
Planetary Health Report Card:

*University of Hawai`i, John A. Burns School of
Medicine*

2019-2020 Contributing Team:

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Statement of Purpose

Planetary health is human health.

The Planetary Health Alliance defines planetary health as “a field focused on characterizing the human health impacts of human-caused disruptions of Earth's natural systems.” This definition is intentionally broad, intended to encompass the multitude of ways that the environment can affect health, including water scarcity, changing food systems, urbanization, biodiversity shifts, natural disasters, climate change, changing land use and land cover, global pollution, and changing biogeochemical flows. The health of humanity is dependent on our environment and our environment is changing rapidly and in disastrous ways. Although the World Health Organization has called climate change “the greatest threat to global health in the 21st century,” many medical school’s institutional priorities do not reflect the urgency of this danger to human health.

As future health professionals, we must be prepared to address the impacts of human-caused environmental changes on our patients’ health. This preparation is in the hands of the institutions providing our medical training. It is imperative that we hold our institutions accountable for educating medical students about the health impacts of climate change and other anthropogenic environmental changes, generating research to better understand health impacts and solutions, supporting related student initiatives, embracing sustainable practices as much as possible, and engaging with surrounding communities that are most affected by environmental threats. Because climate change and environmental threats disproportionately affect vulnerable populations (for example, communities of color, older adults sensitive to health threats, and individuals in low-resource settings), these issues are inherently ones of equity and justice.

With the purpose of increasing planetary health awareness and accountability among medical schools, we have created a standardized and reproducible Planetary Health Report Card that medical students nationally can use to grade and compare their home institutions. This medical-student-driven initiative aims to compare medical schools on the basis of discrete metrics in four main category areas: 1) planetary health curriculum, 2) interdisciplinary research in health and environment, 3) university support for student planetary health initiatives, and 4) community outreach centered on environmental health impacts. This project is inspired by the [Racial Justice Report Card](#), an initiative from White Coats 4 Black Lives that has led to substantial impactful change at medical schools around the country.

Planetary Health Curriculum

Section Overview: This section evaluates the integration of relevant planetary health topics into the medical school curriculum.

Metric	Points	Descriptor
1.1 Did your medical school offer elective courses to engage students in planetary health in the last year?	1	Yes, the medical school has offered such elective courses in the last year.
	0	No, the medical school has not offered such elective courses in the last year.
1.2 Does your medical school curriculum address the impact of climate change on the changing patterns of infectious diseases?	2	The metric is met by the core curriculum.
	1	The metric is met by elective coursework.
	0	The metric is not met.
1.3 Does your medical school curriculum address the environmental co-benefits of a plant-based diet in its nutrition lectures?	2	The metric is met by the core curriculum.
	1	The metric is met by elective coursework.
	0	The metric is not met.
1.4 Does your medical school curriculum address the potential mental health effects of environmental degradation and climate change?	2	The metric is met by the core curriculum.
	1	The metric is met by elective coursework.
	0	The metric is not met.
1.5 Does your medical school curriculum address the effects of industry-related environmental exposures (e.g. air pollution, pesticides) on pregnancy?	2	The metric is met by the core curriculum.
	1	The metric is met by elective coursework.
	0	The metric is not met.

1.6 Does your medical school curriculum address endocrine disrupting chemicals and their effects?	2	The metric is met by the core curriculum.
	1	The metric is met by elective coursework.
	0	The metric is not met.
1.7 Does your medical school curriculum address the relationships between individual patient food security, ecosystem health, and climate change?	2	The metric is met by the core curriculum.
	1	The metric is met by elective coursework.
	0	The metric is not met.
1.8 Does your medical school curriculum address the effect of air pollution on respiratory and cardiovascular health?	2	The metric is met by the core curriculum.
	1	The metric is met by elective coursework.
	0	The metric is not met.
1.9 Does your medical school curriculum address the relationship between heat-related illnesses and climate change?	2	The metric is met by the core curriculum.
	1	The metric is met by elective coursework.
	0	The metric is not met.
1.10 Does your medical school curriculum address the outsized impact of anthropogenic environmental toxins and climate change on vulnerable populations such as those with low SES, women, minorities, indigenous communities, children, and the elderly?	2	The metric is met by the core curriculum.
	1	The metric is met by elective coursework.
	0	The metric is not met.
1.11 Does your medical school curriculum identify ways to advocate for and implement sustainable best practices	2	The metric is met by the core curriculum
	1	The metric is met by elective coursework.

in health care? (for example, avoiding unnecessary OR waste)	0	The metric is not met.
1.12 Does your medical school curriculum address important environmental threats that are relevant to the university's surrounding community? (for example, fires in California)	2	The metric is met by the core curriculum.
	1	The metric is met by elective coursework.
	0	The metric is not met.
1.13 Does your institution have graduate or non-medical undergraduate level courses on planetary health open to medical student enrollment free of charge?	2	There are graduate or undergraduate level courses open to free medical student enrollment.
	1	There are graduate or undergraduate level courses but they are not open to free medical student enrollment.
	0	There are no graduate level courses related to planetary health
1.14 In training for patient encounters, does your medical school's curriculum introduce strategies to have conversations with patients about the health effects of climate change?	1	Yes, there are strategies introduced for having conversations with patients about climate change.
	0	No, there are not strategies introduced for having conversations with patients about climate change.
1.15 In training for patient encounters, does your institution's curriculum introduce strategies for taking an environmental history or exposure history?	1	Yes, the curriculum includes strategies for taking an environmental history.
	0	No, the curriculum does not include strategies for taking an environmental history.
1.16 Does your medical school have an ongoing program that offers incentives for	1	Yes, the medical school has an incentive program.

faculty/departments to develop new planetary health courses and/or incorporate planetary health into existing courses?	0	No, the medical school does not have an incentive program.
Section Total (out of 28)	9	

Score explanations:

1.1 Elective Courses

There are many elective courses offered throughout the preclinical years at the John A. Burns School of Medicine (JABSOM). There are some elective courses which have the potential to engage students in planetary health such as: nutrition, Native Hawaiian Health research, biostatistics, and epidemiology. However, there are no electives that explicitly address planetary health issues.

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1.2 Infectious Disease

There are topics in the elective titled “Native Hawaiian Health: Past, Present, Future” which address the impact of climate change on infectious disease patterns in Hawaii. Students in this community health elective often learn about diseases that disturb the ecosystem of native plants or animals that may then affect human health.

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1.3 Diet and Sustainability

There are topics in the elective titled “Native Hawaiian Health: Past, Present, Future” which address the relationship between a plant-based diet and environmental co-benefits. Integrated within the core curriculum are online nutrition modules that explain the benefits of a plant-based diet, however, environmental co-benefits are not discussed.

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1.4 Mental Health

Our current standard curriculum addresses many aspects of mental health within the unit titled “MD 6” which covers topics related to neurological, psychiatric, and behavioral health. The open-ending learning philosophy of JABSOM’s curriculum may allow students to explore the relationship between environmental degradation and mental health but it is not part of any problem-based learning (PBL) case. This relationship is not discussed in lectures or any elective coursework.

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1.5 Environmental Exposures in Pregnancy

Our current standard curriculum addresses many aspects of pregnancy within the unit titled “MD 7”

which covers topics related to the life cycle as well as the unit titled “MD 4” which covers endocrinological topics. The mechanisms behind many teratogenic substances are incorporated into the curriculum but ones related to the environment are not present at this time. Due to the open-ended learning philosophy of JABSOM’s curriculum, students may choose to explore these topics. However, they are not discussed in any PBL case, lecture, or elective.

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1.6 Endocrine Disrupting Chemicals

Throughout MD 4, JABSOM’s PBL process encourages students to investigate a handful of harmful substances and contaminants found in the environment that, once ingested, have undeniable deleterious effects on the body. However, the emphasized effects are not on the endocrine system, but more so on other systems. Due to the accessibility of this document to potential future classes at JABSOM, specifics cannot be mentioned.

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1.7 Food Security

JABSOM and its clinical preceptorship programs emphasize the impact of food security on patient health and patient home life. JABSOM emphasizes the patient-centered medical home model and ensuring that patients and their support system are cared for beyond the clinic. However, there are no discussions related to food security, ecosystem health, or climate change.

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1.8 Air Pollution

Our current core curriculum addresses some topics related to air pollution and cardiovascular health within the unit titled “MD 2” which covers pulmonary and cardiovascular topics. During MD 2, there are lectures that discuss the associations between air pollution, asthma, and pesticides. Dr. Elizabeth Tam presents a lecture that includes levels of evidence for the development or exacerbation of asthma from particular exposures. In turn, we learn about how asthma may affect the cardiovascular system.

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1.9 Heat-Related Illnesses

There are currently no lectures or electives addressing the relationship between heat-related illnesses and climate change.

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1.10 Environmental Determinants of Health

As part of the standard PBL curriculum, there is a case that addresses the particular vulnerability of at risk populations to anthropogenic environmental toxins. Students are encouraged to explore the consequences of such exposures. Due to the accessibility of this document to potential future classes at JABSOM, specifics cannot be mentioned.

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1.11 How to Advocate for Sustainable Practices

Many of the opportunities for advocacy at JABSOM come from student lead groups. However, there is no integral process in our curriculum to advocate for sustainable best practices.

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1.12 Area-Specific Environmental Threats

There are required colloquia that discuss the environmental threats relevant to our surrounding community, specifically, the effects of overfishing and coral reef destruction on local fishing practices. Specifically, the Department of Native Hawaiian Health holds a series of four lectures during the first year titled: “Interaction of Culture and Medicine”. In the colloquia, Donald Froning (MA) and Malina Kaulukuku (MSW) discuss specific examples of local environmental threats.

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1.13 Graduate-Level Planetary Health Courses

There are graduate and undergraduate courses centered around the environment, however they are not offered to medical students free of charge. A list of courses from the Sustainability & Resilience Institute at UH Mānoa can be found online [here](#).

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1.14 Patient Encounters

Though there are many chances to talk to patients, JABSOM does not provide education or prompting concerning conversations with patients surrounding the health effects of climate change.

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1.15 Environmental History

Though we are trained to inquire about certain findings within a history or physical exam, taking a targeted environmental history is not explicitly taught in our curriculum.

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1.16 Faculty Incentives

There are no known incentives for faculty to develop new planetary health courses or to incorporate planetary health into existing courses.

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Interdisciplinary Research in Health and Environment

Section Overview: This section evaluates the quality and quantity of interdisciplinary research in health and environment at the medical school.

Metric	Points	Description
2.1 Does your institution have a planetary health website, or a website centralizing various campus resources related to health and the environment?	1	There is a website that centralizes various campus resources related to health and the environment.
	0	There is no website.
2.2 Has your institution hosted a conference on planetary health in the past 3 years?	1	Yes, the institution has hosted a conference on planetary health in the past three years.
	0	No, the institution has not hosted an interdisciplinary health conference in the past three years.
2.3 Are there researchers engaged in planetary health research at your institution?	3	Yes, there is a department, institute, or center devoted to planetary health.
	2	Yes, there are individual faculty members who are doing research on topics immersed in planetary health.
	1	Yes, there are individual faculty members who are doing research that is related to planetary health.
	0	No, there is no research on planetary health at this time.
2.4 Is there a dedicated department or institute for multidisciplinary environmental and planetary health research?	1	There is a dedicated department or institute.
	0	There is no dedicated department or institute.
2.5 Is there active recruitment of researchers who focus on planetary health issues?	1	There is active recruitment.
	0	No recruitment efforts are made.

2.6 Is there quantitatively and qualitatively meaningful research that has been authored or co-authored by researchers from your institution on planetary health issues?	2	Yes, researchers from my institution have produced a substantial body of impactful research related to planetary health.
	1	There has been some research related to planetary health generated by researchers from my institution, but it is lacking in quantity and/or quality.
	0	There are no studies authored or co-authored by university researchers on these issues.
2.7 Has your institution joined the Planetary Health Alliance and/or the Global Consortium on Climate and Health Education?	1	Yes, the institution has joined the Planetary Health Alliance and/or the Global Consortium on Climate and Health Education.
	0	No, the institution has not joined the Planetary Health Alliance or the Global Consortium on Climate and Health Education.
Section Total (out of 10)	9	

Score Explanations

2.1 Planetary Health Website

UH Mānoa has a website that can be accessed online [here](#) which advertises many topics that pertain to health and the environment. There are portions of the website dedicated to: the various student-led groups at UH Mānoa that promote health and sustainability, descriptions for sustainability-based courses, and information about the UH Mānoa Sustainability Council. Amongst the many groups, one of them is Cycle Mānoa which is a student volunteer organization that helps provide free bike repairs, reduced-price bike parts, and education on the benefits of bicycling.

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2.2 Planetary Health Conference

There have been numerous conferences in the past three years, for example, in October 2019 UH Mānoa hosted a conference titled: “Sustainability and Resilience – A focus on efforts to combat sea level rise and other climate change issues through science, engineering cybersecurity and innovation”.

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2.3 Planetary Health Individual Researchers

A list of researchers involved in planetary health research at UH Mānoa may be found [here](#).

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2.4 Institute for Multidisciplinary Research on Health and the Environment

The Institute for Sustainability and Resilience (ISR) at UH Mānoa is a department that is dedicated to

multidisciplinary environmental and planetary health research. The ISR aims to provide campus-wide programs in instruction and research relating to sustainability in Hawaii. Further, the ISR fosters multidisciplinary programs that equip students to meet the critical challenges of turning local solutions into global practices.

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2.5 Recruitment of Planetary Health Researchers

There is active recruitment of researchers who focus on planetary health issues. Departments or colleges that are involved in active recruitment include but are not limited to: The School of Ocean and Earth Science and Technology, The College of Social Sciences, The Department of Urban and Regional Planning, and The College of Tropical Agriculture and Human Resources.

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2.6 Meaningful research

As an internationally recognized research institution, UH Mānoa has a vast amount and array of projects being investigated by various departments at all times. The Public Health, Global Environmental Sciences, Plant and Environmental Protection Sciences, and Natural Resources and Environmental Management Departments have published and continue to work on projects and papers concerning health and the environment.

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2.7 Planetary Health Alliance

There is no evidence that our institution has joined the Planetary Health Alliance or the Global Consortium on Climate and Health Education.

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Community Outreach and Advocacy in Environment and Health

Section Overview: This section evaluates the quality of medical school engagement in community programming and outreach and advocacy efforts associated with the environment and health.

Metric	Points	Description
3.1 How often does your institution offer community-facing courses or events regarding planetary health and the environment?	2	The institution offers such community-facing courses or events at least once every year.
	1	The institution offers such community-facing courses or events less than once per year.
	0	The institution does not offer such community-facing courses.
3.2 Does your institution interface with community organizations to promote planetary and environmental health?	1	Yes, the institution formally interfaces with one or more community organizations to promote planetary and environmental health.
	0	No, there is no such community partnership.
3.3 Does your institution have regular coverage of issues related to planetary health in its primary campus magazine?	2	Yes, there is an article related to planetary health in the majority of issues.
	1	In the past year, there has been at least one article related to planetary health.
	0	There has been no mention of planetary health in the last year in the campus magazine
3.4 Does the institution offer continuing medical education courses that address planetary health?	2	Yes, one or more in-person CME courses are offered.
	1	Yes, one or more online CME courses are offered.
	0	There are no courses.
3.5 Does your institution provide opportunities for medical student engagement in developing community resilience to anthropogenic environmental impacts?	1	Yes, the institution has provided opportunities.
	0	No, the institution has not provided opportunities.

3.6 Does institutional marketing (posters, billboards, etc) address climate change or the relationship between health and the environment?	1	Yes, institutional marketing addresses the intersections between climate and health.
	0	No, institutional marketing does not address these intersections.
3.7 Does your medical center have accessible educational materials for patients about environmental health exposures?	1	Yes, the medical center has accessible educational materials.
	0	No, the medical center does not have accessible educational materials.
3.8 Does your institution's endowment portfolio investments include fossil-fuel companies?	3	No, the institution is entirely divested from fossil fuels.
	2	The institution has partially divested from fossil-fuel companies.
	1	The institution has not divested from fossil-fuel companies, but faculty and/or students are conducting organized advocacy for divestment.
	0	Yes, the institution has investments with fossil-fuel companies and there have been no efforts to change that.
Section Total (out of 13)	9	

Score Explanations

3.1 Community-facing courses

UH Mānoa expands its educational efforts past the campus and students to the community through annual events that focus on highlighting sustainability and provides information to the community about planetary health and the environment. One such annual event is the Agriculture and Environmental Awareness Day hosted by UH Mānoa's College of Tropical Agriculture and Human Resources. More can be found out about the event [here](#).

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3.2 Community organizations

UH Mānoa has partnered with various organizations to both educate the community about environmental health as well as make efforts to positively impact our environment. One such example is the 'Imi Pono ka 'Āina program in which the university has partnered with the Three Mountains Alliance to give students K – 12 opportunities to take part in an environmental stewardship program. More about the

program can be seen [here](#) and the program's connection to UH Mānoa can be seen [here](#).

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3.3 Coverage in campus magazine

In the Spring 2020 edition of the UH magazine for Alumni and Friends, the article titled “Changing Tides” by Tiffany Hill on page 12 describes how sustainability is being integrated into various businesses and organizations throughout Oahu. The article covers updates in agriculture, energy, and education surrounding sustainability in our islands. See the article and magazine [here](#).

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3.4 Continuing education courses

Though UH Mānoa has an established program for continuing education through the Outreach College and may at some point have offered courses in environment, sustainability, and agriculture, it currently offers no courses under such listing as of spring 2020. Programs and courses can be found [here](#).

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3.5 Community outreach

Though our institution frequently reaches out to its community to provide free medical services for ailments that may have been a result of anthropogenic environmental impacts, there are no specific opportunities, events, or programs that focus on providing medical students opportunities to develop community resilience to such environmental impacts.

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3.6 Marketing

Posters and fliers around campus spread the message of sustainability through advertising environmentally minded events. Various emails and articles sent by the university often talk about and advertise sustainability events around the campus.

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3.7 Patient educational materials

Though JABSOM does not have a dedicated medical center, JABSOM is intimately associated with various hospital systems across the islands, including the Hawaii Pacific Health (HPH) system. HPH publishes online articles on a variety of health topics for the public to learn from, including information about the dangers of environmental exposure. One example includes the article titled “Your Fruit May Be Fresh, But Is It Clean?” that informs patients about the levels of pesticide residue on various produce products. The article can be found [here](#).

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3.8 Investments

The Board of Regents for the University of Hawaii voted to divest from fossil fuels for all 10 campuses in 2015. An article surrounding the announcement of this vote as well as further steps to support a more sustainable campus can be seen [here](#). UH is now recognized as a fully divested educational institution, which can be seen listed [here](#).

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University Support for Student-Led Planetary Health Initiatives

Section Overview: This section evaluates the extent and quality of institutional support for student-led planetary health initiatives, such as funding, programming, etc.

Metric	Points	Description
4.1 Does your medical school offer a year-long fellowship for medical students to enact an initiative related to planetary health?	1	The medical school offers an explicit year-long fellowship for medical students to enact an initiative related to planetary health.
	0	There is no explicit practicum or year-long planetary health fellowship open to medical students.
4.2 Does your medical school have a website where medical students can learn about applying for funding for planetary health initiatives?	1	Yes, there is a website where medical students can learn about applying for funding for initiatives related to planetary health.
	0	No, there is no such website.
4.3 Does your institution have a website where medical students can find the contact information of mentors for planetary health initiatives?	2	The institution has a webpage that lists faculty involved in planetary health.
	1	The institution has a general website or directory that lists faculty and staff members' research and/or academic interests, but is not planetary health specific.
	0	There is no simple means of locating potential mentors for planetary health initiatives.
4.4 Does your medical school have funded, registered student groups dedicated towards fostering a culture of planetary health engagement and scholarship on campus, supported by faculty advisors?	2	Yes, there is a funded student organization with faculty support at my medical school dedicated to planetary health or sustainability in healthcare.
	1	Yes, there is a student organization at my medical school dedicated to planetary health or sustainability in healthcare but it lacks faculty support and/or funding.
	0	No, there is not a funded student organization at my institution dedicated to planetary health or sustainability in healthcare.

4.5 In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	1	Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.
	1	Conferences, speaker series, symposia or similar events related to planetary health that have students as the intended audience.
	1	Cultural arts events, installations or performances related to planetary health that have students as the intended audience.
	1	Wilderness or outdoors programs (e.g., that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles.
Section Total (out of 10)	6	

Score Explanations

4.1 Fellowship opportunity

Though JABSOM offers semester long elective courses as well as year long courses that include aspects of sustainability and planetary health incorporated into them, JABSOM lacks a year long fellowship dedicated to enabling a medical student to complete an initiative related to planetary health.

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4.2 Funding application website

JABSOM does not have a website where students can learn about applying for funding for planetary health initiatives.

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4.3 Mentor contact information

UH Mānoa has a collection of websites with contact information for faculty who may act as mentors for planetary health initiatives. Such examples include the “Find an Expert” page of the Office of Sustainability found [here](#). Another such resource is the “Get Involved” page of Sustainability at UH Mānoa, found [here](#), as it offers a list of programs ongoing at the institution as well as links to their own webpages, which then provides means to contact mentors.

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4.4 Registered student group

There are currently no funded student groups or organizations at JABSOM that have planetary health or sustainability in healthcare as their primary concern.

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4.5 Miscellaneous programs and initiatives

- **Garden:** *Our medical school supports a traditional Hawaiian māla (garden) on its campus. The māla allows active learning in organic agriculture, traditional Hawaiian healing, and sustainable food systems. All are free to visit and occasional events are held at the garden. A guide to the plants of the garden can be seen [here](#) and an article in the Hawaii Journal of Medicine and Public Health talks about this garden and its origins [here](#).*
- **Conferences, speaker series, symposia, or similar events:** *During the first year, there is a required lecture titled: “Interaction of Culture and Medicine”. In the colloquia, Donald Froning (MA) and Malina Kaulukuku (MSW) teach students about recent environmental impacts on the Native Hawaiian population. Aspects of planetary health are discussed through multiple lenses.*
- **Cultural arts events, installations, or performances:** *Hula presentations in the elective course titled “Native Hawaiian Health: Past, Present, Future” are given that express aspects of planetary and human health.*
- **Wilderness or outdoor programs:** *Hiking in the sacred Mākua Valley is a part of the elective course titled “Native Hawaiian Health: Past, Present, Future.” During this hike, the Leave No Trace principles are strictly adhered to.*

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Grading

Section Overview

This section focuses on the grading of the report card. The institution received a grade for each of the individual sections as well as an overall institutional grade. Section point totals were tallied, divided by the total points available for the section, and converted to a percentage. The overall institutional grade is an average of the section grades. Letter grades for each section and the institution overall were then assigned according to the table below.

Letter Grade	Percentage
A	80% - 100%
B	60% - 79%
C	40% - 59%
D	20% - 39%
F	0% - 19%

Planetary Health Grades for the John A. Burns School of Medicine

The following table presents the individual section grades and overall institutional grade for the John A. Burns School of Medicine on this medical-school-specific planetary health report card.

Section	Raw Score	Grade
Planetary Health Curriculum	9 / 28 = 32%	D
Interdisciplinary Research in Health and Environment	9 / 10 = 90%	A
Community Outreach and Advocacy in Environment and Health	9 / 13 = 69%	B
University Support for Student-led Planetary Health Initiatives	6 / 10 = 60%	B
Institutional Grade	Average of four scores above= 63%	B-