Website Content Guide

Yale Center for Teaching and Learning

Prepared by:
Nancy Flowers-Mangs
Adriana Corona

August 4, 2015
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As we near the launch date for your website, it's time to plan for a smooth handoff of the site. To help you prepare for the maintenance and content governance required to keep your website up-to-date, we've drafted a short guide.

In this guide we will:

1. discuss your original content goals
2. provide a sample content planning matrix
3. reiterate the purpose of each content template
4. provide instructions for adding content using the YaleSites platform
CONTENT GOALS

While developing plans for your website, we were guided by the goals that were agreed-upon in the Strategic Brief.

**Recommendation:** As you continue to maintain your website, we advise that *every type of content on your website should aim to accomplish one or more of these goals*

---

**Overarching goals for the Center for Teaching and Learning**

- keeping Yale at the forefront of educational innovation
- raising the profile of teaching and learning on campus
- elevating the status of teaching on campus, and
- beginning to make teaching a “public exercise” at Yale.

**Website Goals**

- Reflect where we are headed
- Demonstrate the vastness of resources
- Provide exposure
- Inspire action or thought
CTL Identity & Communication Goals

– a real, essential, trustworthy, and reliable resource
– diverse and inclusive
– a neutral, supportive, inspiring, and empowering 'safe space' where individuals can experiment and grow
– globally renowned.
CONTENT WORKFLOW

**Recommendation:** For important decisions about whether to add a new type of content, or make a significant change to the website, we recommend that you *establish an editorial committee*, whose role it will be to assess whether the proposed content is appropriate and accomplishes the goals of the Center.

**Recommendation:** Every time new content is added or revised, we recommend that you *follow a standard content workflow.*
<table>
<thead>
<tr>
<th>Tasks</th>
<th>Plan</th>
<th>Create</th>
<th>Revise</th>
<th>Approve</th>
<th>Publish</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Is this needed by an audience member?</td>
<td>Create draft of the content</td>
<td>Copyedit</td>
<td>Add the content to the website</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Does this accomplish one of our website/communication goals?</td>
<td>Source photographs and other media</td>
<td>Ensure appropriate voice and tone</td>
<td>Prepare any promotional routes for this content (email campaign, twitter, etc)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Submit draft content for review</td>
<td>Review for accuracy</td>
<td>Publish to the website</td>
</tr>
<tr>
<td>Roles</td>
<td></td>
<td>Editorial Committee</td>
<td>Content Owner/ Author</td>
<td>Content Editor</td>
<td>Website Publisher</td>
</tr>
<tr>
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</table>
The content planning matrix presented in this section identifies key information for managing the ongoing content creation schedule for your website. For each type of content, we have provided a recommendation regarding how frequently it should be updated to keep your website current.

**Recommendation:** As you continue to evolve your website, you may decide to add an additional type of content. If you do so, we encourage you to add that content to this content planning matrix, to identify the communication goal that the content serves, and to schedule regular review and updates as appropriate.

<table>
<thead>
<tr>
<th>Content</th>
<th>Format</th>
<th>Review</th>
<th>Update</th>
<th>Category</th>
<th>Communication Goals</th>
<th>Promote</th>
</tr>
</thead>
<tbody>
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<td>News</td>
<td>Text/Image</td>
<td>As needed</td>
<td>Weekly</td>
<td>Core Content (Informational); Inspirational</td>
<td>Globally Renowned; Inspiring; Essential</td>
<td>Email Campaign, Twitter</td>
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<td>Large Image/Quote</td>
<td>As needed</td>
<td>Monthly</td>
<td>Inspirational</td>
<td>Trustworthy; Diverse and inclusive; Supportive; Inspiring</td>
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<tr>
<td>Content</td>
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<td>Review</td>
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<tr>
<td>Testimonial</td>
<td>Short Quote</td>
<td>As needed</td>
<td>Semesterly</td>
<td>Inspirational</td>
<td>Trustworthy; Diverse and inclusive; Supportive; Inspiring</td>
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<tr>
<td>Writers on</td>
<td>Short Quote</td>
<td>As needed</td>
<td>Semesterly</td>
<td>Inspirational</td>
<td>Reliable experts; Trustworthy; Inspiring</td>
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<td>Writing</td>
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<tr>
<td>Quote: Writing</td>
<td>Text</td>
<td>As needed</td>
<td>Semesterly</td>
<td>Inspirational</td>
<td>Reliable experts; Trustworthy; Inspiring</td>
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<tr>
<td>Tip</td>
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<tr>
<td>Showcase Item</td>
<td>Text</td>
<td>As needed</td>
<td>Semesterly</td>
<td>Inspirational</td>
<td>Globally Renowned; Inspiring; Essential; Trustworthy; Diverse and inclusive; Supportive</td>
<td>Email Campaign, Twitter</td>
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<tr>
<td>Events Series</td>
<td>Text</td>
<td>Semesterly</td>
<td>As needed</td>
<td>Core Content</td>
<td>Real, essential; Diverse and inclusive</td>
<td>Yale Calendar; Email Campaign; Twitter</td>
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<td>(Informational)</td>
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<tr>
<td>Funding</td>
<td>Text</td>
<td>Semesterly</td>
<td>As needed</td>
<td>Core Content</td>
<td>Real, essential, trustworthy, reliable</td>
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<td>(Informational)</td>
<td></td>
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<tr>
<td>Job</td>
<td>Text</td>
<td>Semesterly</td>
<td>As needed</td>
<td>Core Content</td>
<td>Real, essential; Diverse and inclusive</td>
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<td>(Informational)</td>
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<tr>
<td>Online Course</td>
<td>Text/Image</td>
<td>Semesterly</td>
<td>As needed</td>
<td>Core Content</td>
<td>Reliable; Real, essential</td>
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<td></td>
<td></td>
<td></td>
<td>(Informational)</td>
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<td>Content</td>
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<td>Review</td>
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<td>Communication Goals</td>
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<tr>
<td><strong>Program</strong></td>
<td>Text</td>
<td>Semesterly</td>
<td>As needed</td>
<td>Core Content (Informational)</td>
<td>Real, essential; Diverse and inclusive</td>
<td></td>
</tr>
<tr>
<td><strong>Tutoring Offering</strong></td>
<td>Text/Image</td>
<td>Semesterly</td>
<td>As needed</td>
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<td>Real, essential, trustworthy, reliable</td>
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<tr>
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<td>As needed</td>
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<td>Trustworthy, reliable resource</td>
<td></td>
</tr>
<tr>
<td><strong>Home Page Card</strong></td>
<td>Text/Image</td>
<td>Annually</td>
<td>As needed</td>
<td>Inspirational</td>
<td>Trustworthy; Diverse and inclusive; Supportive; Inspiring</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Bios</strong></td>
<td>Text/Image</td>
<td>Annually</td>
<td>As needed</td>
<td>Core Content (Informational) Inspirational</td>
<td>Trustworthy; Diverse and inclusive; Supportive; Inspiring</td>
<td></td>
</tr>
</tbody>
</table>
5 CONTENT TYPES

5.1. NEWS

Teaching takes the spotlight during Faculty Bulldog Days

May 25, 2018
Across the university last week, faculty and administrators found themselves entering different doorways and navigating new classrooms — all in the interests of academic exploration.

### Purpose of this content

News items reflect the ‘pulse’ of the CTL by describing noteworthy initiatives taking place at the CTL. News items can be written by CTL staff, or could be repurposed from another website (e.g., from YaleNews, or from some external news outlet).

### Communication goals

Globally Renowned; Inspiring; Essential

### Appears in

- Individual news article
- Home page
- News listing page
- “You may be interested in” (if selected)

### Drupal7 Instructions

- ADD CONTENT: Use **Content → Add Content → News** and fill out the fields.
- FEATURE ON OTHER PAGES: Follow the instructions in Section 6: “You may be interested in” Features [🔗](#)
5.1.1. ADDITIONAL CONTENT DISPLAYS

In addition to individual news article pages, news items appear on the home page, and on the main news listing page.

HOME PAGE

The most recent news item is featured on the left.

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**NEWS**

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**Teaching takes the spotlight during Faculty Bulldog Days**

*May 25, 2015*

Across the university last week, faculty and administrators found themselves entering different doorways and navigating new classrooms — all in the interests of academic exploration. Lorem ipsum...

**Aenean cursus nec nibh sit amet pellentesque**

*May 3, 2015*

**Faculty Bulldog Days to debut in April**

*March 23, 2015*

**From Yale Farm, a culture of sustainability has sprouted**

*September 18, 2012*

**Yale Rep’s season-opener explores U.S. stereotypes and truths**

*September 18, 2012*

**Three Yale Open Courses hailed as success**

*September 18, 2012*
NEWS LISTING PAGE

News items are listed in order of publication (newest first).

Teaching takes the spotlight during Faculty Bulldog Days  
May 25, 2015
Across the university last week, faculty and administrators found themselves entering different doorways and navigating new classrooms — all in the interests of academic...

Aenean cursus nec nibh sit amet pellentesque  
May 3, 2015
Donec et erat in nisi fermentum congue a eu lacus. Fusce est justo, placerat sed commodo at, rutrum eget lorem. Ut iaculis libero sit amet euismod convallis. Nulla molestie...
THROUGHOUT THE WEBSITE

If you select to make this a “You may be interested in” Feature, a news item may appear dynamically throughout the site on pages that have similar audiences or topical areas.

YOU MAY BE INTERESTED IN

Fusce convallis metus id

Ut leo. Class aptent taciti sociosqu ad litora torment per conubia nostra, per inceptos hymenaeos. Aenean tellus metus, bibendum sed, posuere ac, mattis non, nunc. Suspendisse non nisl sit amet velit hendrerit rutrum. Quisque rutrum.

Teaching takes the spotlight during Faculty Bulldog Days

Across the university last week, faculty and administrators found themselves entering different doorways and navigating new classrooms — all in the interests of academic exploration.
5.2. TESTIMONIALS

Purpose of this content

- **Throughout the site**: Testimonials are a valuable form of social proof that gives your website audience first-hand accounts of what it’s like to work with the CTL. Testimonials may encourage your audience to reach out to the CTL because they demonstrate the value of your programs and services.

- **On the Home Page**: For visitors who enter your website using the home page, the home page testimonials will be the first thing they see. This is the first opportunity to help your audience form a positive impression about the CTL.

Communication goals

- Trustworthy; Diverse and inclusive; Supportive; Inspiring
Drupal7 Instructions

– ADD CONTENT: Use Content → Add Content → Testimonial and fill out the fields.
– HOME PAGE TESTIMONIAL: To feature this testimonial content on the home page, you should upload a Home Page Carousel Image. If this testimonial is about a specific program or service that has a description on the CTL website, also complete the “Link to related page” information. In the sample testimonial provided, the Title “Explore teaching consultations” was entered, and the URL web address was chosen to direct a user to the page “Teaching > Instructional Consultations & Classroom Observations”
– FEATURE ON SPECIFIC PAGES: Testimonial can appear on any page of your choosing (see Inner Page Testimonial 🔄 for an example). To place a testimonial on particular pages, add those pages to the “Display testimonial text on the following pages” field.

Additional Recommendations

– The quotation should be written in the first person by the individual who was helped by the CTL, and should reflect how they benefitted from that interaction.
– The home page image dimensions should be at least 805 × 430 pixels

5.2.1. ADDITIONAL CONTENT DISPLAYS

INNER PAGE TESTIMONIAL

Testimonials will only appear on the inner pages you select using the “Display testimonial text on the following pages” field.
Individual Writing Consultations

Introduction

Individual Writing Consultations are appointments with Graduate Writing Center Advisors who meet with you in person or online to discuss a writing project you are currently working on, whether you have a polished draft or only a basic outline of notes. Consultations help writers experience an objective and constructive analysis of their work, relieve writing-related anxiety, and overcome obstacles in the writing process. Advisors will help you bolster the strengths and combat the weaknesses in your writing.

Hours and Locations
5.3. WRITERS ON WRITING

Purpose of this content

Quotations from writers about the writing process; intended to provide advice and inspiration.
**Communication goals**

Reliable experts; Trustworthy; Inspiring

**Appears in**

– Individual pages (if selected)

**Drupal7 Instructions**

– ADD CONTENT: Use Content → Add Content → Writers on Writing and fill out the fields.
– FEATURE ON SPECIFIC PAGES: Writers on Writing quotations appear on any page of your choosing. To place these quotations to particular pages, add those pages to the “Display testimonial text on the following pages” field.
5.4. QUOTE: WRITING TIP

Writing Workshops, Seminars, and Panels
for Graduate & Professional Students, Postdoctoral Fellows

Each semester, the Graduate Writing Center offers programs on academic writing and communication topics. These programs bring together graduate and professional students, postdoctoral scholars, and researchers who want to learn about best-practices in academic writing, publishing, and grant writing.

Writing through Graduate School
for Graduate & Professional Students

Resources to guide you through all forms of academic writing in your given discipline.

Individual Writing Consultations

Make a writing “To Do” list! As you go through your writing project, create lists of tasks for yourself, for instance “write conclusion,” or “edit first section.” Breaking up the work into discrete tasks can make it less intimidating and checking something off the list will make you feel productive and accomplished!
Purpose of this content

Quotations that give writing tips; intended to provide advice and inspiration.

Communication goals

Reliable experts; Trustworthy; Inspiring

Appears in

– Individual pages (if selected)

Drupal7 Instructions

– ADD CONTENT: Use Content → Add Content → Quote: Writing Tip and fill out the fields.
– FEATURE ON SPECIFIC PAGES: Writing tip quotations appear on any page of your choosing. To place these quotations to particular pages, add those pages to the “Display testimonial text on the following pages” field.
5.5. SHOWCASE ITEM

Purpose of this content

Showcase items are an opportunity to highlight initiatives from the CTL. These stories are intended to describe an initiative, the process that was undertaken to accomplish the initiative, and the outcomes. These stories are should invite the reader to ask him/herself “How can I do this myself?” and to think “The CTL is a place where I can experiment and innovate.”
Communication goals

Globally Renowned; Inspiring; Essential; Trustworthy; Diverse and inclusive; Supportive

Appears in

– Individual showcase page
– Showcase landing page
– “You may be interested in” (if selected)

Drupal7 Instructions

– ADD CONTENT: Use Content → Add Content → Quote: Writing Tip and fill out the fields.
– FEATURE ON SPECIFIC PAGES: Writing tip quotations appear on any page of your choosing. To place these quotations to particular pages, add those pages to the “Display testimonial text on the following pages” field.

5.5.1. ADDITIONAL CONTENT DISPLAYS

SHOWCASE LANDING PAGE

Showcase items should be placed in the main menu under “Showcase.” This means they will appear as a ‘card’ on the Showcase landing page.
Showcase

**Yale Nature Walk**

Yale students use mobile technologies and GPS to create an interactive website depicting campus tree life.
5.6. EVENTS SERIES

Purpose of this content

Groups together events that belong in a series (such as a workshop series, brown bag lunches, etc.).
## Communication goals

Real, essential; Diverse and inclusive

### Appears in

- Individual events series page
- Upcoming events in the home page (above the event title)
- Upcoming events throughout the website (above the event title)
- Calendar page
- “You may be interested in” (if selected)

### Drupal7 Instructions

- ADD CONTENT: Use Content → Add Content → Events Series and fill out the fields.
- FEATURE ON OTHER PAGES: Follow the instructions in Section 6: “You may be interested in” Features

### 5.6.1. ADDITIONAL CONTENT DISPLAYS

#### INDIVIDUAL EVENTS

When individual events are associated with an events series (see Event for instructions), the events series title appears above the individual event title.
CALENDAR

In addition to individual events series pages, a list of events series by audience type is provided in the main calendar page on the right-hand side.
Yale Center for Teaching and Learning

Upcoming Event Series

**Audience**
- Any

**Topic**
- Any

**August**

**Today August 11**

Test event for pedagogy workshop

- Location: Science Park
- Time: 12:45 PM

Michael's Test Teaching Event

- Location: Btg
- Time: 12:30 PM

Event Series by Audience

**Faculty**

- QA Event
- Pedagogy Workshop for Language Instructors
- Instructional Innovation Workshop
- Workshops on Advanced Writing Topics
- Workshops on Presentation and Communication Skills
- Workshops on Advanced Writing Topics
- Workshops on Writing Grant and Fellowship Applications
- Workshops on Writing for Publications
- Workshops on Presentation and Communication Skills
- Teaching at Yale Day
- Spring Teaching Forum
- Academic Job Search Series
- Advanced Teaching Workshops
- Fundamentals of Teaching Texts
- Fundamentals of Teaching Social Science
- Fundamentals of Teaching Science
- Fundamentals of Teaching Science
- Fundamentals of Teaching Political Science
- Teaching at Yale Day
- Spring Teaching Forum
5.7. EVENT

Teaching @ Yale Day Fall 2015

Events Series
Teaching at Yale Day

Event Time
Monday, August 31, 2015 - 9:00am to 2:00pm

Location
HGS 119
326 York St.
New Haven, CT 06511

Audience
Graduate & Professional Students

Event Description
For future teaching fellows, Teaching at Yale Day offers training and support on teaching to the faculty.
**Purpose of this content**

Groups together events that belong in a series (such as a workshop series, brown bag lunches, etc).

**Communication goals**

Real, essential; Diverse and inclusive

**Appears in**

- Individual event page
- Upcoming events through the website
- Calendar page
- “You may be interested in” (if selected)

**Drupal7 Instructions**

- ADD CONTENT: Use **Content → Add Content → Event** and fill out the fields.
- PART OF SERIES: To include this event as part of an existing series, use the Events Series field.
- FEATURE ON OTHER PAGES: Follow the instructions in **Section 6: “You may be interested in” Features**

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**Yale Information Technology Services**
5.7.1. ADDITIONAL CONTENT DISPLAYS

UPCOMING EVENTS

Upcoming events are displayed throughout the website, and appear on individual pages that are associated with matching audiences or topical areas.
EVENTS SERIES

If associated to a series, an event will be listed in that Events Series page.

Yale Center for Teaching and Learning

Teaching at Yale Day

Benefits
Attendees will:

- Become better prepared for the first day of section, class, or lab
- Learn about important policies and guidelines for teaching in Yale College
- Receive guidance from experienced teaching fellows and faculty members
- Gain insight into the perspective of Yale undergraduates
- Be introduced to the Center for Teaching and Learning, and other teaching resources
- Have many of their questions answered by our panel of experts

Events in this Series:

<table>
<thead>
<tr>
<th>Title</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching @ Yale Day Fall 2015</td>
<td>9:00am to 5:00pm</td>
<td>HGS 119</td>
</tr>
</tbody>
</table>

Eligibility
Open to anyone
5.8. FUNDING

Faculty Travel Grants

Application Deadlines

- October 15, 2015 - for events occurring between October 1 and February 15
- January 15, 2015 - for events occurring between February 15 and June 3

Applications will be accepted after January 15, but it is advisable to submit the application as early as possible to ensure full consideration.

The CLS holds an ongoing competition to award Travel Grants to language lecturers. The awards are for faculty who present papers at conferences and they cover registration, travel, lodging, and meals, up to the amount awarded. Funding cannot be used to improve language speaking skills and or for work outside the field of language teaching and learning.

Eligibility

The Travel Grants program is open to language lecturers. The amount of the award depends on the overall size of the Travel Grant budget for that year. Awards will only be given to those making presentations. Due to budget constraints, there will be no funding for international travel, and each faculty member will be limited to a single award during each academic year.

What to Expect

Given limitations in the CLS budget for travel grants, the CLS will not be able to grant every request. Before applying for a grant, faculty should seek funding within their home departments or councils and should describe those efforts in their applications. While CLS funding is not conditioned upon departmental or council financial support, such support can be demonstrative of the merit of the proposal.
Purpose of this content

Describes funding resources, their benefits, eligibility, requirements and application process.

Communication goals

Real, essential, trustworthy, reliable

Appears in

– Individual funding page
– “You may be interested in” (if selected)

Drupal7 Instructions

– ADD CONTENT: Use Content → Add Content → Funding and fill out the fields.
– FEATURE ON OTHER PAGES: Follow the instructions in Section 6: “You may be interested in” Features
5.9. JOB

Test Job 1

Description
It is a long established fact that a reader will be distracted by the readable content of a page when looking at its layout. The point of using Lorem Ipsum is that it has.

Requirements
Contrary to popular belief, Lorem Ipsum is not simply random text. It has roots in a piece of classical Latin literature from 45 BC, making it over 2000 years.

Responsibilities
The standard chunk of Lorem Ipsum used since the 1500s is reproduced below for those interested. Sections 1.10.32 and 1.10.33 from 'de Finibus Bonorum et Malorum' by Cicero.

Find out more
Contrary to popular belief, Lorem Ipsum is not simply random text. It has roots in a piece of classical Latin literature from 45 BC, making it over 2000 years old. Richard McClintock, a Latin professor at Hampden-Sydney Coll.
Purpose of this content

Job posting, including requirements, responsibilities, and details for finding out more.

Communication goals

Real, essential; Diverse and inclusive

Appears in

– Individual job listing page
– “Employment Opportunities” landing page

Drupal7 Instructions

– ADD CONTENT: Use Content → Add Content → Job and fill out the fields.
5.9.1. ADDITIONAL CONTENT DISPLAYS

EMPLOYMENT OPPORTUNITIES (JOB LISTINGS)

<table>
<thead>
<tr>
<th>Type of Position</th>
<th>Job Title</th>
<th>Job Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>Test job 6</td>
<td>This is a summary. It should show on the landing page but not the job page. See More</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Student</td>
<td>Test job 5</td>
<td>standard chunk of Lorem Ipsum used since the 1500s is reproduced below See More</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>Test job 4</td>
<td>Lorem Ipsum is simply dummy text of the printing and typesetting industry. Lorem Ipsum has been the industry's standard dummy text ever since the 1500s, when an unknown printer took a galley of type and scrambled it to make a See More</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time</td>
<td>Test job 3</td>
<td>It is a normal distribution of letters, as opposed to using 'Content here, content here,' making it look like readable English. Many desktop See More</td>
</tr>
</tbody>
</table>
5.10. ONLINE COURSE

Purpose of this content

Lists courses available online, with information about where to watch them and whether they are for credit.
**Communication goals**

Reliable; Real, essential

**Appears in**

- “Online Courses” landing page

**Drupal7 Instructions**

- ADD CONTENT: Use **Content → Add Content → Online Course** and fill out the fields.
5.11. PROGRAM

HHMI Teaching Fellows Program

Important Dates

Deadlines for the course are each summer and fall.

The Yale Scientific Teaching Program brings for rigor and spirit of research to teaching. Participants will:

- Apply this knowledge to develop instructional materials that address a teaching-learning challenge in an undergraduate course in the physical sciences
- Learn skills that are valuable for TA positions, lab mentoring, and an academic career
- Learn how to engage students, address issues of diversity, and assess learning
- Build a community of scientific teachers that is grounded in peer review and maintains high standards of pedagogy, scientific content, presentation, and creativity

Benefits

Benefits to participants:

- Training in tested and documented teaching strategies for science courses
- Transcript notation (for graduate students) and certificate of completion (for all)
- Academic professional development (e.g., peer-reviewed teaching statement)

Eligibility
Purpose of this content

To describe long-term programs that visitors to the site may want to participate in.

Appears in

– Individual program page

Drupal7 Instructions

– ADD CONTENT: Use Content → Add Content → Program and fill out the fields.
– FEATURE ON SPECIFIC PAGES: Testimonial can appear on any page of your choosing (see Inner Page Testimonial for an example). To place a testimonial on particular pages, add those pages to the “Display testimonial text on the following pages” field.

Additional Recommendations

– The quotation should be written in the first person by the individual who was helped by the CTL, and should reflect how they benefitted from that interaction.
– The home page image dimensions should be at least 805 × 430 pixels
5.12. TUTORING OFFERING

Drop-In Writing Partners

**Introduction**

Writing Partners are Yale College or graduate school students selected for both their writing skills and their ability to talk about writing. They have a student’s eye view of the challenges you’ll face in writing papers. The Writing Center offers drop-in service six days a week, which may be helpful if you face an immediate deadline.

**Hours and Locations**

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Location</th>
<th>Restrictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>3:00PM – 5:00PM</td>
<td>35 Broadway</td>
<td>Yale ID required for access after 5:00PM</td>
</tr>
<tr>
<td>Tues</td>
<td>5:00PM &amp; 7:00PM</td>
<td>35 Broadway</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>7:00PM – 9:00PM</td>
<td>35 Broadway</td>
<td></td>
</tr>
<tr>
<td>Thu</td>
<td>3:00PM – 5:00PM</td>
<td>Closed</td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td>5:00PM</td>
<td>Closed</td>
<td></td>
</tr>
<tr>
<td>Sat</td>
<td>Closed</td>
<td>Closed</td>
<td></td>
</tr>
<tr>
<td>Sun</td>
<td>3:00PM – 5:00PM</td>
<td>35 Broadway</td>
<td>Yale ID required for weekend access</td>
</tr>
<tr>
<td>Sun</td>
<td>5:00PM – 7:00PM</td>
<td>35 Broadway</td>
<td></td>
</tr>
<tr>
<td>Sun</td>
<td>7:00PM – 9:00PM</td>
<td>35 Broadway</td>
<td></td>
</tr>
</tbody>
</table>

**Eligibility**

Writing Partners work with Yale College Undergraduates. See Graduate Writing Consultations if you are a graduate student.
# Purpose of this content

Tutoring Offering pages are structured to provide the essential information a student may be looking for when seeking tutoring.

## Communication goals

Real, essential, trustworthy, reliable

## Appears in

- Individual tutoring offering page

## Drupal7 Instructions

- ADD CONTENT: Use Content → Add Content → Tutoring Offering and fill out the fields.
- FEATURE ON SPECIFIC PAGES: Testimonial can appear on any page of your choosing (see Inner Page Testimonial for an example). To place a testimonial on particular pages, add those pages to the “Display testimonial text on the following pages” field.
5.13. EDUCATION TECHNOLOGY OFFERING

Classroom Polling

Clickers, or “Personal Response Systems” (PRS), more formally known as personal response cards, are wireless handheld keypads that enable participants in an audience to answer multiple choice questions posed by a presenter using specially designed software to provide real-time results on a projected screen.

Benefits
The devices have proven a valuable classroom tool making lectures more interactive by providing students a more participatory role in the class, and helping instructors gauge student understanding based on the clicker feedback. Some instructors use clickers for peer instruction which has demonstrated improved results in student learning.

Clicker responses (typically multiple choice or true/false) are recorded to the instructor’s computer via a USB receiver, and can be saved for later review or to generate a variety of reports.

How to Get Support
http://campuspress.yale.edu/clicker/
Purpose of this content

Education Technology Offering are tailored to provide information relevant to using technologies and getting support.

Communication goals

Trustworthy, reliable resource

Appears in

– Individual offering page

Drupal7 Instructions

– ADD CONTENT: Use Content → Add Content → Education Technology Offering and fill out the fields.
– FEATURE ON SPECIFIC PAGES: Testimonial can appear on any page of your choosing (see Inner Page Testimonial for an example). To place a testimonial on particular pages, add those pages to the “Display testimonial text on the following pages” field.
5.14. HOME PAGE CARD

**WHAT WE DO**

- **We Advise Teachers**
  There is no substitute for individual discussion with a CTL staff member about one's teaching style, classroom goals, and interaction with students.

- **We Tutor Students**
  Students at Yale can take advantage of the Center's resources to excel in writing or any of their classes.

- **We Explore Technology**
  Yale is a leader in areas ranging from experimental teaching methods to leveraging technology for teaching and learning.

- **We Work Together**
  The Center for Teaching and Learning has partners within the University and throughout the world.
Purpose of this content

The home page cards appear under the “What we do” section of the home page and provide an ‘at a glance’ look at what the CTL offers. Cards link to relevant resources within the CTL website.

Communication goals

Trustworthy; Diverse and inclusive; Supportive; Inspiring

Appears in

– Home page

Drupal7 Instructions

– ADD CONTENT: Use Content → Add Content → Home Page Card and fill out the fields.

Additional Recommendations

– Home page card images should be at least 380 × 250 pixels
5.15. STAFF BIOS

Giovanna Guerrero-Medina

**Title:** Director, Yale Ciencia Initiative  
**Address:** 9 210 Prospect St, New Haven, CT 06511-2206  
**Phone number:** 203-436-7787  
giovanna.guerrero-medina@yale.edu

Giovanna Guerrero-Medina has a PhD in molecular and cell biology from the University of California, Berkeley and a Bachelor’s in biology from the University of Puerto Rico, Rio Piedras. Today she is the Executive Director of Ciencia Puerto Rico (CienciaPR), and the Director of the Yale Ciencia Initiative, two projects that allow her to apply her training as a scientist and her love of mentoring advising young people, in order to increase the participation of Hispanic students in science, technology, engineering, and math. As the Director of the Yale Ciencia Initiative, she oversees projects that connect students with scientific role models, she helps develop science education resources that make science culturally relevant for Puerto Rican and latino students, and she does research on the effect of these projects on students’ interest in science and motivation to pursue careers in STEM. She sees herself as a champion for science and technology and as someone who is lucky to get to help others increase their involvement in this important sector.
Purpose of this content

Staff biographies help site visitors get to know the people behind the CTL. In a biography, you answer the questions: Why did you choose to work with the CTL? What about your personal experience makes working with the CTL important to you?

Communication goals

- Trustworthy; Diverse and inclusive; Supportive; Inspiring

Appears in

- Individual staff biography
- “Our Staff” page

Drupal7 Instructions

- Add CAS User by going to People → Add CAS user(s) and type their net ID (this should be done regardless of whether the person has website editor permissions or are merely authenticated users) → Assign role (if necessary)
- To get the biography to show up in the staff page: You must input the Role OR the Area Term
  - People → Edit → Role (Leadership, Staff, if they want to show up in the staff listing) -> Bio -> Upload Picture -> Area Term

Additional Recommendations

Staff photo dimensions should be at least 100 x 150px
Staff bios should:
- Be written in the third person
- Be 1-2 paragraphs long
- Describe your experience and qualifications
5.15.1. ADDITIONAL CONTENT DISPLAYS

OUR STAFF PAGE

Jacqueline Abuin
Manager, Instructional Technology Group
203-432-5719
jiliz.abuin@yale.edu
Area: Educational Technology

Giovanna Guerrero-Medina
Director, Yale Ciencia Initiative
203-432-5717
giovanna.guerrero-medina@yale.edu
Area: STEM

Elena Kalvestinova
Assistant Dean and Director, Graduate Writing Center
203-432-7755
elena.kalvestinova@yale.edu
Area: Tutoring, Writing
ADDITIONAL WEBSITE COMPONENTS
ACCESSIBILITY AND IMAGE “ALTERNATE TEXT”

After uploading an image to be used on the website, you will be provided with “Alternate text” and “Title” fields.

**Alternate text**

This text will be used by screen readers, search engines, or when the image cannot be loaded.

**Title**

The title is used as a tool tip when the user hovers the mouse over the image.

**Treating the "Alternate text" field appropriately is important for accessibility.** Alternate text allows individuals using assistive technologies (for example, someone with a vision impairment) to read the website and have an image description read to them although they may not be able to see an image.

**Guidelines for Alternate text**

- When in doubt, add an alternate text.
- Images associated with cards do not need an alternate text. However, there is no harm in placing one, especially if there is a strong relationship between the image and the content of the page.
- Home page testimonial images always require an alternate text.
- Images added in the WYSIWYG to node pages do not require an alternate text if they are purely decorative, but they do require an alternate text if they illustrate, supplement, or add information to the page text.
For further information about adding alternate text, consult http://www.w3.org/WAI/tutorials/images/
The CTL website has 3 menus:

1. Top Right “Utility” Menu
   - About
   - Contact
   - Calendar

2. Goal-Based “Main Menu”
   - TEACHING
   - TUTORING
   - WRITING
   - LANGUAGE STUDY
   - ONLINE COURSES
   - SHOWCASE
   - Menu Block for Left Subnavigation

- Adding a page to the menu http://yalesites.yale.edu/book/create-menu-hierarchy
- Working with Menus http://yalesites.yale.edu/book/working-menus
3. Role Based Navigation

Undergraduates  Graduate & Professional Students  Postdoctoral Fellows  Faculty

7.1. ADDING A NEW PAGE IN THE MENU

Drupal7 Instructions

– After adding your content, check the box “Provide a Menu Link” and select where to place it within the CTL website.
– Note: If you choose to place a new page the Main Menu, as a direct ‘child’ page of one of the main menu items (e.g., if a new page is listed directly under “Teaching,” “Tutoring,” “Writing,” etc. on the main menu, it will appear in the appropriate Card-based Landing Page.

Additional Recommendations

– If you create a new web form, it should not have a menu item, it should just be linked to in the appropriate regions within other pages (for example, in the main content, as a Primary Action Button, the Goal-based Persistent Links, etc.)

7.2. RE-LISTING A PAGE IN ANOTHER PART OF THE MENU

Purpose

– Sometimes, it will make sense to have the same page occur in multiple Card-based Landing Pages. For example, several Writing Tutoring offerings should occur in both the “Tutoring” and the “Writing” section.

Drupal7 Instructions

– Decide upon the official location of the web page and use this location when you “Provide a Menu Link” (see Adding a new page in the menu).
7.3. ADDING CONTENT TO ROLE-BASED LANDING PAGES

Purpose

– Role based landing pages are intended to guide a site visitor into finding resources that are specifically curated from them, whether they are students or faculty members.

Drupal7 Instructions

Role-based landing pages are curated manually. When you want to add a specific page of content to be listed on a role-based landing page, select the appropriate role-based heading when creating or editing the page:
– In the content editing view, scroll to the Role Based Navigation section, and select any headings under which a link to this page should appear. To select multiple headings hold down the control key (Windows) or the command ⌘ Key (Macs) while clicking on items.
LANDING PAGES

Landing Pages are main pages of a section that provide information about a service or support offering for the CTL. There are 2 main types of landing pages: Card-based Landing Pages and Inner Landing Pages.
8.1. CARD-BASED LANDING PAGES

Purpose

To dynamically present the content of the top-level pages on the main menu – Teaching, Tutoring, Writing, Language Study and Showcase. (Online Courses are not displayed in a Card-based landing page)

Note: Pages do not need to be added manually to Card Based Landing pages; rather the landing page contains “cards” that represent the pages that reside in this part of the website, which is determined when you place a page under a top-level page in the main menu (see Adding a new page in the menu)

Additional Recommendations

It is important to provide teaser text and teaser card images when creating pages that are direct descendants of top-level page (even if these pages will not be featured elsewhere on the website as described in “You may be interested in”

Features

8.2. INNER LANDING PAGES

Purpose

Secondary+ levels of pages on the main menu are created as “Inner Landing Pages.” These pages contain lists of other Inner Landing pages and/or Basic pages.

Note: Pages do not need to be added manually to Card Based Landing pages; rather the landing page contains a listing of the pages that reside in this part of the website and is populated when you place a page within a secondary-level in the menu (see Adding a new page in the menu)
## "YOU MAY BE INTERESTED IN" FEATURES

<table>
<thead>
<tr>
<th>Teaser card image</th>
<th>Teaser card description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fusce convallis metus id</td>
<td>Ut leo. Class aptent taciti sociosqu ad litora torquent per conubia nostra, per inceptos himenaeos. Aenean tellus metus, bibendum sodales, posuere ac, mattis non, nunc. Suspendisse non nisl sit amet velit vestibulum rutrum. Quisque rutrum. Edit</td>
</tr>
<tr>
<td>Teaching takes the spotlight during Faculty Bulldog Days</td>
<td>Faculty last week, faculty and staff themselves entering and navigating new hall in the interests of academic exploration. Edit</td>
</tr>
</tbody>
</table>
Purpose

Most of the content added to the CTL website can be featured on other pages under the “You may be interested section.” These features are placed dynamically on pages that share a common audience or topic.

Website goals

Provide exposure; Demonstrate the vastness of resources

Drupal7 Instructions

– After adding your content, set “Can be featured?” to YES, and upload a teaser card image and description. This is the information that will appear when this item is featured elsewhere on the website.

Additional Recommendations

– Teaser card images should be at least 380 x 250 pixels
RIGHT SIDEBAR ITEMS

Right Sidebar Elements

Primary Action Button

Goal-based Persistent Link

Goal-based Persistent Link

RELATED LINKS

Related Link 1
Related Link 2
Related Link 3

Example of a testimonial.

Attribution

UPCOMING EVENTS

TODAY April 24
10.1. PRIMARY ACTION BUTTON

Primary Action Button

Purpose

Primary action buttons appear prominently and provide a cue to the site visitor about the next action they should take.

Drupal7 Instructions

– When adding a content page, add primary actions to the “RIGHT SIDEBAR ACTION LINKS” section.

Additional Recommendations

– Action link titles should be very concise, about 2-4 words long.
10.2. GOAL-BASED PERSISTENT LINKS

**Purpose**

Goal-based links appear for an entire section of the website. For example, the link to the “Become a Tutor” form appears on all of the pages within the “Tutoring” section of the website.

**Drupal7 Instructions**

- **EDITING LIST OF LINKS**
  If a block with persistent links already exists, you can modify the block by clicking on the “gear” icon and selecting “Configure block”
Creating a New List of Links

If you want to add a new persistent link block in a section of the website:

1. Navigate to Structure → Blocks → Add Block
2. Provide a Block Description (this will not be visible on the website, it is for administrative purposes)
3. In the Block Body, insert a bulleted list
[4] For each item in the list, highlight the item and make it a link using the **add link button**.

[5] Under **CSS class(es)**, enter "goal-based-links".

---

Yale Information Technology Services
[6] Under **REGION SETTINGS: Center for Teaching and Learning (default theme)**, select “Sidebar Second”

[7] Under **Show block on specific pages**, select “Only the listed pages” and write the path of the pages where the block should appear. For example, if you want to add a new goal-based persistent link block to appear in all pages under “Writing”, use the following two paths:
- writing
Additional Recommendations

- Link titles should be very concise, about 2-4 words long.
- When creating a new Goal-based Persistent Link block, we recommend that you leave the "Block title" field blank.

10.3. TESTIMONIALS, QUOTE: WRITING TIPS, WRITERS ON WRITING

Refer to: Testimonials, Quote: Writing Tips, Writers on Writing
10.4. RELATED LINKS

**Purpose**

Related Links that are placed in the right sidebar region are intended to highlight information that is related to the main page content, but which does not necessarily supplement the content. (For example, links to an external related resource, rather than links that provide additional information specifically about the main content of the page.

**Drupal7 Instructions**

When adding a content page, add primary actions to the “RELATED LINKS” section.

10.5. UPCOMING EVENTS

Refer to: Event
11. SUPPLEMENTARY ITEMS IN MAIN CONTENT

11.1. SUPPLEMENTARY LINKS

<table>
<thead>
<tr>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplementary links are intended to directly supplement information on any given page. Unlike related links (which appear on the right sidebar), supplementary links appear within the main content region of the page.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Drupal7 Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>– When adding a content page, add primary actions to the “SUPPLEMENTARY MATERIALS AND RESOURCES (LINKS)” section.</td>
</tr>
</tbody>
</table>

11.2. SUPPLEMENTARY DOWNLOADS

<table>
<thead>
<tr>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplementary downloads are files that directly supplement information on any given page. Unlike supplementary links (which appear on the right sidebar), these items are not web addresses but are instead files that can be downloaded.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Drupal7 Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>– When adding a content page, add primary actions to the “SUPPLEMENTARY MATERIALS AND RESOURCES (DOWNLOADS)” section.</td>
</tr>
</tbody>
</table>
## YALESITES SUPPORT


Find answers and instructions for working with YaleSites.

**YaleSites Forum:** [http://yalesites.yale.edu/forum](http://yalesites.yale.edu/forum)

Post and find answers or request office hours.

**YaleSites Training:** [http://yalesites.yale.edu/calendar](http://yalesites.yale.edu/calendar)

Listing of YaleSites classes

**DrupalCamp conference:** [http://drupalcamp.yalesites.yale.edu/](http://drupalcamp.yalesites.yale.edu/)

Attend the YaleSites DrupalCamp conference
GETTING STARTED

13.1. SITE MANAGEMENT

The website is managed by Ed Kairiss (203-432-6637, edward.kairiss@yale.edu)

13.2. LOGGING INTO YOUR SITE

Go to http://dev.ctl-2.yale.edu/ and use your Yale NetID and password to login.

13.3. PEOPLE ACCESS/ROLES

In order to manage workflow process, Roles are assigned to people who are working on the site.

13.3.1. GENERIC ROLES

**authenticated user**

anyone with a Yale NetID. For YaleSites, access is the same as an anonymous person.

**anonymous user**

viewing access only; site visitors can only view pages and navigate to the various areas of the site.
13.3.2. WORKING ROLES

These roles allow people access to work on the site either adding or editing content.

**Administrator**

have the authority to make all changes to the website, including changing content types and views, all states of workflow and content creation, reports, rules, advanced help, and help options.

Site Builder:

*can create content as pages and/or blocks, and do more advanced configuration of Modules as well as create custom Content Types and Views.*

Editor:

*can create content as pages and/or blocks.*

13.4. PERMISSIONS AND OWNERSHIP — THE JOB OF THE ADMINISTRATOR

The Administrator is the person who has full access to the site, including providing people with access to the site. It is recommended that you have 2 people as administrators.

13.4.1. MANAGING PEOPLE WHO CREATE/EDIT CONTENT

13.5. FINDING YOUR WAY AROUND

Finding your way around the admin interface [http://yalesites.yale.edu/book/find-your-way-around](http://yalesites.yale.edu/book/find-your-way-around)

**Toolbar**

Black toolbar across the top that provides administrative options

**Gear icon**

Hover over to open a configuration window

**Overlay**

Configuration window that displays over the current page you are working on
Dashboard

Listing of content with a search box. You get here by clicking “Dashboard” from the top toolbar

13.6. SITE STRUCTURE

Themes

The way a site looks; colors, fonts, layout

Regions

Areas within the theme that makeup the layout

Blocks

Subsets of information that can be placed in the regions

Pages

Nodes, full content – also referred to as the landing page

13.6.1. URL ALIASES

A URL alias is automatically generated using the title of the page as the URL when a page is created. Custom Content Types normally have custom URL aliases where the name of the Content Type appended before the page title in the URL. For example, the News Content type displays pages with the following URL: http://sitename.yale.edu/news/page-title
13.6.2. NODE

Each page is assigned a unique identification number when it is created. This node number is never duplicated, even if a page is deleted. It is sometimes best to refer to a page using the node # to ensure the reference doesn’t change when the page changes. The node number displays in the URL when you click on edit to make changes.

13.6.3. CONTENT TYPES AND FIELDS

Because different types of content have different meanings, individual Content Types allow you to define the content on your site using fields to capture pieces of information that are related to that type of content. Each Content Type is treated differently; different properties, fields, page displays, etc.

The Center for Teaching and Learning website has many different content types – each with a different purpose – however, adding content to these fields is the same regardless of the Content Type it is used for. The following lists instructions for how to work with the various field types throughout the site.

13.6.4. FIELDS AND FIELD TYPES

Fields allow you to capture small pieces of information, providing more control and flexibility in the display of content. Using Fields allows you to treat small pieces of content as an individual entity so that it can be listed in a specific order or formatted differently from the other text.

Refer to: http://yalesites.yale.edu/book/fields
13.7. PUBLISHING CONTENT

All content is published immediately when it is saved. If a page is saved as draft it is no longer available to the public for viewing.

13.8. WORKING WITH EXISTING CONTENT

There are several ways you can access the content that you want to update.

13.8.1. THE DASHBOARD

The Dashboard is a convenient way to view lists of all the available on your site.

This dashboard provides a keyword search and other filters that allow you to easily find the content you are looking for.

1. Click on Dashboard from the Administrative Toolbar.
2. Enter a key word for the page you are looking for in Search by Keyword field.
3. You can also filter by the type of content.
4. Click on Apply and a list of content for the filters chosen displays.
5. Click on edit to next to the page you want to edit.

13.8.2. NAVIGATING TO THE PAGE

Navigate to the page and click on the Edit tab below the title of the page.

13.8.3. ON A VIEW PAGE

Click on the edit link that is listed at the end of a row of list pages.
Refer to: http://yalesites.yale.edu/book/locate-and-edit-existing-content

13.8.4. CREATING A WEBFORM

Instructions for how to create Webforms can be found on the YaleSites How-to Guide http://yalesites.yale.edu/module-tutorials/webform

If you create a new web form on the CTL website, it should not have a menu item, it should just be linked to in the appropriate regions within other pages (for example, in the main content, as a Primary Action Button, the Goal-based Persistent Links, etc.)