



Request for Proposals (RFP): “University Global Health Impact Report Card” Website

PROJECT SUMMARY

Universities Allied for Essential Medicines (UAEM) seeks to develop a simple, engaging, and effective “micro-site” that compellingly presents our new “University Global Health Impact Report Card” to members of the university/academic community (students, administrators, faculty, researchers, alumni, funders, etc.), as well as the press and the public.

Our Report Card project, undertaken for the first time this year, grades major universities on their contributions to global health research and access to treatment for poor patients worldwide. The project is a combination of an issue advocacy report card and a college ranking system.

The goal of the website is to present the Report Card results in a simultaneously clear and information-rich format that will engage socially-conscious students, supportive public networks, and universities themselves in an effort to increase academic contributions to life-saving global health research.

ABOUT OUR ORGANIZATION

Universities Allied for Essential Medicines is an international network of students in medicine, law, and related fields working to ensure that the life-saving medicines discovered at our universities are accessible and affordable to patients in developing countries. Through student chapters on more than 70 campuses in the US, Canada, Brazil, Europe and elsewhere, we advocate for 1.) increased university research on the neglected health needs of the global poor, 2.) socially responsible licensing of university-discovered medicines that makes those treatments affordable in the developing world, and 3.) empowerment of the next generation of young global health leaders.

UAEM is a 501(c)(3) nonprofit founded in 2006. We have a small paid staff based in Oakland, CA and New York, NY that provides organizing, logistical support and long-term leadership for the students in our network. The website developer would primarily be coordinating with staff while periodically receiving input from student leaders, as well.

SITE CONCEPT AND CORE FEATURES

UAEM’s Report Card project uses publicly-available and self-reported information to grade 60 leading US and Canadian universities on their contributions to global health research and treatment access in developing countries. The Report Card evaluates universities on the key issue areas that align with UAEM’s mission:

- 1.) Are universities (as nonprofit, public-interest institutions) investing strongly in medical research that addresses the unmet or neglected health needs of low-income communities worldwide?
- 2.) When universities license their medical breakthroughs to commercial drug companies, are they doing so in socially responsible ways that ensure those treatments are priced affordably for patients in developing countries?
- 3.) Are universities educating the next generation of global health leaders about the crucial impact that academic institutions can have on global health through their research and licensing decisions?

UAEM seeks proposals to produce a website for the Report Card based on pre-existing design mock-ups, wireframes and user profiles prepared by UAEM and a fellow from the Parsons School of Design. (See Page 4 – “Detailed Site Concepts”)

The website should offer (in order of priority):

1. Required: An intuitive presentation of the report card grades and evaluation criteria for all of the institutions we’re evaluating, with multiple levels of data that users can “drill down” into – ***based on existing mock-ups by our designer.***
2. Required: A concise, engaging, “infographic”-driven introduction to the subjects that the report card is evaluating – ***again, some graphics have already been prepared or can be created by our designer.***
3. Required: Basic user tools for taking action based on data presented, including a share-your-school’s-grade feature (for sharing via social networks, email, etc.), and an e-petition. The share-your-grade badged will be based on existing mock-ups by our designer, and the e-petition can be produced through integration with our Salsa online advocacy system.
4. Optional: If possible given budget and timeline constraints, tools for comparing grades and data among different institutions and visualizing each school’s global impact. These tools would be created by you, the developer.

Initial design concepts, wireframes and technical details are included below.

PROPOSAL SUBMISSION & CONTACT INFO:

Please submit proposals via e-mail to Bryan Collinsworth at administrator@uaem.org . You are welcome to contact Bryan with questions about the proposal at that e-mail address or 646-450-0752.

PROPOSED TIMELINE:

Please note: The most set-in-stone date in the timeline below is Nov. 2. By this date we will need a beta, prototype, or at least “demo version” of the site prepared from existing designs to show at UAEM’s Annual Student Conference (Nov. 3-4). If the tight timeline will not allow development of a full beta site, this can be a partial build or even a mock-up designed solely to demonstrate user experience, but it must convey the core features, functionality, and look and feel of the site (see below for details).

10/3/11 - Proposal due date for priority consideration
 10/3-10/5 – Proposals reviewed and winning proposal selected
 10/8-11/2 – Begin site development based on existing design templates
 11/2 – Complete build of demo/concept site for presentation at UAEM’s annual conference
 11/2-11/30 – Complete site development, user testing
 January 2012 – Proposed launch

BUDGET & COST ESTIMATES

As a small student-based nonprofit, our budget is limited. **An ideal budget range for this project is \$5,000 - \$10,000.** Please note that we have full funding for this project and can start work immediately.

Given these budget constraints, you are welcome to include in your proposal tiered cost estimates (i.e. for “bare-bones,” “standard” and “Cadillac” versions of the website) or itemize the cost of development with or without various site features.

STAFF RESOURCES

Project Manager/Point of Contact: Bryan Collinsworth, UAEM Executive Director
(Bryan has a background in new media, online activism and basic web design and coding, and has managed several website development or redesign projects in previous positions.)

Other Staff/Students Providing Input: Roxanne Winston, Student Organizer; Rachel Kiddell-Monroe, Policy Advisor; UAEM's Student Coordinating Committee, composed of student chapter leaders from US & Canada

Other Contacts/Tech Resources: Jennifer Matsumoto, Parsons School of Design Fellow; Mary Joyce, Media Consultant

TERMS AND CONDITIONS

UAEM must own or have full access and rights to customize site code. We would like to make most or all of the information displayed on the site available under an attribution-based Creative Commons license.

GOALS AND AUDIENCE

The primary goals of the Report Card project – and the website – are to 1.) demonstrate the crucial impact that universities have on global health and global access to affordable medicines, and 2.) drive specific universities to increase their positive impact in these fields by shining the spotlight on areas where they are falling short and in turn mobilizing student, faculty and public pressure for change.

NOTE: Based on these goals, UAEM has already worked with our Parsons designer and our media consultant to develop audiences and user profiles - you will not need to develop user profiles on your own.

Here is a brief rundown of our target audiences (in order of importance):

1. University students, particularly those passionate about improving global health and being agents for social change through advocacy on their campuses. The “typical” student in UAEM's network is a graduate student pursuing an MD/PhD or JD degree with a global health/public interest focus, or an undergraduate who is becoming increasingly focused on global health and international development, and plans to pursue a similar graduate focus. However, we also draw in an array of public health, public policy, social science, communications, and business students.

Upon visiting the Report Card site, we want students like these (both UAEM members and those who may have never heard of us) to be able to

- a. quickly grasp the issues at stake and their importance to global health,
- b. see the overall grade for their school (drilling down into more detail if they wish), and then
- c. be motivated to share the site with other students and see how to take further action.

2. University administrators. Because UAEM students have spent many years campaigning for schools to strengthen their global health commitments, we are familiar with the reactions of administrators on these issues. University leaders tend to fear that supporting research focused on affordable medicines for low-income patients will cut into more lucrative, First World-focused medical projects that lead to big grants and licensing deals with major pharmaceutical companies. They also tend to be just inherently cautious (a “don't rock the boat” approach). At the same time, administrators are keenly sensitive to their school's public image, and want to be perceived as leading globally-conscious institutions that always put the public interest first.

The Report Card will be most effective, if it hits home on administrators' sensitivities about school reputation and public image. To do this, it needs to

- a. be presented online in a way that administrators will take seriously,
- b. give high-performing institutions clear credit for their accomplishments, and

- c. convey the shortcomings of low-performing institutions with equal clarity.

3. The press. Media attention is always great, but we're particularly interested in the sphere of journalists, bloggers and advocates who follow global health and development, the medical R&D industry, academia and universities, and/or student activism. Attention here amplifies the legitimacy and impact of the Report Card, and thus the pressure on schools to improve in response. Media coverage will also bolster the grassroots advocacy efforts of students.

4. The broader academic and global health policy communities. Here we particularly have in mind faculty, university research funders and grantmaking institutions, policymakers who specialize in issues of academic research and global health, and NGOs and global health experts who will find the Report Card's data valuable (think the World Health Organization and Doctors Without Borders, both of whom UAEM has worked with in the past). Again, developing an online presentation of the Report Card that is accessible and appealing to these groups will increase the pressure on administrators to take it seriously and respond.

5. The general public. Ideally, the website is clear and engaging enough that any visitor will understand the issues in an emotionally compelling way, be intrigued by the comparison of different schools and grades, and be motivated to share, much in the same way students will.

DETAILED SITE CONCEPTS AND ELEMENTS

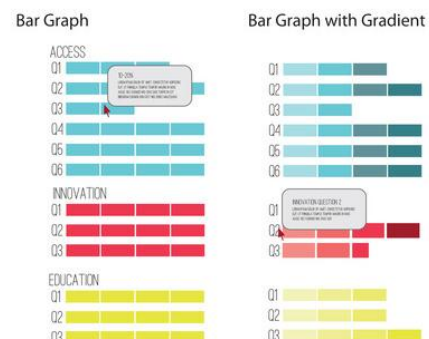
1. Logo and Branding
2. Main Page
3. "Drill Down" into School Details
4. Infographics
5. "Take Action" Tools
6. Non-Essential Components
7. Technical Considerations

Note: Over the summer, UAEM had a fellow from the Parsons School of Design work with us to develop a "look and feel" for the Report Card site, as well as initial design concepts for various pages and components. While nothing is set in stone, we were very pleased with her design work and believe that building off of these initial designs would save time and expense for both UAEM and the site developer.

Where relevant, her design concepts are included below; we can provide all design files to you in Adobe Illustrator format.

1. Report Card Logo and Branding

The Parsons Fellow has provided a lot that we can run with here. She's developed an overall Report Card logo that we're pretty happy with, as well as sub-logos for each of the three key Report Card categories (Innovation, Access, Empowerment):





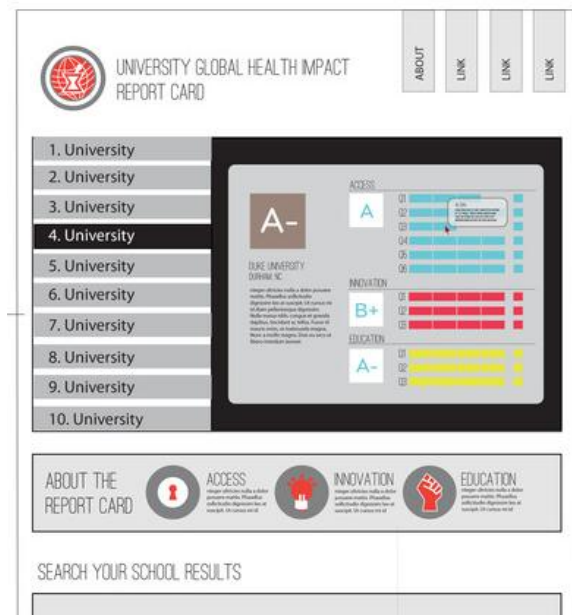
She has also developed a color palette that we like, which includes the red, dark blue, and light blue of the left-hand graphics above for the overall “framing” of the site, and then the blue, red and yellow on the right for each of the three sections of the Report Card.

2. Home Page/Landing Page

Our sense is that the core of the Report Card Website – i.e., the home page/landing page display – should consist of:

1. A simple, “topline” list of graded institutions with their overall grades, ranked from highest to lowest. We want this list immediately available because we believe the vast majority of visitors (students and administrators) will come to the site primarily to see grades for specific institutions.
2. Because the topics we are evaluating can be wonky and complex, the other immediately-presented site component should be an opportunity to learn more about the issues that are the focus of the Report Card. This can probably be provided through an infographic displayed on the home page alongside the school list and/or links on the homepage to more detailed infographics and information on these issues.

Here are some initial concepts for how the home page might look, incorporating the above elements:



3. “Drilling Down” Into the School List

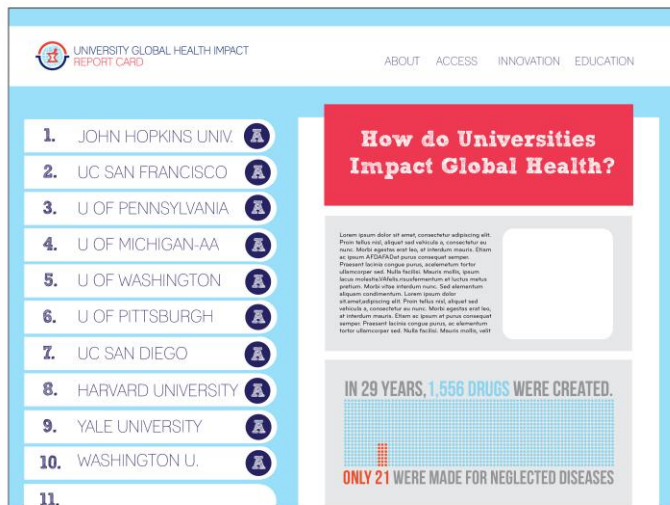
On the home page, we’d want visitors to be able to immediately find their school on the list and then repeatedly click through to increasing degrees of detail. For example:

- [Home page] Display school name, overall grade, and rank
- [Click on school name] Display sub-grades for that school in each of our three key evaluation categories: Innovation, Access and Empowerment.
- [Click on a sub-grade] Display each evaluation question, answer and score for that school which was factored into their sub-grade for that category.

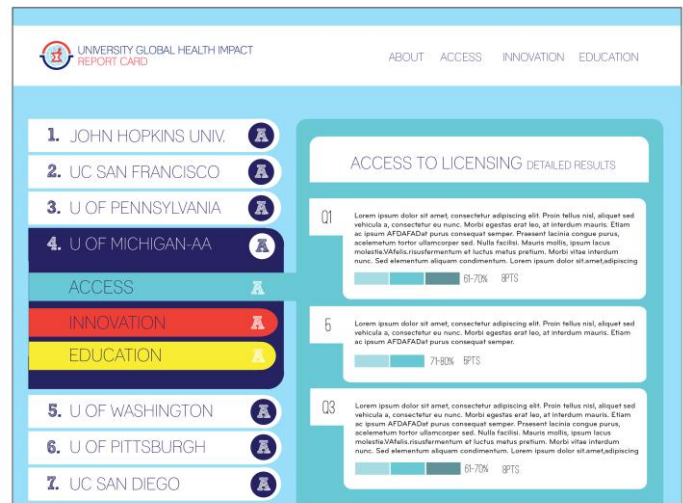
Ideally, most or all of the levels of additional information offered on clickthrough would be revealed on the same page through a push-down/bump-over mechanism, which could then be easily re-collapsed by the user. The other option would be to have each level of increasing detail on a separate page, which may be technically simpler but also less accessible or user-friendly. We could also consider a hybrid of those two options – i.e. the grades would explode out on a single page for the first few levels of detail, but for the most complex data, the user would be taken to a separate, comprehensive page.

Here are a few visual concepts for how this “drill-down” click through experience might look and work:

1. Home page with topline school list and infographic explaining Report Card issues:



2. Data displayed when user clicks “U of Michigan”: the grades in each subcategory appear through a “push-down” mechanism, and the infographic space at right is replaced with a detailed display of the specific criteria and scores for one of the subcategories. By clicking another one of the subcategories, users could bring up the detailed criteria for that category in the same space.



(While we prefer the concept above, here's a visualization of another potential clickthrough experience:)



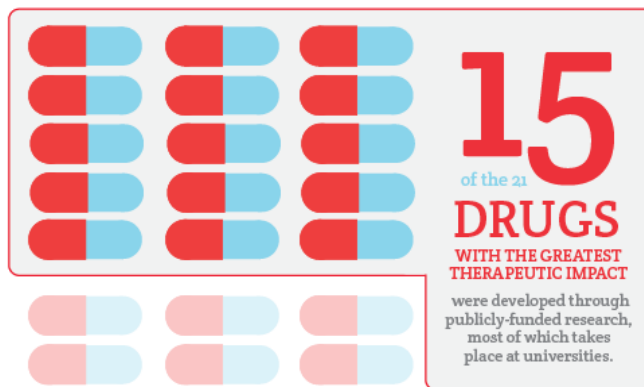
4. Infographics

The other core element of the Report Card site – which should start on or be accessible from the home page – is a set of infographics that quickly and compellingly explain the issues we're focusing on and why they matter.

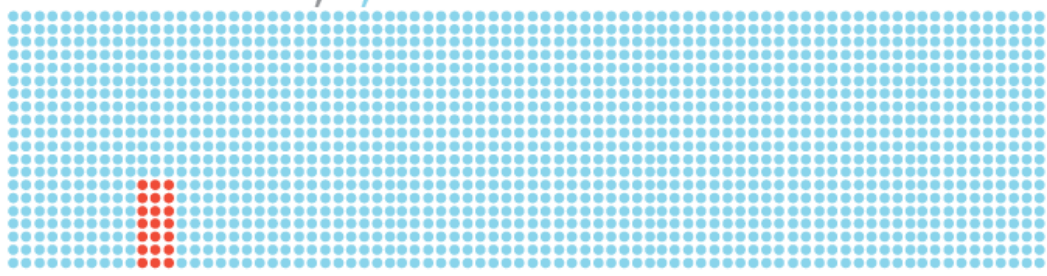
As mentioned above, the Report Card focuses on three key areas: 1.) medical research on neglected diseases, 2.) licensing medical research responsibly to promote global access to affordable treatment; 3.) educating students about university impact on global health.

We have developed a set of concise narratives and statistics explaining each of these areas, which we'd like to transform into compelling infographics. Our Parsons fellow has already played around with a few of them, and we think her images capture well the look and feel we're going for:

ONE
in SIX
people in the world
suffer from one or more
Neglected Diseases



IN 29 YEARS, 1,556 DRUGS WERE CREATED.



ONLY 21 WERE MADE FOR NEGLECTED DISEASES

5. “Take Action” Tools

We primarily want to enable site visitors to take action by sharing specific school grades on social networks and, for students, on their physical campuses as well.

Prominent Facebook, Twitter and possibly e-mail share tools will be most important (i.e. a “share your school’s grade” button). If feasible, we also want to include a “print flyers for your campus” option that would enable students to print a flyer customized with the name and grade of their school. Here are some badge/flyer concepts developed by our Parsons Fellow:



Finally, we may want include a page on the site where students can sign a petition or send a message to their university’s administration saying that they’ve seen the grade and urge the university to improve its score. We have a Salsa/Democracy in Action account that should be integrateable for this purpose.

6. Non-Essential Components

We are aware that our project budget and time constraints may limit the features this site can include. However, if you believe the following features are feasible to include in addition to the core functionality above, we welcome you to address them in your proposal:

1. A “compare and contrast” feature that allows users to select specific sets of universities and/or evaluation criteria for comparison. We think this feature would be particularly appealing to highly engaged students and administrators (who want to know how they’re stacking up against similar institutions on specific measures), and global health experts who want to analyze the data. However, a simple workaround if this feature isn’t possible would be a link to an Excel-based full dataset that users could simply download and analyze as they wish.

2. A “global impact visualization” – essentially a world map that would display how a selected university’s actions increase or decrease their level of impact in various parts of the world. This map would be build based on some of the data gathered for the Report Card, such as which countries are affected by diseases that a certain university is researching.

7. Technical Considerations

Platform and coding language – We leave specific choices in this area to the discretion of the developer, but we have a few priorities to inform your thinking:

1. The site should achieve the most clean and user-friendly look possible within the constraints of our budget.
2. Because much of the traffic to the site will be driven by interest in specific schools or datasets, ***it is crucial that users be able to link directly to a specific school’s overall grade (and various sub-grade categories)***, even if, visually, these sections all appear to be part of the same page of the site. (In other words, when a user follows a shared link for say, Stanford to the Report Card site, the page they see on arrival should have Stanford’s name and grade displayed with its first level of sub-data already exploded out, even if this display is otherwise part of the overall homepage.) We mention this because there are some sites out there (particularly Flash-based) that, while looking amazing, don’t have this type of linkability.
3. Ideally, it should be relatively easy for non-expert users (UAEM staff and students) to update the specific data displayed on the site, at least on an annual basis, by editing text content and or uploading new info to a database (see below).

Databases/back-end – The information displayed for each school – particularly the detailed answers, scores and statistics for each question used in the evaluation – should likely be stored in a SQL or similar database that can be queried to populate the information displayed when a user selects a school.

For example, if a user clicked on “Harvard” and then clicked again to see details of Harvard’s sub-grade in the “Access” category, fields populated from the database might include:

- [Access Section sub-grade - Harvard]
- [Access Question 1 question text - universal] [Access Q1 answer text - Harvard] [Access Q1 score - Harvard]
- [Access Q2 question text - universal] [Access Q2 answer text - Harvard] [Access Q2 score - Harvard]
- [etc...]

Alternatively, since the evaluation questions for each school will be identical, the question text could be static and only the school-specific answers would need to be queried from the database. However, this might limit the ease with which questions could be modified, added or subtracted going forward.

Integration – Simple, effective tools for users to share grades via social networks is our top integration priority for the Report Card site. If this is done right, this will be one of the most effective ways we draw new users to the site: by tapping into student, faculty and administrator interest in how their school is faring and why it received the grades it did.

Facebook is the most important network for which we’d want a sharing tool, ideally a visually compelling “badge,” customized to display a specific school’s grade, that a user can post on their Facebook page and which directs others to the Report Card site. Twitter and E-mail sharing would also be valuable.

As mentioned above, we may also want to consider a petition page that is integrated with our Salsa advocacy system, though we might be able to build this separately.