



Adjustments to the Methodology and Grading Metrics for the University Report Card: Global Equity and Biomedical Research

Innovation Survey

The University Report Card includes grading metrics evaluating universities' research on neglected diseases, as well as their commitment to conducting research on global health issues.

Innovation Question 1 (IQ1): This question is new to the methodology and distinguishes between grant monies provided by three specific organizations: What is the university's total funding received from a) Fogarty International Center grants, b) USAID health-related grants, or c) Gates Foundation grants for global health research, training and collaborations? (These are the largest U.S. funders that provide comprehensive public grants data).

IQ2: IQ2 combines the IQ1 and IQ2 questions from the first report card methodology into one comprehensive statement. IQ2 includes public grant databases and funding disclosures from more than 100 sources, not just the ones previously listed on Q1 of the first methodology, ie: U.S. National Institutes of Health, U.S. National Science Foundation, Canadian Institutes of Health Research, Bill & Melinda Gates Foundation, Howard Hughes Institute.

IQ3 and IQ4: Both questions focus on information gathered from PubMed publications: IQ3 asks what percentage of publications is focused on global health. IQ4 asks what percentage is focused specifically on neglected diseases, including neglected aspects of HIV, TB, Malaria, and what percentage is focused on access to medicines in the developing world.

The revised methodology has a greater focus on **open-access data**. The survey asks about PubMed research and the published research pertaining to global health issues and neglected diseases for a specific university. The new questions regarding open-access measure not only access to technology but also access to research publications. The greater focus on publication output allows for more nuanced data collection that will allow the 2014 University Report Card to be a more accurate representation of the university.

On the revised methodology, there is no additional, or bonus question about fellowships, faculty mentorships, or other resources.

Access Survey

This area of the report card is devoted to the evaluation of a university's commitment to ensuring access to technology, originating at that university, to those in Low and Middle Income countries (LMICs). The university activities surrounding access to medicine and medical technology are of vital importance to an international effort to respond to the growing global non-communicable disease epidemic.

Access Question 1 (AQ1): The revised methodology extends the previous methodology questions into details about the university's Technology Transfer Office (TTO).

AQ2: This question asks about the percentage of the university's medical licenses that are published in open-access publications. As with the Innovation Survey, the greater focus on open-access publications allows for refinement of the survey data collection.

Empowerment Survey

Included are questions highlighting university activities in broader global health areas, in order to capture a broader scope of University commitment of to global health causes. They include questions about global health institutions, curricula, and programs.

Empowerment Question 1 (EQ1): The revised methodology's first empowerment question includes two parts that help to more accurately report a university's opportunities for student access to global health education and engagement.

Part A asks about the existence of a department, university institute, or non-degree program in global health.

Part B asks specifically about degree programs and other academic tracks surrounding global health at the university being evaluated. Aside from more specific terms to better evaluate the school, this question is similar to the first methodology.

EQ2: Both methodologies ask about the impact of Intellectual property (IP) policies, research priorities, and global access to medical innovations. The revised methodology includes an evaluation of whether or not a school has courses addressing 'the policy and legal context of biomedical R&D, and more specifically the impact of intellectual property policies, on research priorities and global access to medical innovations', instead of simply calculating the percentage of courses from a curriculum from the survey and data collection. The revised methodology does not ask for data from the pharmacy school, nor does it require the university to state the specific classes that it offers and during which year(s).

EQ3: The revised methodology asks how many courses the university offers, instead of evaluating the percentage of university curriculum devoted to the topics above. The revised methodology does not ask for data from the pharmacy school, nor does it require the university to state the specific classes that it offers and during which year(s).

EQ4: This question is the same as the bonus question for the empowerment section of the original methodology. It asks about campus global health events surrounding: 1) impact of

intellectual property rights on research priorities and global access to medical innovations, and 2) neglected diseases and health needs of low and middle income countries. In the new methodology, universities are asked to provide a link to the event information for verification.

EQ5: EQ5 is an addition to the previous methodology asking if the university offers its students opportunities to study, work, or conduct research abroad in global health.