talk and debate. There are two weekly seminars, and an Outreach seminar every year. The Center collaborates with other units in the university to support post-doctoral researchers, and it promotes research in specific areas from the analysis of ancient DNA to the management of cultural heritage. It supports public programs for diverse communities. Download our News Newsletter



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Welcome to the Stanford Blog Directory, which showcases ideas, activities, and perspectives from the Stanford community. Students, faculty, staff, and alumni are invited to submit their own blogs for inclusion in the directory.

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the unofficial Stanford blog	Student Group	technology politics humor campus life art business business innovation
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Smart Exercise Show	Individual Faculty	science environment media research video artwork
The Center for Internet and Society	Academic Group	law internet multiautualities computer network politics research security
Stanford Social Innovation Review, Opinion Blog	Academic Group	innovation entrepreneurship socialmultiautualities research
Castellote Notebook	Academic Group	multiauties philosophy computing multiautualities innovation technology
Stanford Humanities Lab	Academic Group	technology research multiautualities media humanities culture art
The Street Call	Individual Faculty	urban art media culture science culture politics socialmultiautualities artice law
Open Culture	Individual Staff	video multiauties educational media culture media
The LSA/HB Blog	Student Group	stanford hand card music music multiauties research fun hand research
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STANFORD REACCREDITATION BY WASC

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Stanford's Commitment to WASC Core Standards

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U-CAN Web Site

SUNET Login

What is the WASC Accreditation Process?

WASC, the Western Association of Schools and Colleges, is an organization recognized by the U.S. Department of Education that conducts reviews of schools, both public and private, from kindergarten through senior college levels. The primary goals of WASC, as taken from their website, are to:

- Promote institutional engagement with issues of education effectiveness and student learning
- Develop a culture of evidence that informs decision-making
- Foster active interchange among public and independent institutions

In the broadest sense, Stanford's mission is to create and disseminate knowledge in service to humanity. This commitment to liberal education and public service dates back to the founding grant, which states that the university's objectives are to qualify students for personal success and direct usefulness in life and to promote the public welfare by exercising an influence on behalf of humanity and civilization. Our accreditation review enables us to ensure that we continue to provide the highest quality education to our students and maintain our commitment to improve society.

For further information regarding Stanford's reaffirmation of accreditation, please contact the Stanford Accreditation Steering Committee at [accreditation@stanford.edu](mailto:accreditation@stanford.edu).

Stanford University is accredited by the Accreditation Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), 980 Atlantic Avenue, Suite 100, Alhambra, CA 94501; (510) 748-9001. In addition, certain programs of the University have specialized accreditation. For information, contact the Office of the University Registrar.

For more about Stanford's ongoing assessment activities see the [assessment page](#) managed by [Institutional Research and Decision Support \(IRADS\)](#).

The timeline for our next accreditation is as follows:

**Institutional Proposal:** Submitted and approved. Spring 2008 (Access restricted to SUNET only).

**Capacity & Preparatory Review Visit:** Fall 2010

**Educational Effectiveness Review Visit:** Fall 2012

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# STANFORD CENTER ON LONGEVITY

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## Health Security Project

SCL releases new findings about voter attitudes on health care reform

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**February 11, 2012**

[longevity.stanford.edu](http://longevity.stanford.edu)

[illegible]

## Department of Psychology

Stanford University


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# Philip G. Zimbardo

Professor (Emeritus)



July

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19	20	21	22	23	24	25
26	27	28	29	30	31	

**Email:**  
[zim@stanford.edu](mailto:zim@stanford.edu)

**Office Location:**  
 Jordan Hall, Building 420 Room 246

**Office phone number:** (650) 725-2417

**Administrative Associate:** Priyanka Sumanada

**Primary Area of Focus:** Social  
 Personal/Lab Website:  
<http://www.zimbardo.com/>

**Research Summary:**  
 Social psychology; investigation of causes, control of various time perspectives; conceptual and empirical development of my Di Madness (cognitive, social, behavioral dynamics in the etiology of "normal" vs psychopathology); study of the nature of mind control tactics and strategies of hypnosis as a methodological technique for manipulating cognitive and affect

**Education:**  
 Ph.D. Social Psychology, Yale University, 1959

<b>Attachment</b>	<b>Size</b>
<a href="#">The Human Choice.pdf</a>	36.61 MB

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Department of Psychology | Jordan Hall, Building 01-420 | Stanford University 480 Serra Mall | Stanford, CA 94305-5080 | tel. (650) 725-2400 | fax: (650) 725-6696

# killerstress.stanford.edu

# STRESS

A National Geographic Special  
 featuring Stanford University's  
 Robert Sapolsky

DVD

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## THE DOCUMENTARY



### Stress response: savior to killer

As we've evolved, the human stress response has saved our lives. Today, we turn on the same life-saving physical reaction to cope with intense, ongoing stressors - and we can't seem to turn it off. "Stress: Portrait of a Killer" reveals just how dangerous prolonged exposure to stress can be.

0:00 / 4:38

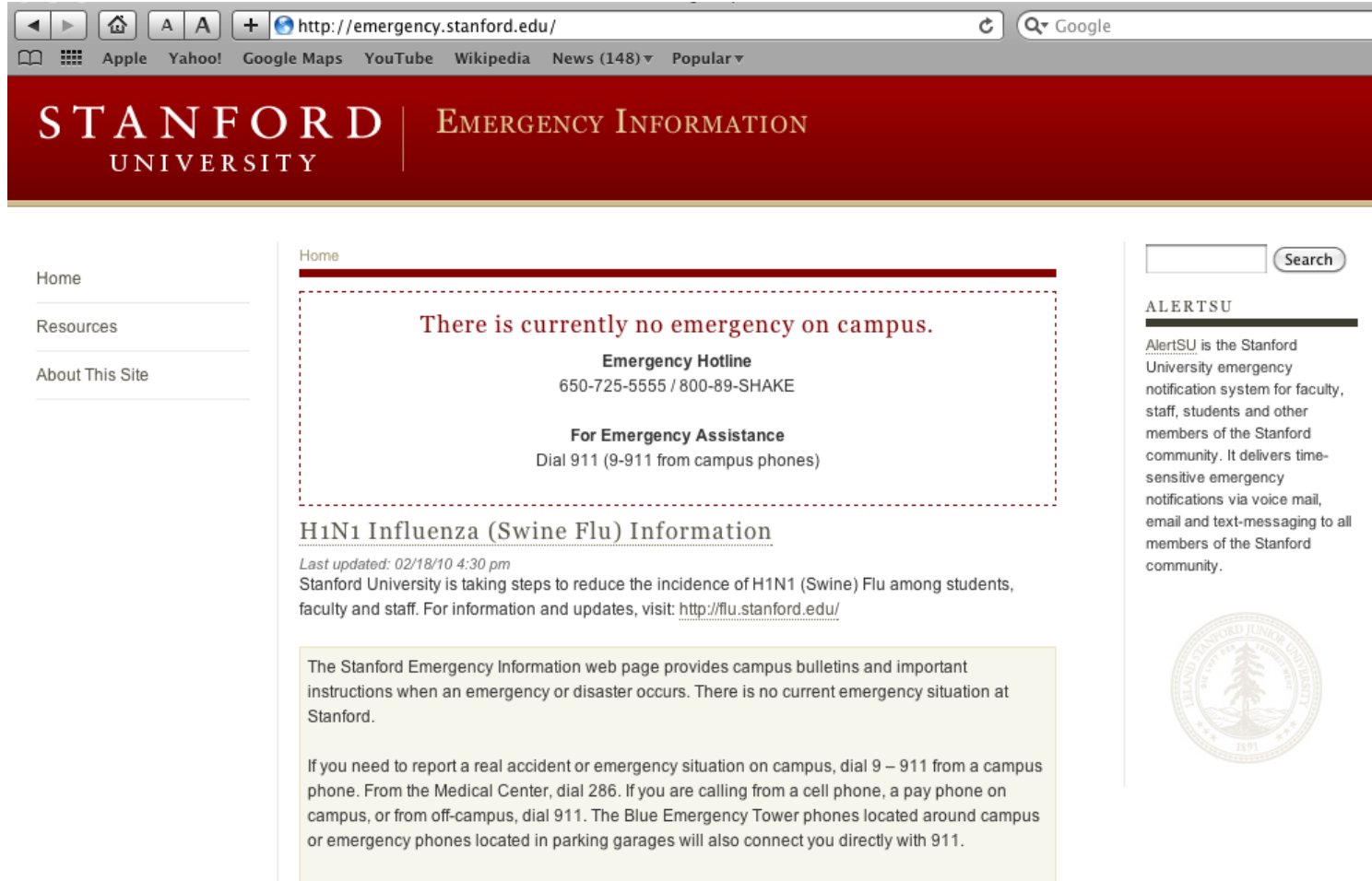
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# emergency.stanford.edu



The screenshot shows a web browser window with the address bar displaying <http://emergency.stanford.edu/>. The page has a red header with the Stanford University logo and the text "EMERGENCY INFORMATION". On the left, there is a navigation menu with links to Home, Resources, and About This Site. The main content area features a large red box with the text "There is currently no emergency on campus." and the Emergency Hotline number 650-725-5555 / 800-89-SHAKE. Below this, there is a section for H1N1 Influenza (Swine Flu) Information, which includes a link to <http://flu.stanford.edu/>. On the right, there is a search bar and a section for ALERTSU, which describes the AlertSU system as a notification system for faculty, staff, students and other members of the Stanford community. At the bottom right, there is a circular seal of the Leland Stanford Junior University.

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Home

**There is currently no emergency on campus.**

**Emergency Hotline**  
650-725-5555 / 800-89-SHAKE

**For Emergency Assistance**  
Dial 911 (9-911 from campus phones)

**H1N1 Influenza (Swine Flu) Information**


Last updated: 02/18/10 4:30 pm  
Stanford University is taking steps to reduce the incidence of H1N1 (Swine) Flu among students, faculty and staff. For information and updates, visit: <http://flu.stanford.edu/>

The Stanford Emergency Information web page provides campus bulletins and important instructions when an emergency or disaster occurs. There is no current emergency situation at Stanford.

If you need to report a real accident or emergency situation on campus, dial 9 – 911 from a campus phone. From the Medical Center, dial 286. If you are calling from a cell phone, a pay phone on campus, or from off-campus, dial 911. The Blue Emergency Tower phones located around campus or emergency phones located in parking garages will also connect you directly with 911.

**ALERTSU**

AlertSU is the Stanford University emergency notification system for faculty, staff, students and other members of the Stanford community. It delivers time-sensitive emergency notifications via voice mail, email and text-messaging to all members of the Stanford community.





# Stanford NAACP

## Stanford NAACP

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# We Are 100

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## Donna Brazile @ Stanford

On Monday, April 6 the Stanford NAACP hosts an intimate conversation with CNN political commentator and former campaign manager to Presidential Candidate Al Gore, Donna Brazile. The event, "100 Days...100 Years: Obama's Report Card and Black America," will feature Political Scientist James L. Taylor interviewing Brazile about the opening months [...]

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#### Centennial Freedom Plaza: Sexual Health Fair

February 8, 2009

By admin

#### BLM Kickoff

January 28, 2009

By admin

#### Vote Hard!

December 13, 2008

By admin

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# Nokia/Stanford University Mobile Learning Research



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» Mail For Exchange

October 3rd, 2008  
You can get Mail For Exchange from this site  
  
[http://www.businesssoftware.nokia.com/mail\\_for\\_exchange\\_downloads.php](http://www.businesssoftware.nokia.com/mail_for_exchange_downloads.php)  
  
This is the latest version, 2.7. There are instructions on how to configure it, but I am happy to help, if there are any questions.  
  
John  
  
Tags: [email](#), [mail for exchange](#), [Nokia](#)  
Posted in [Devices](#) | [No Comments](#) »

» Picture and video storing

September 18th, 2008  
<http://share.vi.com> is a free Nokia service that lets users upload pictures, videos and content to the web. This is a free service. I think the montly limit is 250 megabytes, which is quite a lot. Users can create open and private channels to share with friends.  
  
Posted in [Uncategorized](#) | [No Comments](#) »

» Desk Stand for the N95

April 2010

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» [Announcements \(2\)](#)

February 11, 2012

[nzemirli@ksu.edu.sa](mailto:nzemirli@ksu.edu.sa)

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# Examples of Web Sites built with JOOMLA

- Joomla is one of the most popular CMS programs to build web sites, portals, internets and ecommerce stores.

<http://www.ihop.com/>

<http://www.greenmaven.com/>

<http://www.crosscreektexas.com/>

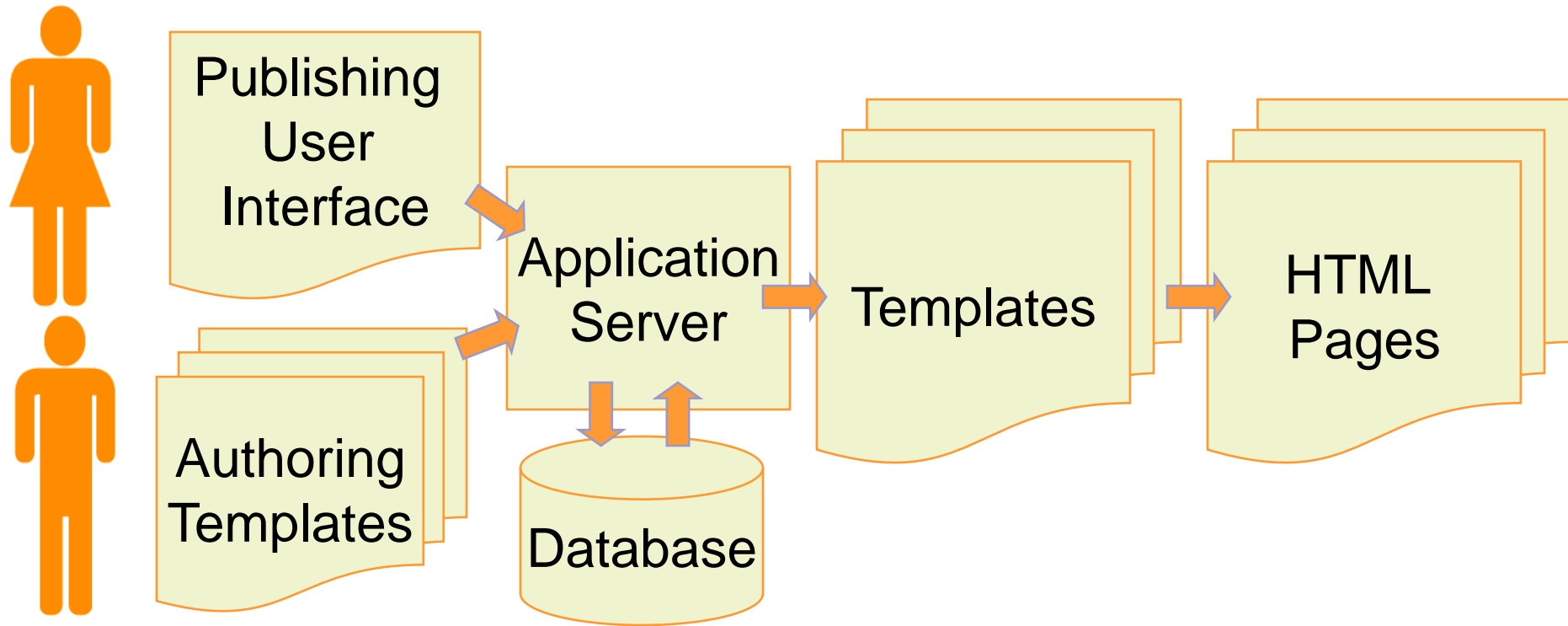
<http://www.kbconnor.com/>

<http://lompocvmc.com/>

<http://www.childrensmiracle.net/>



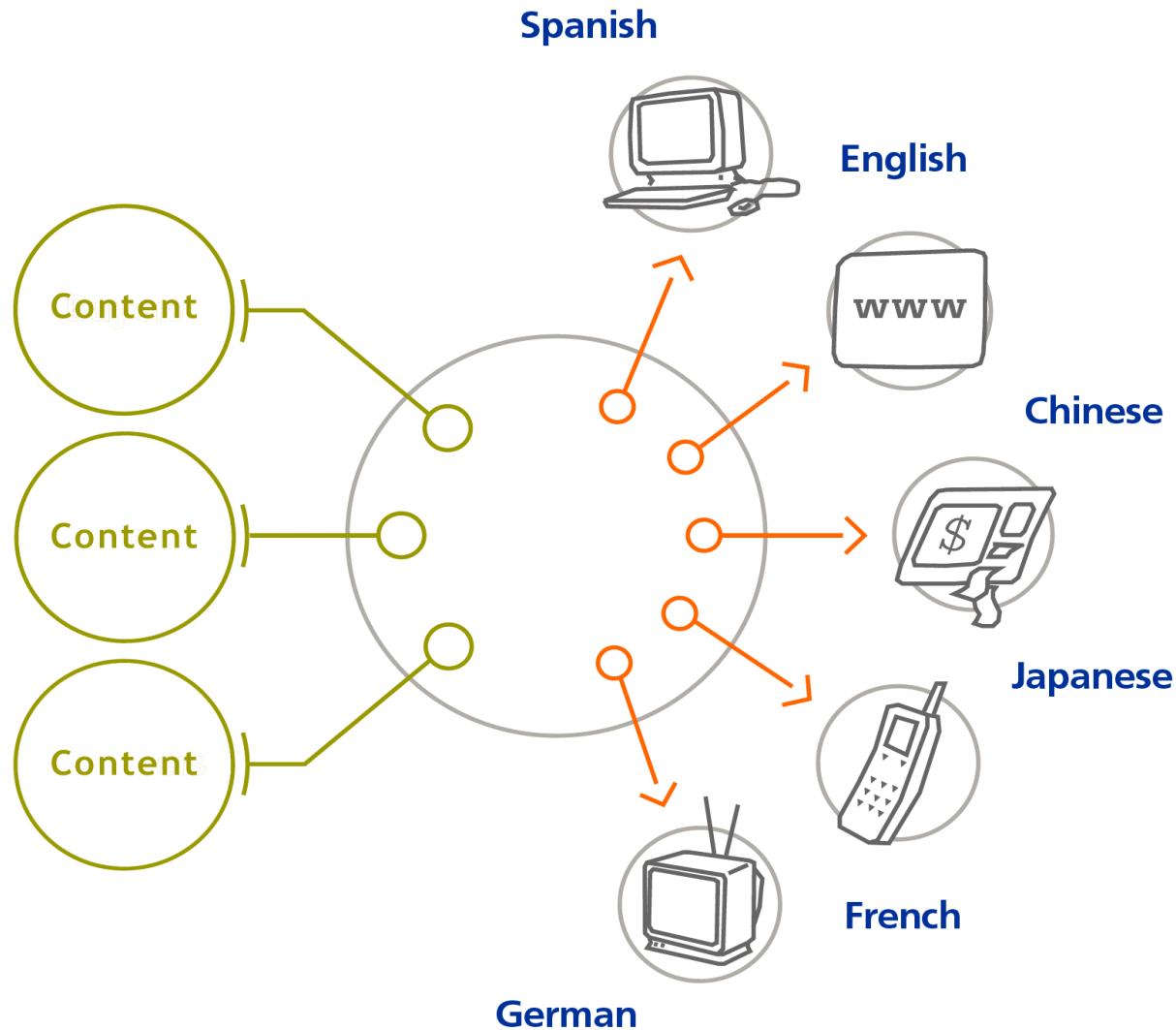
# Major CMS Components



# Basic CMS Features

- Access Control: Who is allowed to do what?
- Version Control: Return to a previously saved version
- Library: Page templates, images, other assets
- Content Repository: Text and other assets stored in a database or XML repository
- Publishing Functionality: Creates web pages using content and templates

# Prime Benefit: Efficiency



## Benefits (aka *promised benefits*)

- “Single source” of content
- Reusability of content
- Versioning
- Easier maintenance
- Consistency
- Easier authoring and publishing

# CMS'S FOR PUBLISHERS

- There are many flavors of content management products/subsystems of interest to publishers.
- Some address different points in the content life cycle (e.g., manuscript tracking vs. digital asset management)
- Some address content with different needs (e.g., magazines vs. journals).

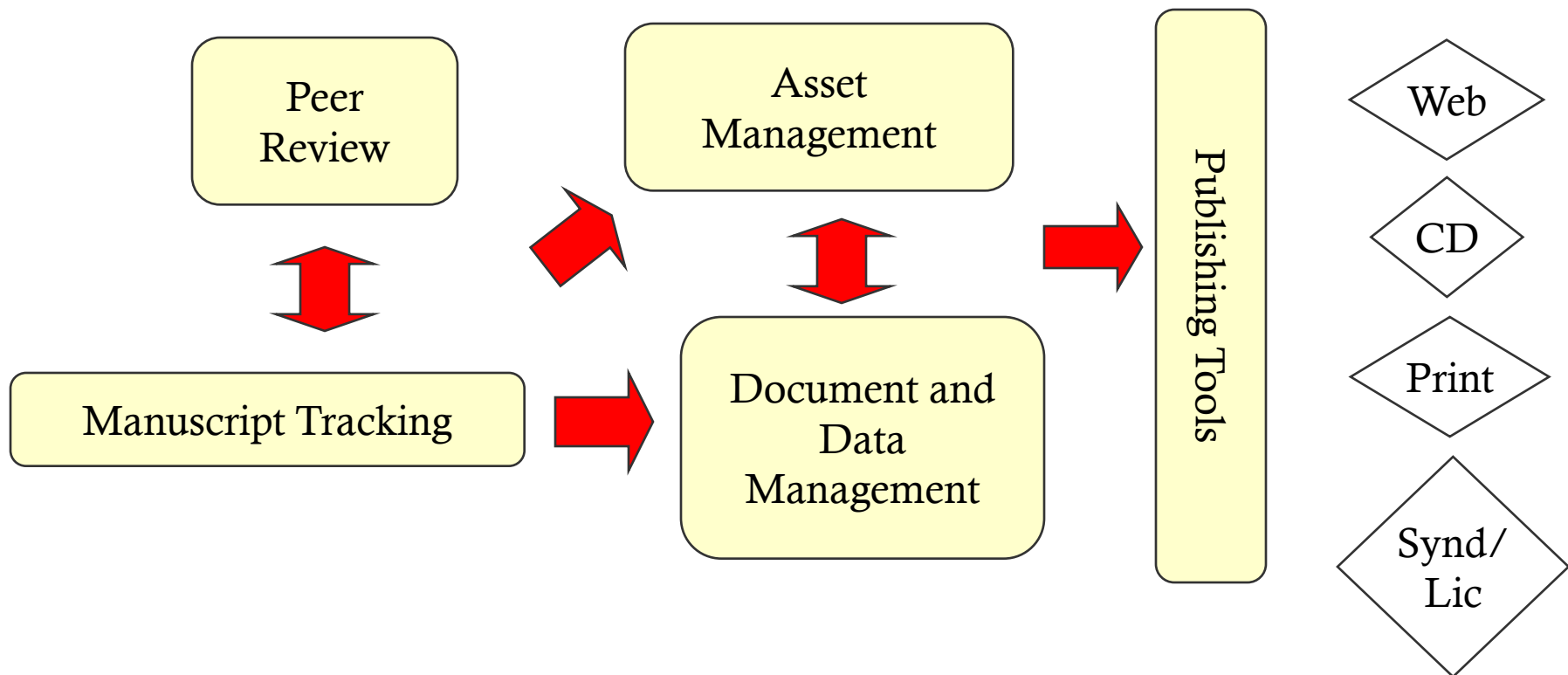
# CMS'S FOR PUBLISHERS

- Many publishers use multiple systems.
- For publishers, it's helpful to think of content management as an approach and collection of systems and processes – not as a single software system.

# CMS'S FOR PUBLISHERS

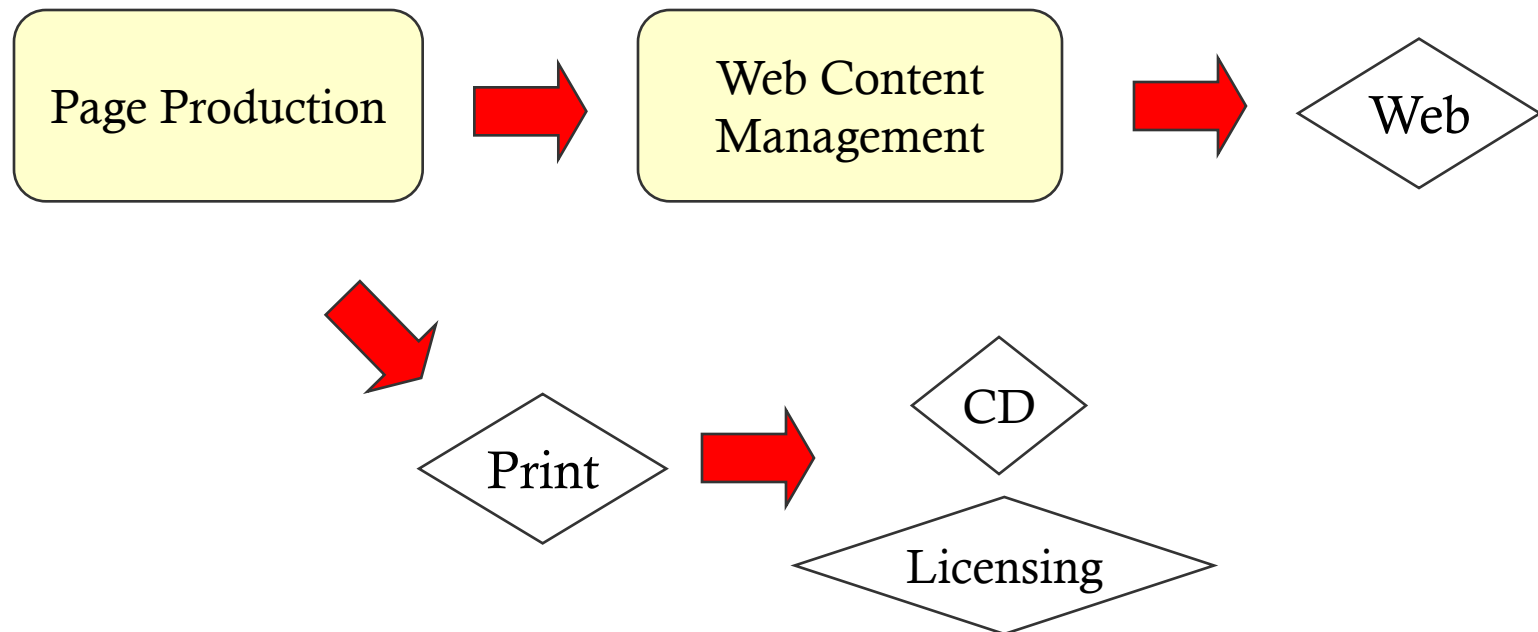
- Components of a content management environment can include:
  - ☐ Manuscript tracking
  - ☐ Peer review
  - ☐ Document and content management (e.g., Documentum)
  - ☐ Production workflow management (e.g., Quark Publishing System (QPS))
  - ☐ Digital asset management

# A CONTENT MANAGEMENT ENVIRONMENT





# A CONTENT MANAGEMENT ENVIRONMENT



# CONTENT MANAGEMENT TOP SIX – #1

- XML is a must-have for most publishers, but

...

- XML can be inserted at any point in a workflow; choosing the right point is essential to success
- Successful implementation during editorial stages requires experience

# CONTENT MANAGEMENT TOP SIX – #2

- Content should drive the system
  - Technology must serve content and process needs, not the other way around
  - Don't use technology Band-aids
  - Corollary: Content models must be managed carefully

## CONTENT MANAGEMENT TOP SIX – #3

- Adding value to content almost always requires people
  - If you plan to add more value, then add more people and/or improve the tools they use
  - If this is a goal, make sure its costs are understood

## CONTENT MANAGEMENT TOP SIX – #4

- There are content management products to do most of what you want to do
  - More true of documents than data
  - Many products now have better XML capabilities
  - Leveraging products is almost always the right decision (buy, don't build)

## CONTENT MANAGEMENT TOP SIX – #5

- If you are moving to a single-source publishing model for the first time, your whole culture needs to change
  - Do it over time
  - Learn incrementally

# CONTENT MANAGEMENT TOP SIX – #6

- There is no substitute for vision
  - Vision makes it possible to implement change
  - Sometimes vision comes from above
  - Typically, it comes from team managers

# The Role of XML in Content Management

- XML blurs the distinction between structured and unstructured data, allowing data items buried inside an unstructured document to be explicitly tagged.
- XML plays at least three key roles in content management:
  - As a source format for content publishing
  - As a delivery format to the web
  - As a universal data interchange format