



**SCHOOL OF MEDICINE AND
BIOMEDICAL SCIENCES**

University at Buffalo *The State University of New York*

**Web Content Initiative Pilot Project - Discovery
April 2009**

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Executive Summary

The quality of the School of Medicine and Biomedical Sciences' website has a direct impact on the school's reputation, identity and functionality.

Because the site is the public face of the school, it plays an integral role in our ability to recruit and retain the best students, residents, fellows, post-docs and faculty, as well as to forge optimum research collaborations.

If we do not proactively plan, implement and maintain a website that best reflects our school's tripartite mission of education, research and clinical care, then we forfeit an opportunity to define our vision and to highlight our areas of excellence. We also undermine our efficiency and credibility as an institution that aims to embody the highest standards in state-of-the art science and technology.

Feedback from our website's stakeholders and users (our faculty, department chairs, prospective students and residents)—and what we know of the role of websites in higher education—supports this conclusion. The website is critical to the school's ability to fulfill its mission and vision.

The school's official web pages are a conglomerate of differing design styles, navigation systems, content quality and organization. As a consequence of this significant variation, too many pages do not reflect the university's communication standards, goals and branding initiatives. Furthermore, the website does not position the school as the region's academic leader of its health-care community nor does it define it as an entity within the university's Academic Health Center or as a central player in the university's strategic plan, UB 2020. Also missing is essential content and messaging that would promote the school's reputation for international excellence in areas of basic-science and clinical-translational research, as well as its rich tradition of interdisciplinary collaboration among faculty members, both university-wide and within the school.

On a local level, a strategically designed website will help attract patients to our practice plan and give faculty, staff and students a trusted source for internal communications—i.e., a one-stop platform that has integrity and currency and allows our internal constituency immediate access to information that facilitates job performance and learning.

Part I: Stakeholder Needs Analysis

Business Needs:

- Define, develop and communicate a core set of messages that describe the SMBS and which are presented consistently throughout the SMBS site.
- Promote and give examples of the rich tradition of interdisciplinary collaboration among faculty members university-wide and within the SMBS.
- Foster new research collaborations with investigators nationally and internationally by documenting robust, ongoing examples of existing collaborations.
- Build a reputation and garner excitement about our school by:
 - giving current examples of areas of strength in teaching, research and clinical care
 - portraying undergraduate, graduate and medical students, residents, fellows, post-docs and faculty who speak in their own words about the rich and supportive learning and working environments they experience at SMBS
 - providing faculty profiles that are current, easily accessible and reflect their work on high-profile studies, publications, clinical trials and national committees
 - illustrating “bench-to-bedside” research successes that are contributing to the formulation of public-health policy worldwide
 - giving patients access to health-care professionals and resources that assist them in managing their health needs
 - informing our public about and welcoming them to community oriented educational programs, events and scholarly forums on campus (e.g., Mini-med school, general lectures, Spring Clinical Day speakers)
 - partnering with the Media Relations unit of University Communications to post on the website examples of print, television, web and radio placements in external media outlets that highlight UB physicians/researchers and address community health concerns. Also, link to internal University communication sites that feature similar coverage.
- Build a trusted source for internal communications, a one-stop platform for information that has integrity and currency

Target Audience: (See **Appendix 1** for complete ranking of audience segments by tenant site; primary/secondary)

Primary Audience Segments include the following:

- Prospective students
- Prospective residents
- Prospective post-docs
- Prospective fellows
- Prospective faculty

Desired Outcomes:

- All—build the perception that SMBS is a place they want to be affiliated with.
- Prospective students—apply, and once admitted to the school, accept us
- Prospective residents—apply
- Prospective post-docs—apply
- Prospective fellows—apply
- Prospective faculty—join us for collaborations/positions, and once invited to join our community, accept us.

(**NOTE:** Although the end action we want is for these users to apply, they must be able to first find the information they need that will attract them to apply)

- Current faculty and staff—find the information they are looking for quickly (including but not limited to: policies, procedures, resources, colleagues, events), with the confidence that they can rely on it for accuracy and currency.
- Patients—find the information they need about managing their health care, i.e., find a physician, find procedure preparation, find directions to clinics, find hot links to specialized information/education about prevention, wellness and treatment options (**NOTE:** this must be HIPPA-compliant); in short, giving patients access to health-care professionals and resources that assist them in managing their health needs.

Positioning - Current

- The region's only medical school and one that offers innovative educational programs that prepare students to earn doctorate degrees, (MD and PhD), master's and bachelor's degrees, and certification in a variety of disciplines.
- A school with an international reputation for excellence in areas of basic-science and clinical-translational research.
- A well-established school that is routinely accessed by funding agencies and research entities seeking assistance in gathering or disseminating data and resources in support of complex, community based studies.

- The founding school of the University at Buffalo and one of five schools that constitute UB's Academic Health Center, whose faculty are significant contributors to the University's long-term strategic plan, UB 2020.

Positioning – Future

- The academic leader of a health-care community that includes a large, integrated hospital system, a comprehensive NCI-designated cancer center, and an internationally renowned biomedical research institute.
- A founding member and visionary catalyst for the Buffalo Niagara Medical Campus, future home to the UB Academic Health Center, including the SMBS.
- A top-tier medical school among peer institutions known for fulfilling a tripartite mission of teaching, research and high-quality clinical care.
- A school with a diverse and dynamic clinical-research environment that attracts and matriculates highly qualified students and that attracts as well highly-qualified residents, fellows and post-docs.
- A school that recruits and retains faculty who are acclaimed for their bench discoveries that are translated into effective clinical applications.

Success Measurements:

The success should be measured by a number of factors, including the following which are already in place:

- statistics on hits and re-hits from repeat visitors
- statistics on users' time spent on the site (lower bounce rate)
- statistics on hits by geographic area – demonstrating expansion of user audiences
- Increase in applications/interest from prospective students as demonstrated through completed request/contact forms submitted through the website or through direct contact via phone/email
- Increased interest from prospective faculty as taken from number of applications to faculty job openings
- Increase in collaboration opportunities

By incorporating a user response mechanism*, which does not currently exist, we would be able to measure the effectiveness of content. We would also be able to track the following:

- Increases in the interaction/contacts from peer institutions, outside researchers, potential patients, etc.

*Requires additional support/maintenance within the various departments and programs.

Part II: External Benchmarking

In this section we used the business needs, along with current and future positioning, to perform external benchmarking, i.e., examining peer and aspirant institution websites to determine sustainable best practices to support our business needs.

External Benchmarking - Department of Biochemistry

Future Positioning:

- The academic leader of a health-care community that includes a large, integrated hospital system, a comprehensive NCI-designated cancer center, and an internationally renowned biomedical research institute.
- A founding member and visionary catalyst for the Buffalo Niagara Medical Campus, future home to the UB Academic Health Center, including the SMBS.
- A top-tier medical school among peer institutions known for fulfilling a tripartite mission of teaching, research and high-quality clinical care.
- A school with a diverse and dynamic clinical-research environment that attracts and matriculates highly qualified students and that attracts as well highly-qualified residents, fellows and post-docs.
 1. <http://www.biochemistry.stanford.edu/> This Stanford University web page outlines a framework of what to expect when doing graduate work in this program.
- A school that recruits and retains faculty who are acclaimed for their bench discoveries that are translated into effective clinical applications.
 1. <http://www.biochemistry.stanford.edu/research/milestones.html> This page on Stanford University's site provides an excellent example of how to focus attention on specific research that has clinical applications for the diagnosis and treatment of disease.

Business Needs:

- Define, develop and communicate a core set of messages that describe the SMBS and which are presented consistently throughout the SMBS site.
- Promote and give examples of the rich tradition of interdisciplinary collaboration among faculty members university-wide and within the SMBS.
 1. <http://www.ucdmc.ucdavis.edu/biochem/roweprogram/> UC Davis Medical School and the biochemistry department feature a program that is a “joint venture” among five different departments in the UC Davis Medical School, clearly demonstrating a “rich tradition of interdisciplinary collaboration.”

2. <http://www.biochemistry.stanford.edu/research/collaborators.html> By having a page called “collaborators,” Stanford Medical School’s Biochemistry Department emphasizes the importance of interdisciplinary collaboration among researchers.
- Foster new research collaborations with investigators nationally and internationally by documenting robust, ongoing examples of existing collaborations.
 1. <http://biochemistry.stanford.edu/> The framework for the lead page on the Stanford University site highlights the exciting work being done in a way that connects to laypeople, as well as potential students and collaborators. Each highlighted area has a profile that is positioned to excite collaborators.
 - Build a reputation and garner excitement about our school by:
 - giving current examples of areas of strength in teaching, research and clinical care.
 1. <http://www.biochem.med.umich.edu/?q=research> This page on the University of Michigan’s Medical School website does an excellent job of organizing research into four broad areas. It also talks about the diverse biochemical community.
 2. <http://www.biochem.duke.edu/department/honors-and-awards/> This Duke University site lists the national academies faculty members belong to and the honors they have achieved, serving to re-enforce the excellent reputation of the school and the academic department.
 - portraying undergraduate, graduate and medical students, residents, fellows, post-docs and faculty who speak in their own words about the rich and supportive learning and working environments they experience at SMBS
 1. <http://www.biochem.med.umich.edu/?q=gallery>. This photo gallery page provides a visual catalog of the “rich and supportive learning/working environments” that are part of the culture of University of Michigan’s Medical School and, in particular the Biological Chemistry Department.
 - providing faculty profiles that are current, easily accessible and reflect their work on high-profile studies, publications, clinical trials and national committees
 1. <http://www.upstate.edu/biochem/about.php> SUNY Upstate Medical School’s web page calls out the journals in which faculty have published recent papers as well as the recent receipt of a \$1 million federal grant. This type of content helps to raise awareness and promote the reputation of the school and its faculty.

2. <http://www.med.stanford.edu/profiles/biochemistry/> This page on Stanford University's site provides an excellent, easy to read organization of faculty profiles by alpha, by department and by research.
 - illustrating “bench-to-bedside” research successes that are contributing to the formulation of public-health policy worldwide
 - giving patients access to health-care professionals and resources that assist them in managing their health needs
 - informing our public about and welcoming them to community-oriented educational programs, events and scholarly forums on campus (e.g., Mini-med school, general lectures, Spring Clinical Day speakers)
 1. <http://www.biochem.med.umich.edu/> The chair of the Biochemistry Department at the University of Michigan Medical School has a message to welcome users to the school and the department. This page also offers a podcast of an interview with the authors of a paper presented through a seminar.
 2. <http://www.biochem.duke.edu/> This page on Duke University's Biochemistry site does a good job of “welcoming” the visitor to the department by giving some quick facts (number of faculty, grad students and post doc fellows, along with photos of students in labs).
 - partnering with the Media Relations unit of University Communications to post on the website examples of print, television, web and radio placements in external media outlets that highlight UB physicians/researchers and address community health concerns. Also, link to internal University communication sites that feature similar coverage.
- Build a trusted source for internal communications, a one-stop platform for information that has integrity and currency

Overall Trends

- The use of podcasts and virtual tours.
- Faculty pages/research pages that are accessible through multiple means (i.e. alpha listing, department listing, and by area of research).
- Videos of students talking about the school, the research capabilities, their mentors, etc. The current student is sometimes the best “ambassador” for the school in terms of recruitment.

- Photo galleries – visually demonstrate the “community” of the school and have an emotional appeal. They are also excellent visual for research applications.
 - The use of two-way communication mechanisms to receive feedback from users
 - Showcasing research to attract collaborators
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Suggested Improvements for Biochemistry Department site:

- Incorporate the above trends **wherever sustainable** to include the following:
 - A homepage that sets the stage for recruitment through positioning the department’s strengths, areas of focus and key achievements (most of this is within the content of the site, but needs to rise up the homepage)
 - A department chair’s message and an overview of the department, its faculty and research highlights.
 - A quick facts/figures page to provide the user useful information such as number of faculty, students, programs, etc.
 - Photo galleries of students, photos of research facilities, etc.
 - Content directed to potential students and faculty and using the words of current students/faculty.

External Benchmarking – IGPBS

Current Positioning:

- The region’s only medical school and one that offers innovative educational programs that prepare students to earn doctorate degrees, (MD and PhD), master’s and bachelor’s degrees, and certification in a variety of disciplines.
- A school with an international reputation for excellence in areas of basic-science and clinical-translational research.
 1. <http://biosciences.stanford.edu/homeprogram.html> Stanford University site lists faculty Nobel Laureates and other faculty honors. The user knows immediately that this is a “school with an international reputation.”

- A well-established school that is routinely accessed by funding agencies and research entities seeking assistance in gathering or disseminating data and resources in support of complex, community based studies.
- The founding school of the University at Buffalo and one of five schools that constitute UB's Academic Health Center, whose faculty are significant contributors to the University's long-term strategic plan, UB 2020.

Future Positioning:

- The academic leader of a health-care community that includes a large, integrated hospital system, a comprehensive NCI-designated cancer center, and an internationally renowned biomedical research institute.
- A founding member and visionary catalyst for the Buffalo Niagara Medical Campus, future home to the UB Academic Health Center, including the SMBS.
- A top-tier medical school among peer institutions known for fulfilling a tripartite mission of teaching, research and high-quality clinical care.
- A school with a diverse and dynamic clinical-research environment that attracts and matriculates highly qualified students and that attracts as well highly-qualified residents, fellows and post-docs.

1. <http://www.mcw.edu/BiomedicalGraduateProgram.htm> Wisconsin College of Medicine site lead-in is: "The purpose of our Interdisciplinary Program in Biomedical Sciences is to help **extraordinary** students **discover their potential** while expanding knowledge, through biomedical research, and advanced biomedical technology. Immunology, molecular biology and molecular genetics are just three areas of study and research." This is followed immediately by a "more info" button, which is followed immediately by a "ready to enroll?" question followed by an "apply online" button. Both options force the user to login (new or returning user) so that the school can track interested students. Program Structure > Area of Focus provides a list of faculty by research focus with an image on the opening page. Current Students: Nice feature: pairs up students and their mentors. We also liked the chair's message: "Contemporary Biomedical Research is Interdisciplinary."

2. <http://www.ibgp.org/> Ohio State Medical College Integrated Biomedical Science Graduate Program's "Director's Welcome" offers friendly tone to students. Faculty Profile with faculty listing is great. IGBP Students – offers short student profiles with pictures. "Career Opportunities" provides information about what students will achieve upon graduation. There is research emphasis on multiple pages, good feature for collaboration and finding mentors.

3. <http://biosciences.stanford.edu/homeprogram.html> Stanford University site provides clear explanation of admissions process and the program structure. Course and Curriculum provides information for courses offered by each

department. FAQ page is a nice addition for students with questions.

4. <https://medschool.vanderbilt.edu/admissions/phd-admissions> Vanderbilt University site opens up with a clear description about the IGP program. User oriented grouping clearly identifies who information is for. “Visitor” link targets the needs of visiting collaborators and faculty, a thoughtful feature. “Research” has useful information such as core facilities under it. Clean, well organized information with left navigation clearly listing all the programs offered. Prominent “Apply Now” link in the right column provides easy access to additional admission information. Undergraduate and Graduate preparatory program listed along with admission information for interested candidates and offers alternative opportunities to those qualified.

5. <http://www.med.unc.edu/bbsp/> University of North Carolina at Chapel Hill site has an excellent program description that walks the prospective student through the program and the choices available. It has a nice feature of describing the program while listing all the PhD programs on the right-hand side, so while the prospective student reads about the program they have the PhDs as reference throughout. Global right navigation shows participating departments. Global left navigation tree shows program hierarchy. Breadcrumb navigation also helps position the program. Excellent visualization shows the relationship between the different basic sciences programs. Research pages with list of research interests.

6. <http://webapps.med.unc.edu/BBSP/BBSPFaculty/faculty/facultyResearchInterests/1> University of North Carolina at Chapel Hill site with course work listed with course requirements is a nice feature. Nice additional information on professional development. Faculty link offers alternative view of faculty listing. Facilities and Centers list core facilities- an important feature.

7. <http://www.amc.edu/Academic/viewbook/index.html> Albany Medical Center’s site offers an interesting recruitment piece targeting audience’s need, outlining the “selling point” for the school. Site includes a photo journal.

8. <http://grad.medicine.iu.edu/body.cfm?id=1845> Indiana University PhD / IGPBS Program Education > Graduate Division Nice intro: “Thank you for your interest in joining 221 Ph.D. students and 300 graduate faculty members as they attempt to solve many of the unanswered questions in the biomedical sciences that are associated with human diseases. Currently, Ph.D. students and faculty members are contributing to medical science research by investigating:” (this is followed by the research areas). *A Gateway to the Ph.D. Programs* is a great line for introduction.

9. <http://grad.medicine.iu.edu/body.cfm?id=1845> Indiana University section labels show strength of the program: Interdisciplinary and Collaborative Research; Choice of Research Focus; Modern Curriculum in a Supportive Student

Community; Outstanding Research Environment; Outstanding Research Facilities; Financial Support; Quality of Life and Affordable Cost of Living – emphasizes low cost of living. This all provides excellent information for students.

10. <http://dgsom.healthsciences.ucla.edu/education/phd/molecular-cellular-ls> University of California at Los Angeles site “Welcome to Access” has a good introduction that positions the program: “To provide graduate students with maximal choice and flexibility in selecting a research specialization, twelve basic science units at UCLA have initiated a combined recruitment, admission and first-year graduate program known as UCLA ACCESS.” Course of Study – provides overview of curriculum; Departments – lists participating departments; Affinity Groups – page enriched with enticing graphic along with a list of research focus groups, nice feature.

- A school that recruits and retains faculty who are acclaimed for their bench discoveries that are translated into effective clinical applications.
 1. <http://physiology.med.umn.edu/> University of Minnesota one line introduction provides concise explanation about the program “Integrative biomedical sciences represent the leading wave of knowledge discovery in medical centers now and in the decades to come.” Good features include: Faculty Spotlight; IBP in the news; IBP Spotlight enriched with U Tube video; Faculty Page with colored photo and link to detailed CV

Business Needs:

Define, develop and communicate a core set of messages that describe the SMBS and which are presented consistently throughout the SMBS site.

- Promote and give examples of the rich tradition of interdisciplinary collaboration among faculty members university-wide and within the SMBS.
 1. <http://dgsom.healthsciences.ucla.edu/> University of California at Los Angeles has a good program description: “UCLA ACCESS is an umbrella graduate program that represents 12 outstanding Ph.D.-granting programs” and “ACCESS maximizes student choice by providing students with a range of research opportunities that span molecular, cellular and integrative areas of the biosciences. The first year of course work and laboratory rotations provides students with the ability to make a well-informed decision on their topic and mentor for thesis research. Students transition into one of the 12 degree-granting programs at the end of the first year of graduate study. ACCESS is organized into interdepartmental research affinity groups spanning a wide spectrum of research areas. The collegiality and interdepartmental organization of these groups fosters interdisciplinary research and provides students with an exceptionally broad range of research areas from which to choose.”
- Foster new research collaborations with investigators nationally and internationally by documenting robust, ongoing examples of existing collaborations.

1. <http://www.hms.harvard.edu/dms/bbs/FacultyListing.html> Harvard Medical School's BBS Faculty Listing sorted by field of study, experimental approach and by organisms which are very good resources for students and collaborators. Career Resource allow industry posting. Additional/ Special Feature: BBS Survival Guide—very inviting, friendly tone—e.g., “Here are people/offices you can go to for help with problems or answers to questions about *anything*”
- Build a reputation and garner excitement about our school by:
 - giving current examples of areas of strength in teaching, research and clinical care
 - portraying undergraduate, graduate and medical students, residents, fellows, post-docs and faculty who speak in their own words about the rich and supportive learning and working environments they experience at SMBS
 - providing faculty profiles that are current, easily accessible and reflect their work on high-profile studies, publications, clinical trials and national committees
 1. <http://webapps.med.unc.edu/BBSP/BBSPFaculty/pages/research> University of North Carolina at Chapel Hill. Research interest sub-page has an excellent overview of faculty interests, brief description and additional search option.
 - illustrating “bench-to-bedside” research successes that are contributing to the formulation of public-health policy worldwide
 - giving patients access to health-care professionals and resources that assist them in managing their health needs
 - informing our public about and welcoming them to community oriented educational programs, events and scholarly forums on campus (e.g., Mini-med school, general lectures, Spring Clinical Day speakers)
 - partnering with the Media Relations unit of University Communications to post on the website examples of print, television, web and radio placements in external media outlets that highlight UB physicians/researchers and address community health concerns. Also, link to internal University communication sites that feature similar coverage.
 - Build a trusted source for internal communications, a one-stop platform for information that has integrity and currency

Overall Trends

- Overall IGPBS sites are weak
 - The best sites have clear, succinct descriptions of their interdisciplinary graduate programs and the relationship between the interdisciplinary program and affiliated departments / institutes.
 - Strong emphasis on student diversity and personal achievement
 - Strong emphasis on student choices while in the graduate program as well as the many career opportunities they will have as graduates
 - Strong emphasis on research highlights and breakthroughs and unique research interests
 - Highlights of faculty and student research achievements
 - Information about research facilities
 - Tools and information to encourage research collaboration, e.g. searchable faculty listing by research focus, find a mentor, etc.
 - Information for prospective students about the kind of learning/living environments they will have with faculty and other students—the tone of the learning environments they will join is strong and serves as a recruitment tool e.g., Harvard’s “BSS Survival Guide”
-

Suggested Improvements for our site

- Properly position and explain the relationship between IGPBS and participating departments. It’s essential that the program be clearly explained. One excellent description from Indiana University and its program: “*A Gateway to the Ph.D. Programs*”
- Provide information on career opportunities and alumni profiles to give students an idea what they will achieve upon completion of the program
- One-stop course and curriculum page should list courses offered, course requirements and structures instead of bouncing users to different departments
- Information on faculty and student achievement
- Student /mentor information in an inviting format (e.g. stories, testimonials)
- Research focus -- information sorted by subject, organism, technology, and current and past collaboration information
- Emphasize our program strength and why is it better than others (e.g., facilities, past achievements, tuition and related student costs)
- A clearer application process: admission information, an option to see application status
- Better use of taglines & messages—give context for the program within the overall school and university, UB 2020
- Consider an FAQ page; the program needs a description for how students make the transition into the PhD program; an FAQ page may alleviate concerns about doing this. Also consider linking this page to student testimonials about how easy it is to do this and how valuable the program is to a student’s ability to decide on a defined PhD course.

External Benchmarking - Department of Pediatrics

Future Positioning:

- The academic leader of a health-care community that includes a large, integrated hospital system, a comprehensive NCI-designated cancer center, and an internationally renowned biomedical research institute.
 - <http://peds.wustl.edu/News/tabid/794/Default.aspx>
 1. “Partners and affiliates” listed with their logos on the home page—easy to see the hospitals and institutes with which they’re affiliated.
 - <http://www.urmc.rochester.edu/departments-centers/>
 1. The University of Rochester Medical Center home page includes a comprehensive listing of clinical departments and research centers as well as an alpha listing. As the user flips from one tab to another, it’s clear that they are always within the university and the medical center. Even when clicking on the hospital, it’s clear that the Children’s Hospital is the Department of Pediatrics, under the aegis of the university. <http://www.urmc.rochester.edu/pediatrics/>
 - http://www.chop.edu/consumer/ref_phys/index.jsp
 1. Opening sentence: The Children's Hospital of Philadelphia Web site is one of many efforts we are making to improve your access to our ever-widening pediatric healthcare network.” That statement could be made about Great Lakes Health and the leadership that the SMBS is taking.
- A founding member and visionary catalyst for the Buffalo Niagara Medical Campus, future home to the UB Academic Health Center, including the SMBS.
- A top-tier medical school among peer institutions known for fulfilling a tripartite mission of teaching, research and high-quality clinical care.
 - <http://peds.wustl.edu/Home/tabid/447/Default.aspx>
 1. This is the message from the chair (emphasis mine): “I invite you to explore our web pages to learn more about our commitment to excellence in patient care, basic and clinical research, and teaching. As you do so, it will become clear why Washington University School of Medicine and St. Louis Children's Hospital are ranked among the best. Our mission to improve the health of children and adolescents through excellence in patient care, research, teaching and community service - is embraced by our faculty and staff

who are deeply committed to the welfare of children and adolescents.”

2. Faculty can be found either alphabetically or by specialty
- A school with a diverse and dynamic clinical-research environment that attracts and matriculates highly qualified students and that attracts as well highly-qualified residents, fellows and post-docs.
 - <http://peds.wustl.edu/residency/ResidentPlans/tabid/788/Default.aspx>
 1. Shows residents’ plans/destinations after completing residency—gives a sense of the quality of current and past residents
 - <http://peds.wustl.edu/residency/Perks/tabid/791/Default.aspx>
 1. Unusual site demonstrating the perks associated with being a resident here—very nice.
 - <http://peds.wustl.edu/residency/Conferences/tabid/782/Default.aspx>
 1. Organized conference schedule that lays out training for residents
 - http://www.smbs.buffalo.edu/ophthalmology/residency_meetresidents.htm
 1. I like that most of the photos are headshots of residents smiling, and that there is room for personal statements, like hometown and interests. This conveys a sense of friendliness about the residency program, something that faculty expressed as desirable.
 - <http://www.cincinnatichildrens.org/ed/ped-resident/default.htm>
 1. Cincinnati has an extensive residency section that begins with the phrase: “Pediatric Residency Program Experience: Unparalleled Curriculum.” It includes information about applying, rotations, curriculum, resident life (perks, world-class facilities, governance, quotes from current residents), pediatric resident alumni, “meet the leadership”, the research track, etc. Cincinnati Children’s Hospital is ranked third in the nation among pediatric hospitals.*

**This is also a recommendation for the overall SMBS site (“Why SMBS”) and for each department/program.*

- A school that recruits and retains faculty who are acclaimed for their bench discoveries that are translated into effective clinical applications.
 - http://www.chop.edu/about_chop/pediatric_firsts.shtml
 1. This is a page on “Pediatric Firsts” – all the successes that CHOP has had. On the side is a link to “all the milestones that shaped both Children’s Hospital and all of pediatric

medicine.” Pretty powerful. We should have this for our departments and the SMBS overall.

Business Needs:

- Define, develop and communicate a core set of messages that describe the SMBS and which are presented consistently throughout the SMBS site.

- Promote and give examples of the rich tradition of interdisciplinary collaboration among faculty members university-wide and within the SMBS.
 - <http://pediatrics.med.nyu.edu/research/current-research>
 1. NYU peds has a “current research section” that describes research by attending MDs, fellows, residents, and “cooperative research projects”—i.e., Research projects by Pediatric Emergency Medicine and other divisions and departments. It also has a section of faculty publications.

- Foster new research collaborations with investigators nationally and internationally by documenting robust, ongoing examples of existing collaborations.

- Build a reputation and garner excitement about our school by:
 - giving current examples of areas of strength in teaching, research and clinical care

 - portraying undergraduate, graduate and medical students, residents, fellows, post-docs and faculty who speak in their own words about the rich and supportive learning and working environments they experience at SMBS
 - <http://www.sdm.buffalo.edu/oralbiology/research.asp>
 1. This is a great photo of a PhD candidate talking about the lab as “family.” Residents will be with departments for anywhere from three to seven years; the resident cohort they join is important, so although the professional background of the other residents is key, we heard repeatedly from faculty that demonstrating a “friendly” UB environment is key too. This photo and quote nails it—we need something like this for our residency programs (and to recruit students for all degree programs).

 - providing faculty profiles that are current, easily accessible and reflect their work on high-profile studies, publications, clinical trials and national committees

this kind of detail would expedite patients getting to our MDs and affiliated hospitals and clinics.

- <http://www.roswellpark.org/Prevention>
 1. This gives information about prevention—something similar could be done for parents on the pediatric site—e.g., information about how to raise healthy children.
- http://www.ucsfhealth.org/childrens/health_library/
 1. UCSF has an unusual site for the community. Among a host of options are: a calendar of events open to the community; a “medical dictionary”; patient education; patient profiles (by disease state); “conditions and treatments.”
- informing our public about and welcoming them to community-oriented educational programs, events and scholarly forums on campus (e.g., Mini-med school, general lectures, Spring Clinical Day speakers)
 - <http://www.ucsfhealth.org/adult/cgi-bin/events.cgi>
 1. UCSF has a calendar that is searchable by date, by key words (e.g., “cancer”, “childbirth”) and by speaker.
- partnering with the Media Relations unit of University Communications to post on the website examples of print, television, web and radio placements in external media outlets that highlight UB physicians/researchers and address community health concerns. Also, link to internal University communication sites that feature similar coverage.
 - <http://www.texaschildrens.org/allabout/news/default.aspx>
 1. The Texas Children’s Hospital Newsroom gives access to news releases as well as to a “Kids Courageous” section that gives the stories of kids diagnosed with specific illnesses. The photos of the kids are beautiful, their stories inspiring—and the link to talented clinicians unmistakable.
 - <http://www.sirius.com/doctorradio>
 1. “Doctor Radio” on Sirius, “powered by NYU Langone Medical Center”
- Build a trusted source for internal communications, a one-stop platform for information that has integrity and currency

Overall Trends

- Prose that underscores for the public and other users the tripartite mission of education/training, research and clinical care; evidence of the link between patient care and research and education.
- Visual/graphic indications of the clinical care-research-education link. Strong graphic presence of the university/school.
- Well-presented information, complete with recognizable logos, about affiliated hospitals, research institutes, and agencies so that the user understands the connection between them and the department/school/university. Ease in navigating between the department and hospitals, to the university and/or the academic health centers makes it clear where the user is at all times—and what the relationship is among all the involved entities.
- Welcoming statements from department chairs and division chiefs/center directors.
- Fully developed, information-rich residency sites that include complete application information; training expectations and opportunities; advising and career counseling; research facilities; help with housing; information about living in the surrounding city/area (e.g., sports, the arts, etc.); information about current residents (their research interests, where they earned their MD, hometown, statements about their residency experience) and graduated residents (where they are practicing—a “where are they now?” section, personal summaries of their residency experiences); perks of being a resident (meals that are included, white coats, parking, travel, book, computer and equipment allowances). The best sites really make the case for recruiting top residents; this is revealed in how they present the clinical and research environments, the kind of welcoming and supporting environments that exist, the special efforts that are made to ensure residents’ comfort, and the details that add up to departments’ desire to take every measure to ensure that residents gain everything possible from their residencies.
- Illness prevention, wellness information for patients was included for a number of sites in a variety of ways—audio, video, print.
- Availability of recent news releases and information about pediatric patients that parents and patients can access. The best sites gave not only information but hope to parents of sick children—all through these patient stories. The patient “success” stories are also, of course, endorsements of high-quality care.
- Information about making appointments and directions to clinic sites is available through website navigation.
- Easily accessed information about clinical trials.
- Easily accessed and rich information for referring physicians—the best sites have everything a referring MD would need, and they make it easy for the MD.
- Opportunities for viral messaging and integration into social media

Suggested Improvements for our site:

- Put the Department of Pediatrics into the website of the school
- Make navigation reflect teaching, research and clinical care—phrases on other sites include:
 - Learning, research, hospital
 - Teaching, research, clinical care
 - Education, research, patient care

- On the department’s homepage, emphasize the relationship between Women and Children’s Hospital and Roswell Park Memorial Institute (our affiliated hospitals) and link the user directly onto those sites if they wish to go there
- Emphasize as well the relationship of the department to the school and to the university.
- Place welcoming statements from chair and division chiefs; describe the specialties
- Flesh out the residency program to include the aspects described in “overall trends”; discuss with department staff what is sustainable
- Describe research and research facilities
- Describe clinical trials and how to be part of one
- Describe divisions fully and put in appropriate hot links to patient care websites (e.g. national sickle cell anemia site, eating disorder sites)
- Display vibrant and consistent faculty and resident profiles
- Develop patient profiles for other patients and parents (and other users) to read
- Make available a history section for the accomplishments of pediatrics—“pediatric firsts”, perhaps
- Link users to contact information for staff and faculty
- Link users to Buffalo/WNY information that UC will design
- Link users to local housing information
- Link users to news releases and other forms of promotion (e.g., video)
- Coordinate with UBMD referring MD information and information about making appointments. Describe UBMD as the practice plan of the medical school--and what that means.
- Create a “Why Choose” package (module) that highlights all the reasons to be part of this program to include the benefits/perks

External Benchmarking – SMBS Home Site

Current Positioning:

- The region’s only medical school and one that offers innovative educational programs that prepare students to earn doctorate degrees, (MD and PhD), master’s and bachelor’s degrees, and certification in a variety of disciplines.
- A school with an international reputation for excellence in areas of basic-science and clinical-translational research.
 1. <http://www.amc.edu/Research/index.html> Albany Medical College does this well. Research and Patient care (the other two aspects of our tripartite mission) Note their Research overview statement—is clear, simple, explains a lot. Interdisciplinary Research Centers

At Albany Med, basic research scientists are organized into four interdisciplinary centers facilitating discoveries that translate into medical innovations at patients' bedsides. These centers are conducting research in many exciting areas including infectious disease, addiction, cancer, pain, and stem cells therapy.

- A well-established school that is routinely accessed by funding agencies and research entities seeking assistance in gathering or disseminating data and resources in support of complex, community based studies.
 1. <http://www.mcw.edu/portal/departments/alldepts2.htm> Medical College of Wisconsin has a simple list-and-link; note that tabs above here break out this information into different categories (e.g., offices, programs). Very effective, uniform treatment
- The founding school of the University at Buffalo and one of five schools that constitute UB's Academic Health Center, whose faculty are significant contributors to the University's long-term strategic plan, UB 2020.
 1. <http://www.dukemedicine.org/> Duke Medicine. Good example of a site that includes health sciences schools.
 2. <http://www.bumc.bu.edu/> Boston University Medical Campus. Another good example of a site that includes health sciences schools.

Future Positioning:

- The academic leader of a health-care community that includes a large, integrated hospital system, a comprehensive NCI-designated cancer center, and an internationally renowned biomedical research institute.
- A founding member and visionary catalyst for the Buffalo Niagara Medical Campus, future home to the UB Academic Health Center, including the SMBS.
 1. <http://www.mcw.edu/display/router.aspx> Medical College of Wisconsin (top pick for best overall site). The Medical College of Wisconsin: We Practice What We Teach.”
 1. Really nice home page. Very clean, attractive, interesting.
 2. All the buttons are on the home page -simple, uncluttered and deep.
 3. Phone number and address easy to find!
 4. Extremely well organized and uniform throughout.
 5. Information provided in a pyramid format; e.g. Research section provides and Overview first, etc.
 6. Overview statements/synopsis/effective bridge pages everywhere you go on this site; everything is placed in an overall context
 7. Effective use of iconic photography on masthead bar throughout; consistent; e.g., click on Research; NOTE—the photography travels with each page click in the section.
 8. Reader/user survey at the bottom of core pages
 9. Education tab is a good example of the thoroughness and thoughtfulness of this site

2. <http://www.mcw.edu/portal/education/overview.htm> Organized by degree areas and programs with 2-minute snapshot videos on the right sidebar
 3. <http://www.med.umich.edu/medschool/> University of Michigan School of Medicine (second best overall site)
 - Clean, consistent, deep (e.g. see Dean information)
 - Easy to navigate
 - Great treatment of magazine
 - A well-organized site under About UMMS/Education/Research/Patient Care/Community Service
 - Research <http://www.med.umich.edu/medschool/research.htm>
 - Note support for funded research—“Search for Funding,” links to Sponsored Research, Intramural Funding, Grant Administration, etc.
 - Good “Facts and Figures” page
 - <http://www.med.umich.edu/medschool/about/facts.htm>. Links in right sidebar to administrative offices, programs, institutes, facilities that support Research
 4. <http://www.amc.edu/Academic/> Albany Medical College’s information on education is clean, well-organized. There is lots of data, but the pages are not cluttered. Education pages are especially good. (*We need to provide similar overviews*)
- A top-tier medical school among peer institutions and one that attracts highly-qualified prospective students, residents, fellows, post-docs, and faculty from around the world who are looking to study, train and work in a diverse and dynamic clinical-research setting.
 1. <http://www.mcw.edu/portal/shared/aboutMCW.htm> The Medical College of Wisconsin has an excellent overview page.

Business Needs:

- Define, develop and communicate a core set of messages that describe the SMBS and which are presented consistently throughout the SMBS site.
 1. <http://www.mcw.edu/display/router.aspx> Medical College of Wisconsin does this at the highest level, consistently. This is the most seamless site in terms of bridging the sections and providing high-quality overviews.
- Promote and give examples of the rich tradition of interdisciplinary collaboration among faculty members university-wide and within the SMBS.
- Foster new research collaborations with investigators nationally and internationally by documenting robust, ongoing examples of existing collaborations.
 1. <http://www.mcw.edu/portal/research/overview.htm> Medical College of Wisconsin’s sites on research. Research tab is also exemplary with very well organized sections that uniformly lists and describes core facilities.
 2. <http://www.mcw.edu/portal/research/corefacilities.htm> Includes links to Research Education
 3. <http://www.mcw.edu/portal/research/researcheducation.htm>

4. <http://weill.cornell.edu/research/> Cornell University’s research section is well organized, comprehensive, easy to find information with a clinical and translational research center—clinical trials site: <http://weill.cornell.edu/cto/>
- Build a reputation and garner excitement about our school by:
 - giving current examples of areas of strength in teaching, research and clinical care
 - portraying students, residents and faculty who speak in their own words about the rich and supportive learning and working environments they experience at SMBS
 1. <http://www.mcw.edu/portal/education/AcademicProgramsDegrees.htm> Again, Medical College of Wisconsin is exemplary. Note more information about Degrees Offered at MCW.
 2. <http://www.med.umich.edu/a2/> University of Michigan is also exemplary. “Why Choose Michigan” Note - see their Ann Arbor site: <http://www.med.umich.edu/a2/>
 3. <http://www.med.umich.edu/medschool/edu/index.htm> University of Michigan Medical School. Overview statement and organized by degree program, for example the MD Program: <http://www.med.umich.edu/medschool/edu/md.htm> Note well-organized Quick Links in right column to Admissions and Resources, Financial Aid—all the things prospective students will be looking for, all in one place. Note different categories for students: Admitted Students, Current Students [http://www.med.umich.edu/medstudents/Visiting Students](http://www.med.umich.edu/medstudents/Visiting%20Students.htm), etc. Nice distinction. Really nice “clusters” of audience focused links. They also show off some of their facilities with links from this page—the students will see this right away. For example, the Clinical Simulation Center: <http://www.med.umich.edu/umcsc/services/> This is the equivalent of our Clinical Competency Center. Note link to Research from the MD page: <http://www.med.umich.edu/medschool/research.htm>
 4. <http://www.amc.edu/Academic/> Albany Medical College’s homepage is very geared toward selling and recruiting for admissions. They do a good job with this. Note clear navigation tabs to various areas of education: undergraduate medical education: <http://www.amc.edu/Academic/Undergraduate/index.html>, graduate studies and research; residencies and fellowships; continuing medical education. This is all well organized, uniform and thorough presentation of must-have data when you click on these tabs; excellent support data on sidebar that includes:
 - About Us
 - General Information
 - Curriculum
 - Educational Facilities
 - Admissions
 - Tuition and Financial Aid

- Foreign Applicants
- Contact Us
- Student Activities
- Undergraduate Summer Research Opportunities
- Alden March Bioethics Institute
- Research

Policies listed very good. What is nice about this is it collects key information positioned for the targeted audience.

<http://www.amc.edu/Academic/GraduateStudies/index.html> Same for Graduate Medical Education; again, note excellent content in right tab

- providing faculty profiles that are current, easily accessible and reflect their work on high-profile studies, publications, clinical trials and national committees
- illustrating “bench-to-bedside” research successes that are contributing to the formulation of public-health policy worldwide
 1. <http://www.med.umich.edu/medschool/research.htm> University of Michigan Research pages. Note support for funded research—“Search for Funding,” links to Sponsored Research, Intramural Funding, Grant Administration, etc. (importantly it is linked to Education and Training). Well integrated section.
 2. <http://www.med.umich.edu/cacr/index.html> Michigan Institute for Clinical and Health Research. Note: This is equivalent to our new Clinical Research and Translational Center.
 3. <http://weill.cornell.edu/research/researchers.html> Cornell University. Find a Researcher. This is very well done; alpha list, with each name linked to a template profile that includes bio and bio sketch with clear links to Research Centers and Institutes with overviews.
- giving patients access to health-care professionals and resources that assist them in managing their health needs
 1. <http://www.mcw.edu/portal/patientcare/overview.htm> Medical College of Wisconsin. Easy-to-find basic information like phone numbers, address, directions, hours, etc, with very well organized top tabs that provide information on that includes:
 - Find a Doctor
 - Hospital/Clinic Affiliations
 - Medical Departments
 - Community and Public Health
 - Primary Care Clinics
 2. <http://www.med.umich.edu/medschool/ptcare.htm> University of Michigan. Note: contextual description of the facilities they are affiliated with and links. Note: description of future plans—“And our commitment to our patients continues as we make patient care improvements and build for the future” and listing.

3. <http://www.amc.edu/Patient/index.html> Albany Medical College provides a good overview statement and detailed, well-organized information. Note: Find a Doctor in RED tab on front page.
- Informing our public about and welcoming them to community-oriented educational programs, events and scholarly forums on campus (e.g., Mini-med school, general lectures, Spring Clinical Day speakers)
 1. <http://www.mcw.edu/portal/communityhealth/overview.htm> Medical College of Wisconsin offers an exemplary presentation of community health, very effective.
 2. <http://www.med.umich.edu/medschool/community.htm> University of Michigan Medical School. Community Service, note: the word “service”. This is an interesting distinction.
 - Build a trusted source for internal communications, a one-stop platform for information that has integrity and currency.
 1. <http://www.med.cornell.edu/> Cornell University’s site features good key features on the home page including a task bar that connects to key “take actions.”
 2. <http://www.med.umich.edu/medschool/> University of Michigan Medical School features good internal communications: inside view; news page; bulletin and announcements.
 3. <http://www.medicine.uchc.edu> University of Rochester Medical Center. Good open, inviting and easy to navigate.
 4. <http://www.uthscsa.edu/> University of Texas Health Sciences Center, San Antonio. Again, a site that is open, inviting, and easy to navigate
-

Overall Trends:

- The quality of a medical school’s website has a direct impact on its reputation, identity and functionality.
 - Because a medical school’s website is its public face, it plays an integral role in its ability to recruit and retain the best students, residents, fellows, post-docs and faculty, as well as to forge optimum research collaborations.
 - A medical school’s website need to be as smart, well-organized, efficient and technologically sophisticated as the students who are applying for MD/PhD degrees and the faculty who hold these degrees
-

Suggested Improvements:

- Streamline and organize missing, redundant or outdated content
- Provide consistent and seamless overview statements, messages and bridge pages that guide visitors through the site and integrate the pages within a logical context
- Include more “human interest” in terms of putting a face on the school by adding the voices of our students, faculty and administrators
- Do a better job of promoting our school’s areas of excellence as embodied in our tripartite mission of education, research and patient care
- Promote Buffalo and Western New York as desirable place to live, study and work
- Promote the school as being at the cutting edge of basic and translational research
- Make the site an efficient, rewarding, stimulating one-stop place to gather a wide range of information essential to studying, working and collaborating here
- Create a site that supports the school’s aim to reflect the highest standards in state-of-the art science and technology
- Once a thorough content remediation is accomplished, introduce more multi-media messages to support this content

Part III: Current Situation Analysis

Overview:

Overall, the content of the four pilot sites within the School of Medicine and Biomedical does not contain the most up-to-date or well-positioned information about the school, its departments and programs. The school’s official web pages are a conglomerate of differing design styles, navigation systems, content quality and organization. Consequently, too many pages do not reflect the university’s communication standards, goals and branding initiatives and the user is left with an inaccurate and incomplete view of the school.

The content audit for **Biochemistry** revealed a website containing the basic information, but one that is not well organized. A prospective student or faculty user will need to spend time searching for research facts and figures. The site lacks an overview of the department outlining its basic research components and providing quick facts/figures to

promote the department. The web site is maintained by the department. Faculty pages, calendars and other information are regularly updated; however, there is a substantial amount of content to update/maintain which requires additional support.

There is a considerable lack of content on the **IGPBS' (Interdisciplinary Graduate Program in Biomedical Sciences)** website. The site is also difficult to locate from the home page and difficult to navigate. There are typos and grammatical errors with some broken links to core research facilities and research instrumentation. The content also does not adequately reflect all of the research conducted in collaboration with other departments. The website was designed in 2002 and has not been seriously updated since then. Only small revisions, such as information about stipends, have been kept current with input from the program's staff assistant. No personnel from the department are currently assigned to update content or maintain the site.

The **Pediatric Department** website contains very sparse, static content. There are lists instead of links to the various divisions within the department. To obtain more substantial information about pediatric specialties the user has to connect to the website for the affiliated hospital, Women and Children's Hospital of Buffalo (WCHOB). Only the content for the pediatric residency program is supported and maintained by the department. Within that content there is outdated information about housing, living in Buffalo, etc. There are no overviews or bridge pages to underscore the important and valuable cutting-edge research that is important to patients, prospective faculty and residents. This site does not reflect the rich community, the opportunities for research and learning, nor does it build the perception of an outstanding program.

One word describes the **School of Medicine and Biomedical Sciences'** (SMBS) home page: neutral. The content is usable but not well designed. There are strengths within the site, especially with the usage of calendar feeds and the use of basic links to departments and programs; however, overall the content is not deep or consistent. There are broken links along with outdated content. Most importantly, the content does not substantially emphasize the school's tri-fold mission. Faculty profiles should be able to be accessed through multiple navigations (i.e. alpha, by department and by research area). The website is supported by a web team that is inadequate to maintain content updates.

In addition, this site does not support the departmental sites that depend on it to provide context about the SMBS vision, its research accomplishments, the facilities and the community. It does not set the stage for building excitement and pride in SMBS.

In summary, the content audits for these four sites revealed inconsistencies, sparse in some areas, cluttered and disorganized in others. Most importantly, the current website does not support the business needs of the school.

Perception of Performance & Usage Data:

- Visits per year total 870,215, according to statistics from May 2008 – April 2009. Monthly totals range between 65,000 to 84,000 visits. Daily visits, on average, range from 2,100 to 3,500 throughout the year.
- There was a significant increase in website usage during the months of May and June 2008. This was possibly driven by one of our recruitment campaigns. The number of visits between October and September is generally high, possibly aligned with upcoming admission deadlines. Weekly usage is generally higher during the academic week Monday to Friday (1,000 – 2,000), with a significant drop to 500 – 800 during the weekend.
- About 50% of users are internal to the University at Buffalo, with about 10% from our affiliated hospitals. The remaining 35-40% are external users, among which 5-8% are from other institutes of higher education.
- There is an increasing trend of users requesting information regarding patient care and education through the SMBS overview site.
- The IGPBS website receives 800-1200 visits per month. The number is generally steady over the year but increases during the admission season. Like the trend of the overall site, over half of the visitors are internal users from the medical school. The remaining users are very diverse, including many from foreign countries such as China and India.
- The pediatrics site receives 700-1000 visits a month with usage peaking during weekdays and becoming lower on weekends. The majority of visitors are external users from within the Kaleida Health System.
- Biochemistry receives a steady amount of 180-200 visits per month. Current site statistics are maintained and monitored by department staff. Additional usage information is not available at this time.

Strengths & Weaknesses:

<u>Strengths</u>	<u>Weaknesses</u>
<p>Biochemistry</p> <ul style="list-style-type: none"> • One click to information • Newsletter link • Calendar link and registration info • Faculty pages are current w/useful information about research and recent publications • Content updated regularly 	<p>Biochemistry</p> <ul style="list-style-type: none"> • Some redundancy/duplication of content • No “hot” links to faculty papers • Doesn’t generate “excitement” for user • Functionality – cluttered site; navigation • Accessibility/usability • Faculty pages are not linked to other School websites

	<ul style="list-style-type: none"> • Insufficient support for maintenance
<p>IGPBS</p> <ul style="list-style-type: none"> • Online application works • Simple/uncluttered organization of content 	<p>IGPBS</p> <ul style="list-style-type: none"> • Difficult to navigate/locate information • Weak & outdated program content as well as outdated university and community information • Not enough information about research & facilities • Content outdated • No secure way to communicate w/accepted students • Connection to research in departments is lacking & the program's relationship to research is unclear in content • The university and community information is outdated • Insufficient support for maintenance
<p>Pediatrics</p> <ul style="list-style-type: none"> • Information about residency program is updated regularly 	<p>Pediatrics</p> <ul style="list-style-type: none"> • Dated information; support for updates • Relationship between the affiliated hospital and the department is unclear; requires bridge page • Information not easy to access • Navigation to SMBS home page • Insufficient information about pediatric specialties, overviews of divisions, leadership, etc. • Information for patients, preps for procedures, etc. is found on the hospital site...not on this site • Need content about faculty (e.g. faculty profiles) for collaboration, etc.

<p>SMBS Home Page</p> <ul style="list-style-type: none"> • Linkage to departments & uniform department templates (where they are used, i.e. surgery, rehab medicine) • Basic information is there • Newer site has improved functionality • Calendar feed 	<p>SMBS Home Page</p> <ul style="list-style-type: none"> • Usability/accessibility/”triggers” • Outdated content • Missing content: overview statements, bridge pages, contextual explanations for how entities and programs are related • Does not adequately reflect/emphasize School’s tri-fold mission • Does not reflect the School’s role as the academic leader in the region’s health-care community • Does not reflect the School as part of the Academic Health Center • Content doesn’t fit w/University’s branding initiative • Insufficient support for maintenance • Recruitment information hidden too deep within site.
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Part IV: Recommendations

Conclusion:

The new format for the websites will need to empower departments and programs by presenting an inviting “front door” and logical navigation structure to allow for the updating and maintenance of content. If done correctly, each department/program’s site will have a distinct appeal while remaining closely allied with the school’s global web environment. The ultimate goal is to provide our users with a continuous experience as they move between and among interconnected sites, via web pages that have pleasing aesthetics, are extremely accessible and that contain content with integrity and currency.

In order to achieve these objectives, we have outlined a set of key recommendations for improvement. These recommendations are informed by the data collected in the content audit, from interviews with our stakeholders, and from best practices manifested by other medical schools. They offer opportunities for change in content and functionality and will, ultimately, support the school’s business needs and the goals for future positioning.

An investment in technology*, personnel and training will be required to produce and maintain the recommendations for improvement. Our current websites do not define our vision or highlight our areas of excellence thus creating an “opportunity lost” situation.

Recommendations:

- Define, develop and communicate a core set of messages that describe the school and which are presented consistently throughout the school's website;
- Build reputation and excitement about the school by giving current examples of areas of strength in teaching, research and clinical care;
- Provide faculty profiles that are current, easily accessible and reflect their work on high-profile studies, publications, clinical trials and national committees;
- Illustrate "bench-to-bedside" research successes that are contributing to the formulation of public-health policy worldwide;
- Portray undergraduate, graduate and medical students, residents, fellows, post-docs and faculty who speak in their own words about the rich and supportive learning and working environments they experience at the school;
- Give patients access to health-care professionals and resources that assist them in managing their health needs; and inform our public about and welcome them to community oriented educational programs, events and scholarly forums on campus;
- Improve navigation to the university's home page and the school's home page from sub-level pages and affiliated sites;
- Incorporate current trends from best practices, where sustainable, to give our web pages "energy," providing a visual portrait of the cutting-edge research and education that exists at the school
- Tell our SMBS story through multiple media*

** for supporting podcasts, for example, or for gathering statistics or to support a photo gallery that in turn supports diversity, community and teaching*

Appendix

Appendix 1 Target Audience Segment Ranking

Appendix 2 Stakeholders Interviewed (URL on Share Point below):

<https://prv-sharepoint.pn.buffalo.edu/Web-Content-Initiative/Shared%20Documents/Forms/Priority%20View.aspx?RootFolder=%2fWeb-Content-Initiative%2fShared%20Documents%2fSMBS%20Documents%2fStakeholder%20Interviews%20and%20Comments&FolderCTID=&View={FAAEF9A7-0202-4F04-87E9-BAA077C676E1}>

Appendix 3 Peer Sites Reviewed for Benchmarking Best Practices

Appendix 4 Technical Stakeholder Survey

Appendix 5 Non-technical Stakeholder Survey

Appendix 6 Content Audit Outcomes

Appendix 7 Discovery Team Members.

Appendix 1

Appendix 1

SMBS Audience Segment Website Users	SMBS	Biochemistry	IGPBS	Pediatrics
Prospective students	1	1	1	
Prospective residents	1	1		1
Prospective post-docs	1	1	1	
Prospective faculty	1	1	1	1
Prospective fellows	1			1
High school students looking for college pre-health training	2	2	1	
Students wanting to apply to our non-degree educational programs	3	3	1	
Family members of prospective students, residents, faculty relocating to Buffalo	2	2	1	2
Local/non-local hospital leaders & administrators	2	3		1
Members of the media	2	3		2
Mini-med participants (or other community members) looking for a calendar of activities	3	3		
Patients seeking health information/clinical trials; medical providers	1	2		1
Patients looking up faculty for their clinical expertise and location	1			1
Prospective funders interested in understanding institution and its resources	2	2	2	3
Prospective philanthropic donors	2	1		3
SMBS alumni looking for medical school alumni events	2	2	2	
Accrediting bodies for undergraduate, graduate programs & continuing medical education	1	1	2	2
Community MD's & UB MD's who want Continuing Medical Education (CME) programs	2			1
Current faculty, staff and students	1	1	1	1
Elected Officials	3	3		
Faculty & staff from other medical schools	2	1	2	2

1 = Primary; 2 = Secondary

Appendix 2 Stakeholders Interviewed

David Dunn, VP, Health Sciences

Michael Cain, Dean, School of Medicine and Biomedical Sciences

Roseanne Berger, Sr. Associate Dean for Graduate Medical Education

Suzanne Laychock, Professor, Pharmacology and Toxicology and Senior Associate Dean for Research and Biomedical Education

Rick Rabin, Director, Interdisciplinary Graduate Program in Biomedical Sciences

Mary Anne Rokitka, Associate Dean, Biomedical Undergraduate Education, Department of Physiology and Biophysics

Jenny Luk, Webmaster

Ray Dannenhoffer, Associate Dean for Support Services

Jim Rosso, Admissions Counselor

Chuck Severin, Interim Associate Dean for Medical Education & Admissions

Department of Biochemistry

Ken Blumenthal, Chair

Jennifer Hunt, Staff Assistant

Department of Pediatrics

Teresa Quattrin, Chair

Celeste Farley, Staff Assistant

Rose Ann Klein, Staff Assistant

Dalinda Condino, Division Chief, Adolescent Medicine

Bill Pelham, Division Chief, Center for Children and Families

Karen Morris, Project Staff Assistant, Center for Children And Families

Paula Mazur, Division Chief, Emergency Medicine

Steve Ambrusko, Clinical Assistant Professor

Robert Baker, Division Chief, Gastroenterology

Susan Baker, Division Chief, Gastroenterology

Peter Winkelstein, Division Chief, General Pediatrics

Lorna Fitzpatrick, Division Chief, Medical Education

Rita Ryan, Division Chief, Neonatology

Wayne Waz, Division Chief, Nephrology

Drucy Borowitz, Division Chief, Pulmonary

Children's Hospital

John Moscato, Public Relations and Marketing

Appendix 3

SMBS – Peer Sites Reviewed for Benchmarking Best Practices

Pediatrics

Children's Hospital Boston (<http://www.childrenshospital.org>)*

Children's Hospital of Philadelphia [Adolescent center] (<http://www.chop.edu>)*

Children's Hospital of Pittsburgh [Adolescent center] (<http://www.chp.edu>)*

Cincinnati Children's [Adolescent center] (<http://www.cincinnatichildrens.org>)*

New York University (<http://www.med.nyu.edu/>)*

Roswell Park Cancer Institute (<http://www.roswellpark.org>)*

Seattle Children's Hospital (<http://www.seattlechildrens.org>)*

Sick Kids Hospital – Toronto (<http://www.sickkids.ca/>)

Texas Children's Hospital (<http://www.texaschildrenshospital.com>)*

Washington University in St. Louis (<http://medschool.wustl.edu/>)*

Universities – General

Albany Medical College (<http://www.amc.edu/Academic/>)

Brown University (<http://bms.brown.edu>)

Cornell University (<http://www.med.cornell.edu/>)*

Duke University (<http://medschool.duke.edu>)
Harvard University (<http://hms.harvard.edu/>)
Indiana University Medical School (<http://www.medicine.iu.edu/>)
Medical College of Georgia (<http://www.mcg.edu/>)
New York Medical College (<http://www.nymc.edu/>)
Ohio State University (<http://medicine.osu.edu/>)
Penn State University (<http://www.hmc.psu.edu/college/>)
Stanford University (<http://med.stanford.edu/>)
Stony Brook University (<http://www.stonybrookmedicalcenter.org/default.cfm?id=553>)
SUNY Downstate Medical Center (http://www.downstate.edu/college_of_medicine/)
SUNY Upstate Medical University (<http://www.upstate.edu/com/>)
University of Arizona (<http://www.medicine.arizona.edu/>)
University of California, Davis (<http://www.ucdmc.ucdavis.edu/medschool/>)
University of California, Irvine (<http://www.healthaffairs.uci.edu/som/>)
University of California, Los Angeles (<http://dgsom.healthsciences.ucla.edu/>)
University of California, San Diego (<http://som.ucsd.edu/>)
University of Florida (<http://www.med.ufl.edu/>)
University of Iowa (<http://www.medicine.uiowa.edu/CCOM/>)
University of Maryland (<http://medschool.umaryland.edu/>)
University of Michigan Medical School (<http://www.med.umich.edu/medschool/>)
University of Minnesota (<http://www.med.umn.edu/>)*
University of North Carolina - Chapel Hill (<http://www.med.unc.edu/>)
University of Pennsylvania School of Medicine (<http://www.med.upenn.edu/>)
University of Pittsburgh (<http://www.medschool.pitt.edu/>)
University of Rochester School of Medicine (<http://www.urmc.rochester.edu/smd/>)*
University of Utah Medical School (<http://medicine.utah.edu/>)
University of Wisconsin – Madison (<http://www.med.wisc.edu/>)
Vanderbilt University Medical School (<https://medschool.vanderbilt.edu/>)*
Virginia Tech (<http://www.vtc.vt.edu/>)*
Wisconsin Medical College (<http://www.mcw.edu>)

*Identified by Stakeholders

Appendix 4

Survey for Stakeholders with Technical Expertise

Perceptions of current site

1. Do you feel your current site promotes a favorable user experience? Why? Why not?
2. What specific areas of your current site do you feel are successful? Why are they successful?
3. What shortcomings exist with the current site and what three things would you change on the site today, if you could?
4. Have you conducted usability tests on your current site? If so, how long ago? What did you find?

5. How do you visualize the content of this site (along with functionality and navigation) expanding or differing from your current site? Do you have an existing sitemap for the outgoing site structure? Do you already have a sitemap or outline for the proposed redesign?

Driving reasons for change

1. What are the main reasons you are changing your site? (New business model, outdated site, expanded services, different audience, etc.)
2. What are your primary online objectives with the site redesign? What are your secondary objectives? (Increased applications, marketing/branding awareness, operational efficiency, etc.) Please discuss both long- and short-term goals.
3. What is the main business problem you hope to solve with the site change? How will you measure the success of the solution?
4. What existing strategy (both on and offline) is in place in order to meet the new business objectives?

Audience/Desired Action

1. Describe a typical user coming to your site. How often are users online and what do they generally use the web for? (Use as much detail as possible in profiling your target users.)
2. What is the primary “action” the user should take when coming to your site? (Apply, join, search for information, etc.)
3. What are the key reasons the target user chooses your site? (Service, information, etc.)
4. How many people (as far as you can tell) access your site on a daily, weekly or monthly basis? How do you measure usage? Do you forecast usage to increase over the next year and by how much?

Perception of organization

1. Use a few adjectives to describe how the user should perceive your site. (Ex: prestigious, friendly, corporate, forward-thinking, innovative, cutting edge, etc.) Is this different than current image perception?
2. How are you currently perceived offline? Do you wish to carry through the same kind of message through your web site?
3. How do you differentiate yourself from competitors? Do you think your current audience differentiates you from your competition? Please list competitor URLs.
4. List any URLs of sites you find compelling (competitors and industry). What specifically do you like about these sites?

Technology

1. What is your target audience platform and browser?

2. Are there specific technologies (Flash®, DHTML, JavaScript, video, social media, etc.) you are currently using in the site? If so, how do they enhance the user experience? Please describe in detail.
3. Do you currently have database functionality (dynamic content generation, search capabilities, personalization/log-in, etc.)? Do you already have a database in place? Please describe in detail, including specific information regarding existing programs and software.
4. Will you have a need for secured transactions (e-commerce)? Do you already offer transactions online? Please describe in detail.
5. Do your sites currently integrate with other sites? Will they need to in the future? How?

Additional Notes/Comments

What other thoughts do you have?

Appendix 5

SMBS Non-Technical Stakeholder Survey

Perceptions of current site

1. Do you feel your current site promotes a favorable user experience? Why? Why not?
2. What specific areas of your current site do you feel are successful? Why are they successful?
3. What shortcomings exist with the current site and what three things would you change on the site today, if you could?
4. Use a few adjectives to describe how users should perceive your site. (E.g.: prestigious, friendly, corporate, forward-thinking, innovative, cutting edge, etc.). Is this different than current image perception?
5. How do you think you are you currently perceived offline?
6. What are your primary online objectives with the site redesign?

7. How should the success of the solution be measured?
8. How do you visualize the content of this site (along with functionality and navigation) expanding or differing from your current site?

Audience/Desired Action

1. Describe typical users coming to your site, and what are the key reasons they choose your site? What kind of users do you want to attract?
2. What is the primary “action” users should take when coming to your site? (Apply, join, search for information, etc.) If there are multiple categories of users, can you identify what primary action you want each to take?

Perception of organization

1. How do you differentiate yourself from competitors? Do you think your current audience differentiates you from your competition? Who are your main competitors?
2. What site URLs do you find compelling (aspirant sites). What specifically do you like about these sites?
3. Does your site currently integrate with other sites? Will it need to in the future? Please specify.

Additional Notes/Comments

What else?

Appendix 6

School of Medicine & Biomedical Sciences Discovery Team Members

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