



Planetary Health Report Card:

Georgetown University School of Medicine



GEORGETOWN UNIVERSITY
School of Medicine

2021-2022 Contributing Team:

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Summary of Findings

Overall	C+
<u>Curriculum</u>	C
<ul style="list-style-type: none"> The Georgetown University School of Medicine (GUSOM) includes certain Environmental Sustainable Health Topics throughout the pre-clinical blocks in certain lectures. Recommendations: GUSOM should emphasize the importance of adding an environmental health history through the students' Clinical Skills workshops. 	
<u>Interdisciplinary Research</u>	B-
<ul style="list-style-type: none"> Current Georgetown faculty and students have produced environmental-focused research, through the Georgetown Environment Initiative, Global Health Initiative, and Climate Center. Recommendations: In addition to joining the Planetary Health Alliance, GUSOM should build a more transparent method for those who have been disproportionately affected by climate change to drive environmental research at the institution. 	
<u>Community Outreach and Advocacy</u>	C
<ul style="list-style-type: none"> GUSOM and MedStar Georgetown Hospital have community partnerships that enable students to volunteer their time in creating healthier and environmentally sustainable projects. Recommendations: There should be a continuing medical education (CME) course that enables 4th years or GUSOM alumni to learn about the dynamic global effects of climate change. 	
<u>Support for Student-Led Initiatives</u>	B
<ul style="list-style-type: none"> The School of Medicine has a Climate Health and Medical Sustainability Group that is allowed input into adding environmental sustainable topics in the pre-clinical curriculum. Recommendations: Each incoming class of the medical school should have an environmental sustainability representative that can be a liaison between university protocols and student-led environmental curriculum improvement, research opportunities, and sustainable practices. 	
<u>Campus Sustainability</u>	B-
<ul style="list-style-type: none"> GUSOM has done much to curb CO2 emissions, make Georgetown a bike-friendly campus, and build new eco-construction. The university has pledged to achieve carbon neutrality by 2030. Recommendations: The medical school should publish guidelines regarding utilizing environmentally sustainable practices when hosting events. These include eliminating single use plastics and using recyclable plates and cutlery. 	

Statement of Purpose

Planetary health is human health.

The Planetary Health Alliance describes planetary health as “a solutions-oriented, transdisciplinary field and social movement focused on analyzing and addressing the impacts of human disruptions to Earth’s natural systems on human health and all life on Earth.” 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 Planetary Health Report Card that medical students internationally can use to grade and compare their home institutions on an annual basis. This medical-student-driven initiative aims to compare medical schools nationally and internationally on the basis of discrete metrics in five 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 5) medical school campus sustainability.

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the *Planetary Health Alliance* as “a solutions-oriented, transdisciplinary field and social movement focused on analyzing and addressing the impacts of human disruptions to Earth’s natural systems on human health and all life on Earth.” For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of medical school education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term “planetary health” to satisfy the metric.
- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:
 1. Describe how the environment and human health interact at different levels.
 2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
 3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.
- **Medical School vs. Institution:** When “medical school” is specified in the report card, this only refers to curriculum and resources offered by the School of Medicine and does not include offerings from other parts of the university (for example, undergraduate departments (USA), other related departments eg Public Health, Population Health departments). In contrast, when “institution” is specified in the report card, we are referring to the university more broadly. Any resource reasonably accessible by medical students, no matter where in the institution the resource comes from or if it is specifically targeted for medical students, can meet this metric.
- **Environmental history (Metric 19 in curriculum section):** This is a series of questions

providers are taught to ask during medical encounters that elicits patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mold after flooding. Key components include place of residence over the lifecourse, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution.

- **Elective:** The word “elective” refers to an optional course or lecture series that a medical student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.
- **Clerkship:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations or placements.

Other considerations:

- If there are more than one “tracks” at your medical school with two different curricula (for example, Harvard Medical School has a Pathways and HST curriculum track), you can choose to fill out a report card for each track, or fill out just one report card and average the scores received by each track in cases where the scores are different (see the 2021 Harvard or Oxford report cards as example).

Added to our resources this year, the Planetary Health Report Card Literature Review by Metric collates the evidence behind each of the metrics in the Planetary Health Report Card. It serves as a collection of references for further learning and a resource for those advocating for increased planetary health engagement at their institutions.

Planetary Health Curriculum

Section Overview: This section evaluates the integration of relevant planetary health topics into the medical school curriculum. Today's medical students will be on the frontlines of tackling the health effects of climate and other environmental changes. Therefore, it is critical that medical students are trained to understand the health effects of these changes, as well as planetary health issues and principles more broadly. Topics like the changing geography of vector-borne diseases, the health consequences of air pollution, environmental health inequities, and disaster response principles must be part of every medical school's core curriculum.

Curriculum: General

1. Did your medical school offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
3	Yes, the medical school has offered more than one elective whose primary focus is ESH/planetary health in the past year.
2	Yes, the medical school has offered one elective whose primary focus is ESH/planetary health in the past year.
1	The medical school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health.
0	No, the medical school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year.
<p><i>Score explanation: Students are offered two electives whose primary focus is on the ESH and planetary health:</i></p> <ol style="list-style-type: none"> 1. <i>Dr. Lorraine Docherty and Dr. Patricia Foley lead a two week Deep Dive elective on “One Health: Exploring the Interplay of the Health of People, Animals and the Environment in Global Health Threats.” This elective explores the interdependency of the health of people, animals and the environment, as well as the effects of climate change on public health.</i> 2. <i>Dr. Matthew Wilson and Dr. Erika Page lead a two week elective called the “Wilderness Medicine Elective.” This elective incorporates lectures on disaster relief, bioterror events and international medical missions with simulated rescue activities in resource limited environments.</i> 	

Curriculum: Health Effects of Climate Change

2. Does your medical school curriculum address the relationship between extreme heat, health risks, and climate change?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.

1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation: As part of the first-year core curriculum, the P3 Intersession “Environmental Health and Climate Change Workshop” includes an extensive discussion on the effects of rising temperatures on heat stroke incidence and heat injury, specifically among young athletes.</i></p>	

3. Does your medical school curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation: The P3 Intersession “Environmental Health and Climate Change Workshop” led by Dr. Caroline Wellbery includes one slide highlighting the connection between climate change and extreme weather events, such as Hurricane Sally and Hurricane Harvey.</i></p>	

4. Does your medical school curriculum address the impact of climate change on the changing patterns of infectious diseases?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation: During the Infectious Diseases block of the preclinical years, there is one lecture on emerging infectious diseases led by Dr. James Casey that briefly mentions the link between patterns of infectious diseases and climate change. Additionally, in the lecture on mosquito-borne diseases, it was mentioned that as the climate gets warmer, mosquitoes are able to settle farther away from the equator.</i></p>	

5. Does your medical school curriculum address the respiratory health effects of climate change and air pollution?	
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3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation: Georgetown has a required, interactive climate change half-day didactic discussion during the Family Medicine clerkship led by Dr. Tobi Lynn-Smith. The session focuses exclusively on air pollution and its effects on respiratory and cardiovascular diseases. The discussion includes approaching air quality and mechanisms of injury while thinking about the patient. Additionally, the respiratory module includes some information on climate change and new pollen distributions affecting those with exacerbated asthmatic episodes.</i></p>	

6. Does your medical school curriculum address the cardiovascular health effects of climate change, including increased heat?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered
<p><i>Score explanation: Currently this topic is not covered.</i></p>	

7. Does your medical school curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation: The “Environmental Health and Climate Change Workshop” led by Dr. Caroline Wellbery during the M1 P3 Intersession discusses the mental health impacts of climate change. It highlights the relationships between heat and suicide rates, as well as weather-related changes and intergroup violence.</i></p>	

8. Does your medical school curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered

Score explanation: There were several lectures that covered food security during the M1 Nutrition & Patient Health Intersession. These included “Food Insecurity” and “Food Insecurity Screening in the Clinical Setting.” However, these lectures did not address the relationship between food security and climate change.

9. Does your medical school curriculum address the outsized impact of climate change on marginalized populations such as those with low SES, women, communities of color, Indigenous communities, children, homeless populations, and older adults?

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered

Score explanation: The Georgetown M1 medical school curriculum has not yet covered the impact of climate change on marginalized populations. There is a workshop session scheduled for the March 2022 intersession on Health Policy and Advocacy titled ‘Environmental Health and Climate Change’, which may look into these differences.

10. Does your medical school curriculum address the unequal regional health impacts of climate change globally?

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum
1	This topic was covered in elective coursework.
0	This topic was not covered.

Score explanation: In his lecture on “The DASH and Mediterranean Diet” during the M1 Nutrition & Patient Health Intersession, Dr. Sherman briefly discusses how climate change has greater

implications for marginalized populations and those who have pre-existing food insecurities. Additionally, in her Infectious Disease lecture on “Mosquito-Borne Viruses,” Dr. Adrienne Showler presents that although Chikungunya, Dengue, and Zika follow a seasonal pattern, the longer warm season due to climate change will cause these diseases to last longer and disproportionately affect the poor in low income countries.

Curriculum: Environmental Health & the Effects of Anthropogenic Toxins on Human Health

11. Does your medical school curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides)?

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum
1	This topic was covered in elective coursework.
0	This topic was not covered.

Score explanation: At Georgetown University School of Medicine, there are contents included in our Reproduction Module that mentions the impact of environmental toxins such as Cadmium on reproductive health. However, more content can be included to increase the community relevance by exploring the common toxins present in certain communities (including but not limited to underprivileged communities and those within specific geographical regions).

12. Does your medical school curriculum address important human-caused environmental threats that are relevant to the university’s surrounding community?

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered

Score explanation: While there is some discussion of healthcare and health disparities in the university's surrounding community in Evidence Based Medicine, P3, and Nutrition & Patient Health lectures, this discourse is generally limited to the topics of food insecurity, systemic inequities, and racial bias. There is a dearth of coverage regarding human-caused environmental impact threats to the surrounding DC community; this could, however, be potentially incorporated as a complement to the P3 intersession activities.

13. To what extent does your medical school emphasize the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?

3	Indigenous knowledge and value systems are integrated throughout the medical school's planetary health education
2	Indigenous knowledge and value systems as essential components of planetary health solutions are included briefly in the core curriculum.
1	Indigenous knowledge and value systems as essential components of planetary health solutions are included in elective coursework.
0	This topic was not covered
<p><i>Score explanation: In the M1 Patients, Populations & Policy Intersession, first year students are required to watch the documentary, "California Newsreel Documentary Series Unnatural Causes: Is Inequality Making Us Sick?" This discusses the causes and effects of diabetes on the health of Pima and Tohono O'odham Indians in southern Arizona. This documentary addresses the challenges faced by indigenous communities, but does not mention the importance of Indigenous knowledge and value systems as essential components of planetary health solutions.</i></p>	

14. Does your medical school curriculum address the outsized impact of anthropogenic environmental toxins on marginalized populations such as those with low SES, women, communities of color, children, homeless populations, Indigenous populations, and older adults?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered
<p><i>Score explanation: This specific topic was not covered.</i></p>	

Curriculum: Sustainability

15. Does your medical school curriculum address the environmental and health co-benefits of a plant-based diet?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation: During the Nutrition & Patient Health module, Dr. Sherman presents the lecture: "Protein is Protein ... or Is It?" which goes on to discuss resource usage in meat production. He</i></p>	

continues to explain the impacts that alternative protein sources, plant-based or insects, can have on reducing greenhouse gas emissions. Food consumption and its effects on greenhouse gas emissions is further discussed as well during the M1 Patients, Populations, and Policy (P3) Intersession in the workshop titled: "Environmental Health and Climate Change Workshop".

16. Does your medical school curriculum address the carbon footprint of healthcare systems?

3	This topic was explored in depth by the core curriculum
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered

Score explanation: This year, this material was not addressed for the M1 and M2 students. However, in previous lectures, during the P3 Intersession, there was one lecture delivered on addressing the links between climate change and the healthcare system with patients.

17. Does your medical school curriculum cover these components of sustainable clinical practice in the core curriculum? (1 point each)

1	Waste production within the healthcare system and strategies for reducing waste in clinical activities, such as in the operating room
1	The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers.
1	The impact of anaesthetic gases on the healthcare carbon footprint and ways to reduce anesthesia environmental impacts, such as total intravenous anaesthesia or choosing less environmentally anaesthetic gas options with reduced greenhouse gas emissions
1	The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfill this metric.
1	The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes for obesity. This is commonly known as social prescribing in the UK.
1	The health and environmental co-benefits of avoiding over-medicalisation, over-investigation and/or over-treatment

Score explanation:

1. During the clerkship orientation, students are given a brief introduction on hospital waste in the

Medstar Georgetown Hospital, and strategic ways to avoid unneeded waste.

3. In the MI P3 Intersession, Dr. Caroline Wellbery presented an “Environmental Health and Climate Change” workshop, discussing the intersection of climate change and health care. She discusses waste anesthetic gasses as sources of climate health harm in the healthcare industry and introduces strategies to reduce these.

5. Throughout the MI Cardiovascular Module, module coordinators stress the benefits of non-pharmaceutical exercise approaches to lowering hypertension, cholesterol, and obesity. Much of these benefits can be seen in areas with low pollution, as people are more motivated to exercise with outdoor activities.

6. During the clerkship orientation, students are given a lecture on the importance of consulting team members on treatment options and avoiding over-prescribing as a means of reducing a patient’s carbon footprint.

Curriculum: Clinical Applications

18. 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?

2	Yes, there are strategies introduced for having conversations with patients about climate change in the core curriculum.
1	Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework.
0	No, there are not strategies introduced for having conversations with patients about climate change

Score explanation: The “Environmental Health and Climate Change Workshop” of the MI P3 intersession includes a lecture by Tory Ruttenberg and Fran Barnes, who are climate change communication specialists. They presented specific strategies to emphasize the links between climate change and disease when communicating with patients. The didactic session was immediately followed by a role-play exercise, where one individual assumes the role of the patient and another is the doctor.

19. In training for patient encounters, does your medical school’s curriculum introduce strategies for taking an environmental history or exposure history?

2	Yes, the core curriculum includes strategies for taking an environmental history.
1	Only elective coursework includes strategies for taking an environmental history
0	No, the curriculum does not include strategies for taking an environmental history.

Score explanation: Students, who enroll in the [Environmental Health and Justice Track](#) led by Dr. Shiloh Jones, gain an understanding of the growing link between climate change and a patient’s health. Students learn about medical sustainability and how to tackle these changing health dynamics by developing techniques in taking a patient’s environmental history.

Curriculum: Administrative Support for Planetary Health

20. Is your medical school currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?	
4	Yes, the medical school is currently in the process of making major improvements to ESH/planetary health education
2	Yes, the medical school is currently in the process of making minor improvements to ESH/planetary health education.
0	No, there are no improvements to planetary health education in progress.
<p><i>Score explanation: The Climate Health and Medical Sustainability organization at Georgetown, formed a curriculum committee that focuses on integrating matters of climate health into the core and elective curriculum. The committee members have met with Deans Mary Furlong and Dustyn Wright to receive guidance and support for the integration of climate health within the medical school curriculum.</i></p>	

21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the core curriculum?	
6	Planetary health/ESH topics are well integrated into the core medical school curriculum.
4	Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum.
2	Planetary health/ESH is not integrated and is primarily addressed in (a) standalone lecture(s).
0	There is minimal/no education for sustainable healthcare
<p><i>Score explanation: There is not a steady integration of planetary health and ESH topics throughout the Georgetown medical curriculum. The Climate Health and Medical Sustainability organization was formed to improve the recognition of these issues in Georgetown University School of Medicine. Georgetown University School of Medicine has implemented an Environmental Health and Medicine track, which aims to train students on seeing the integration of environmental health within patient care.</i></p>	

22. Does your medical school employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?	
1	Yes, the medical school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare
0	No, the medical school does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare.

Score explanation: Our school has recently established an Environmental Health academic track to improve students' understanding towards environmental health and their ability to take medical history specific to exposures to environmental hazards. The track supervisor, Dr. Shiloh Jones, is a key supervisor and a strong proponent for increasing awareness of the importance of environmental health in the wellbeing of our communities.

Section Total (35 out of 69)	C
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Interdisciplinary Research

Section Overview: *This section evaluates the quality and quantity of interdisciplinary planetary health research at the medical school and broader institution. Interactions between health and the environment are complex and multifactorial. While climate change has been extensively studied from an environmental science perspective, planetary health is an emerging field. As leading health institutions with talented researchers and research resources, medical schools should fund research studying the health effects of climate change and anthropogenic environmental toxins. This obligation is particularly strong because the public and policymakers are more attentive to climate change when its implications for human health are emphasized.*

1. Are there researchers engaged in planetary health research and healthcare sustainability research at your medical school?	
3	Yes, there are faculty members at the School of Medicine who have a primary research focus in planetary health or healthcare sustainability.
2	Yes, there are individual faculty members at the School of Medicine who are conducting research related to planetary health or healthcare sustainability, but it is not their primary research focus.
1	There are planetary health and/or healthcare sustainability researchers at the institution, but none associated with the medical school.
0	No, there are no planetary health and/or healthcare sustainability researchers at the institution or medical school at this time.
<p><i>Score explanation: While planetary health and healthcare sustainability research is not a primary focus for GUSOM faculty, there are numerous members of the School of Medicine affiliated with the Global Health Initiative, the School of Law's Climate Center, and who contribute expertise to the Georgetown Environment Initiative. An example of such research is Dr. Daniel Lucy's recent publication One health education for future physicians in the pan-epidemic "Age of Humans" in the International Journal of Infectious Disease. With the coronavirus pandemic in the spotlight, it appears that there is also an increase in research examining the impact between planetary health and zoonotic disease prevalence.</i></p>	

2. Is there a dedicated department or institute for interdisciplinary planetary health research at your institution?	
3	There is at least one dedicated department or institute for interdisciplinary planetary health research.
2	There is not currently a department or institute for interdisciplinary planetary health research, but there are plans to open one in the next 3 years.
1	There is an Occupational and Environmental Health department, but no interdisciplinary department or institute for planetary health research.

0	There is no dedicated department or institute.
<p><i>Score explanation: The Georgetown Environment Initiative stands as Georgetown's interdisciplinary program, of which consists of GUSOM faculty who are involved in this initiative. Dr. Stephen Ray Mitchell, the former dean of GUSOM, is also a part of the One Health Commission Board of Directors. GUSOM itself however, currently has no multidisciplinary centers, institutes, or departments that are involved in the research on health and the environment.</i></p>	

3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your medical school?	
3	Yes, there is a process in which community members impacted by climate and environmental injustice have decision-making power in the climate + environmental research agenda.
2	Yes, there is a process in which community members impacted by climate and environmental injustice advise the climate + environmental research agenda.
1	No, but there are current efforts to establish a process for community members to advise or make decisions on the research agenda.
0	There is no process, and no efforts to create such a process.
<p><i>Score explanation: There is no public or visible process for how communities impacted by environmental injustice can contribute to the research agenda at GUSOM.</i></p>	

4. Does your institution have a planetary health website that centralizes ongoing and past research related to health and the environment?	
3	There is an easy-to-use, adequately comprehensive website that centralizes various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities.
2	There is a website that attempts to centralize various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive.
1	The institution has an Office of Sustainability website that includes some resources related to health and the environment.
0	There is no website.
<p><i>Score explanation: While there is no central website, Georgetown has the Georgetown Environment Initiative website, which provides campus-wide resources but does not list specific upcoming events. The Global Health Initiative serves as a centralized website for global health matters, and it includes faculty, research, and past and upcoming events related to the environment and health. Additionally,</i></p>	

the [Georgetown Office of Sustainability](#) website provides information specific to sustainability efforts at Georgetown.

5. Has your institution recently hosted a conference or symposium on topics related to planetary health?

4	Yes, the medical school has hosted at least one conference or symposium on topics related to planetary health in the past year.
3	Yes, the institution has hosted at least one conference or symposium on topics related to planetary health in the past year.
2	Yes, the institution has hosted a conference on topics related to planetary health in the past three years.
1	The institution has not hosted any conferences directly, but they have provided financial support for a local planetary health event.
0	No, the institution has not hosted a conference on topics related to planetary health in the past three years.

Score explanation: From August 2021-September 2021 GUSOM, in conjunction with the Climate Health and Medical Sustainability student group, hosted a three part series titled “The Environmental Justice Series”. Some of the topics discussed by distinguished guests and faculty included human rights, environmental justice, and the planet’s future health.

6. Is your medical school a member of a national or international planetary health or ESH organization?

1	Yes, the medical school is a member of a national or international planetary health or ESH organization
0	No, the medical school is not a member of such an organization

Score explanation: The medical school is not a member of a national or international planetary health organization.

Section Total (11 out of 17)	B
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Community Outreach and Advocacy

Section Overview: This section evaluates medical school engagement in community outreach and advocacy efforts associated with planetary health. Researching and teaching planetary health is necessary but not sufficient. It is critical that institutions also directly engage with communities most affected by environmental health harms. Although climate change is a problem largely created by those with power and resources, its impacts fall disproportionately on under-resourced populations and communities of color. Institutions should partner with local communities affected by climate change and pollution to share information about environmental health threats, advocate together for change, and provide opportunities for students to be a part of this work.

1. Does your medical school partner with community organizations to promote planetary and environmental health?	
3	Yes, the medical school meaningfully partners with multiple community organizations to promote planetary and environmental health.
2	Yes, the medical school meaningfully partners with one community organization to promote planetary and environmental health.
1	The institution partners with community organizations, but the medical school is not part of that partnership.
0	No, there is no such meaningful community partnership.
<p><i>Score explanation: As part of their service hours requirement, students are allowed to volunteer their time at approved partnership sites such as Neighborhood Farm Initiative, Jelleff Community Center, and Fairfax County Park Authority, to promote and educate members of the community in environmental conservancy.</i></p>	

2. Does your medical school offer community-facing courses or events regarding planetary health?	
3	The medical school offers community-facing courses or events at least once every year.
2	The medical school offers courses or events open to the community at least once per year, but they are not primarily created for a community audience.
1	The institution has offered community-facing courses or events, but the medical school was not involved in planning those courses or events.
0	The medical school has not offered such community-facing courses or events.

Score explanation: The [Georgetown Environment Initiative \(GEI\)](#) engages the university and community with climate change initiatives. The [Georgetown Climate Center](#), which is run by the Georgetown Law school offers several community-facing courses throughout the year. Last year, the GEI alongside the [Georgetown Humanities Initiative](#), also began the first run of a yearly discussion series titled “Voices on the Environment.”

3. Does your medical school have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?

2	Yes, all students regularly receive communication updates dedicated to planetary health and/or sustainable healthcare.
1	Yes, planetary health and/or sustainable healthcare topics are sometimes included in communication updates.
0	Students do not regularly receive communications about planetary health or sustainable healthcare.

Score explanation: While students have been notified of virtual events and webinars addressing climate change and environmental justice, as in August 2021 with the virtual 3-part Environmental Justice Series, students of GUSoM do not regularly receive updates or tips about sustainable healthcare.

4. Does the institution or main affiliated hospital trust engage in professional education activities targeting individuals post graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?

2	Yes, the institution or main affiliated hospital trust offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health.
1	Yes, the institution or main affiliated hospital trust offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers
0	There are no such accessible courses for post-graduate providers

Score explanation: No environmental health-related CME courses can be found on GUSOM's website or Medstar Health's website. Medstar Georgetown Hospital is the main affiliated hospital of GUSOM.

5. Does your medical school or its primary affiliated hospital have accessible educational materials for patients about environmental health exposures?

2	Yes, all affiliated hospitals have accessible educational materials for patients.
1	Some affiliated hospitals have accessible educational materials for patients.

0	No affiliated medical centers have accessible educational materials for patients.
<p><i>Score explanation: Georgetown's School of Nursing and Health studies houses the Mid-Atlantic Center for Children's Health and the Environment as well as the Pediatric Environmental Health Speciality Unit. This center provides consultation and education to health providers, students, and communities about reproductive and children's environmental health impacted by a variety of exposures such as lead, air and water pollutants, and climate change. It is unclear, though, how much educational material and resources Georgetown's primary affiliated hospital network (Medstar Health) provides for its patients.</i></p>	

6. Does your medical school or its primary affiliated hospital have accessible educational materials for patients about climate change and health impacts?	
2	Yes, all affiliated hospitals have accessible educational materials for patients.
1	Some affiliated hospitals have accessible educational materials for patients.
0	No affiliated hospitals have accessible educational materials for patients.
<p><i>Score explanation: The MedStar Health System has a MedStar Health Blog where there are a few articles that highlight the effects of climate change on specific populations. For example, this blog post describes the effects of climate change on pregnancy. The MedStar blog is available on the MedStar Health Blog website, which is affiliated with all MedStar hospitals.</i></p>	

Section Total (7 out of 14)	C
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Support for Student-Led Planetary Health Initiatives

Section Overview: This section evaluates institutional support for student-led planetary health initiatives, such as funding, fellowships, programming, and student groups. Planetary health is a young field and, as young people facing a future deeply shaped by climate change, students are often some of the first at an institution to engage with it. Institutions should provide support for students to engage in sustainability quality improvement (QI) initiatives, discover mentors in their area of interest, and receive funding for planetary health projects.

1. Does your institution offer support for medical students interested in enacting a sustainability initiative/QI project?	
2	Yes, the institution <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum.
1	The medical school encourages sustainability QI projects (to fulfill clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, but there is no student funding available and there is no requirement to participate.
0	No, the institution does not offer opportunities or support for sustainability initiatives or QI projects.
<p><i>Score explanation: Georgetown SOM has recently started a longitudinal academic track for Environmental Health and Medicine. This track aims to help medical students gain a solid understanding of the relationship between the environment and patient health as well as learn how to approach novel complications due to the dynamics of climate change. This would lead these future physicians to learn how to incorporate environmental health into clinical practice. This includes a final capstone project in order to complete this academic track.</i></p>	

2. Does your institution offer opportunities for medical students to do research related to planetary health and/or sustainable healthcare?	
2	The institution has a specific research program or fellowship for students interested in doing planetary health/sustainable healthcare research.
1	There are research opportunities for students to perform research related to planetary health/sustainable healthcare but these require student initiative to seek these out and carry them out in their spare time.
0	There are no opportunities for students to engage in planetary health/sustainable healthcare research.
<p><i>Score explanation: The Georgetown University Global Health Initiative Student Fellows Program offers paid research project opportunities for undergraduates, graduate, law and medical students. Of the projects offered there are four specific projects that directly related to planetary health and climate</i></p>	

change effects on health. Additionally, the Dept. of Anesthesia at MedStar Georgetown has been conducting a longitudinal study of the cost-effectiveness of anesthesia equipment waste in the operating rooms. A few students have joined that study.

3. Does the medical school have a webpage where medical students can find specific information related to planetary health and/or sustainable healthcare activities and mentors within the medical school? For example, projects achieved, current initiatives underway at the medical school and/or contact of information of potential mentors.

2	The medical school has a webpage with specific information related to planetary health or sustainable healthcare that includes up-to-date information on relevant initiatives and contact information of potential mentors.
1	There is a medical school webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the medical school, but it lacks key information.
0	There is no medical-school specific webpage for locating planetary health and/or sustainable healthcare projects or mentors.

Score explanation: There is no medical school-specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. However, the Georgetown Environment Initiative provides general resources for the university at large, rather than just the medical school.

4. Does your medical school have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?

2	Yes, there is a 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.
0	No, there is not a student organization at my institution dedicated to planetary health or sustainability in healthcare.

Score explanation: Georgetown University School of Medicine supports the [Georgetown Climate Health and Medical Sustainability Group](#). The group is active in providing and supporting opportunities for fellow medical students through curriculum reform, hosting speakers and advocacy workshops, and partnering with local community organizations to educate about environmental justice and the importance of including planetary health in our healthcare plans for the future.

5. Is there a student liaison representing sustainability interests who serves on a medical school or

institutional decision-making council to advocate for curriculum reform and/or sustainability best practices?	
1	Yes, there is a student representative that serves on a medical school or institutional decision-making council/committee.
0	No, there is no such student representative.
<i>Score explanation: Currently there is no student liaison representing sustainability interests within the School of Medicine.</i>	

6. 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	Panels, speaker series, or similar events related to planetary health that have students as an intended audience.
1	Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.
1	Cultural arts events, installations or performances related to planetary health that have students as an intended audience.
1	Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.
1	Wilderness or outdoors programs (e.g., that organize hiking, backpacking, kayaking, or other outings for students)
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> ● <i>Organic Agriculture/Sustainable Food System</i> <ul style="list-style-type: none"> ○ <i>The Georgetown Community Garden continues to be supported by the university. Despite the challenges of COVID restrictions, the mission of this group continues to be “a green space for everyone at Georgetown University”.</i> ○ <i>Georgetown Beekeeping has remained active in offering virtual Beekeeping 101 courses over zoom and continue to keep hives on campus.</i> ● <i>Speakers related to planetary health</i> <ul style="list-style-type: none"> ○ <i>From August 2021-September 2021 the Climate Health Medical Sustainability Group hosted a three part series titled “Environmental Justice Series”. Speakers included Dr Rebecca Phillipsborn (Director of Climate Health Education) and Dr. Triveni DeFries (Primary Care and Addiction Medicine Physician)</i> ● <i>Local Environmental Justice Speaker</i> 	

○ *This year again we were able to partner with St. Augustine Catholic Church to dialogue about how climate change impacts health and creates further disparities among local communities of color, as well as the intersection of climate change and COVID-19.*

- *Cultural Arts Events*

- *The [Georgetown Laboratory for Global Performance & Politics](#) creates performance art that aims to intersect politics and performance. These performances include global perspectives on many topics, including environmental health.*

- *Local volunteer opportunities*

- *The medical school does offer environmental volunteer options for students to work with local parks, conservancies and the Neighborhood Farm Initiative.*

- *Wilderness Programs*

- *The [Georgetown SOM Wilderness Medicine Group](#) hosts a variety of student events that involve kayaking on the Potomac River, backpacking in the Shenandoah Valley, and cross country running*

Section Total (10 out of 15)	B
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Campus Sustainability

Section Overview: *This section evaluates the support and engagement in sustainability initiatives by the medical school and/or institution. The healthcare industry is a major contributor to greenhouse gas emissions as well as pollution that harms local, regional, and global ecosystems. While healthcare is, by nature, a resource-intensive endeavor, the healthcare sector is well poised to lead the world to a more sustainable future. This will involve scrutinizing every aspect of how our systems operate, from where we source our energy, to how we build our infrastructure, to what companies we invest in. Our medical schools, clinics, and hospitals must set the standard for sustainable practices, and show other sectors what is possible when it comes to minimizing environmental impact.*

1. Does your medical school and/or institution have an Office of Sustainability?	
3	Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital and/or medical school.
2	There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of medical school and/or hospital sustainability.
1	There are no salaried sustainability staff, but there is a sustainability task force or committee
0	There are no staff members or task force responsible for overseeing campus sustainability
<p><i>Score explanation: Georgetown University has an Office of Sustainability, which was founded in 2013. The office has full time staff members, but no stated affiliation with the medical school or hospital.</i></p>	

2. How ambitious is your medical school/institution’s plan to reduce its own carbon footprint?	
4	The institution has a stated goal of carbon neutrality by 2030 or earlier and the medical school / institution has a well-defined and adequate plan in place to achieve this goal.
3	Yes, there is a stated carbon neutrality goal by at least 2040 and the medical school/institution has a well-defined and adequate plan in place to achieve this goal.
2	Yes, there is a stated carbon neutrality goal by at least 2040, but the medical school/institution has not created a plan to reach that goal or the plan is inadequate.
1	There is a CO2 emission reduction goal, but it is not one of carbon neutrality.
0	There is no stated goal for reduction of CO2 emissions.
<p><i>Score explanation: In April 2021, Georgetown stated that it partnered with ENGIE to reduce its energy consumption, and issued a statement that clarified its goal of becoming more carbon neutral and water-positive by 2030. Georgetown is hoping to achieve 100% renewable energy by 2035.</i></p>	

Georgetown has notably followed a fruitful [timeline](#) in adjusting its sources of power to be more environmentally conscious. In August of 2021, Georgetown also appointed sustainability expert Meghan Chapple as Vice President of sustainability for the university, indicating a step forward in the university's mission to divest from fossil fuels and become carbon neutral. GUSoM is making definitive progress in addressing this issue university-wide.

3. Do buildings/infrastructure used by the medical school for teaching (not including the hospital) utilize renewable energy?

3	Yes medical school buildings are 100% powered by renewable energy
2	Medical school buildings source >80% of energy needs from off-site and/or on-site renewable energy.
1	Medical school buildings source >20% of energy needs from off-site and/or on-site renewable energy.
0	Medical school buildings source <20% of energy needs from off-site and/or on-site renewable energy.

Score explanation: The medical school buildings at Georgetown University are powered by 100% renewable electricity purchased from renewable energy producers. GU has obtained renewable energy certification from Green-e since 2013. As of late 2020, GU has extended its renewable energy purchase, so that its energy will be provided by additional solar power stations which complements the current collaboration with Green-e. As far as gas, there is no source indicating that the University is utilizing renewable gas sources.

4. Are sustainable building practices utilized for new and old buildings on the medical school campus, with design and construction of new buildings and remodeling of old buildings conforming to a published sustainability rating system or building code/guideline?

3	Yes, sustainable building practices are utilized for new buildings on the medical school campus and the majority of old buildings have been retrofitted to be more sustainable.
2	Sustainable building practices are utilized for new buildings on the medical school campus, but most old buildings have not been retrofitted.
1	Sustainable building practices are inadequately or incompletely implemented for new buildings.
0	Sustainability is not considered in the construction of new buildings.

Score explanation: Georgetown has stated that as a university, it “is committed to achieving LEED Silver certification or higher for all new facilities and major renovation on campus.” This commitment includes the currently-being constructed MedStar Georgetown University Hospital Medical-Surgical Pavilion, which is aiming for LEED Silver Certifications. In regards to older buildings, it appears that while some major campus buildings have been retrofitted with environmentally conscious

infrastructure, there is still a dearth of such sustainably built facilities on the School of Medicine's campus. Currently, five buildings on campus have achieved or are working towards LEED gold certifications, while three buildings have LEED silver certifications.

*The list of old buildings and their levels of LEED certification can be found [here](#).
The full list of renewable energy and sustainable building initiatives can be accessed [here](#).*

5. Has the medical school implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?

2	Yes, the medical school has implemented strategies to encourage and provide environmentally-friendly transportation options such as safe active transport, public transport, or carpooling and these options are well-utilized by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default.
1	The medical school has implemented some strategies to provide environmentally-friendly transportation options, but the options are unsatisfactorily accessible or advertised.
0	The medical school has not implemented strategies to encourage and provide environmentally-friendly transportation options.

Score explanation: The Georgetown University campus at large and the Georgetown University School of Medicine has implemented strategies that encourage and provide [environmentally friendly transportation services](#) for students and staff. The [Georgetown University Transportation Shuttle \(GUTS\)](#) is a free shuttle bus that is available for all medical students, law students, and undergraduates. It uses a biodiesel fuel (B20 when available). Additionally, faculty, employees, and staff at the University and MedStar Georgetown University Hospital can access GUTS services. The GUTS buses operate along four routes, connecting the main campus with two Washington Metropolitan Area Transit Authority (Metro) stops. Other options for transportation include car shares and bicycles. The University is officially a [Bicycle-Friendly Campus](#) with bike racks located throughout the campus. There is no on-campus Parking for undergraduate students offered. On-campus parking is given priority to carpool parking for faculty and staff. The parking decks for faculty, staff and visitors also have electric vehicle charging spots.

6. Does your medical school have an organics recycling program (compost) and a conventional recycling program (aluminum/paper/plastic/glass)?

2	Yes, the medical school has both compost and recycling programs accessible to students and faculty.
1	The medical school has either recycling or compost programs accessible to students and faculty, but not both.
0	There is no compost or recycling program at the medical school.

Score explanation: Georgetown University has an organics [recycling](#) and [composting program](#). The University reports that each month, 25 tons of organic food waste are composted from the University's main dining hall, Leo O'Donovan Hall. This accounts for roughly 90% of the dining hall's waste. In the 2018-2019 academic year, Georgetown's recycling program began its transition to a [single stream recycling system](#) to make recycling more manageable for the community and to lessen waste contamination. The recycling program is accessible to medical students on-campus, but the composting program is not.

7. Does the medical school apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?

3	Yes, the medical school has adequate sustainability requirements for food and beverages, including meat-free days or no red-meat, and is engaged in efforts to increase food and beverage sustainability.
2	There are sustainability guidelines for food and beverages, but they are insufficient or optional. The medical school is engaged in efforts to increase food and beverage sustainability.
1	There are sustainability guidelines for food and beverages, but they are insufficient or optional. The medical school is not engaged in efforts to increase food and beverage sustainability.
0	There are no sustainability guidelines for food and beverages.

Score explanation: The [on-campus dining at Georgetown](#) aims to use local and organic food. Thirty percent of food is from within 150 miles and 40% within 250 miles. All milk purchased is hormone-free and all eggs are cage-free. All seafood meets [Monterey Bay Seafood Watch Guidelines](#). There is a preference for fair-trade products and all coffee is fair-trade certified. There are vegetarian and vegan options, which have been nationally recognized for the diverse options. Food waste is composted and solid waste is converted into energy through an Energy from Waste facility nearby. "Energy generated allows the plant to be self-sustainable and is used to power area homes and businesses." The dining halls also aim to conserve water by using trayless dining and automatic sinks.

8. Does the medical school or associated institution apply sustainability criteria when making decisions about supply procurement?

3	Yes, the medical school has adequate sustainability requirements for supply procurement and is engaged in efforts to increase sustainability of procurement.
2	There are sustainability guidelines for supply procurement, but they are insufficient or optional. The medical school is engaged in efforts to increase sustainability of procurement.
1	There are sustainability guidelines for supply procurement, but they are insufficient or optional. The medical school is not engaged in efforts to increase sustainability of procurement.
0	There are no sustainability guidelines for supply procurement.

Score explanation: There are currently no sustainability guidelines for supply procurement for the medical school.

9. Are there sustainability requirements or guidelines for events hosted at the medical school?

2	Every event hosted at the medical school must abide by sustainability criteria.
1	The medical school strongly recommends or incentivizes sustainability measures, but they are not required.
0	There are no sustainability guidelines for medical school events.

Score explanation: Other than trying to have most large gatherings outdoors, there are no sustainability guidelines for events hosted at the medical school.

10. Does your medical school have programs and initiatives to assist with making lab spaces more environmentally sustainable?

2	Yes, the medical school has programs and initiatives to assist with making lab spaces more environmentally sustainable.
1	There are guidelines on how to make lab spaces more environmentally sustainable, but not programs or initiatives.
0	There are no efforts at the medical school to make lab spaces more sustainable.

Score explanation: Much of the lab buildings are powered by solar power, but there are currently no specific programs or initiatives.

11. Does your institution's endowment portfolio investments include fossil-fuel companies?

4	The institution is entirely divested from fossil fuels and has made a commitment to reinvest divested funds into renewable energy companies or renewable energy campus initiatives.
3	No, the institution is entirely divested from fossil fuels.
2	The institution has partially divested from fossil fuel companies or has made a commitment to fully divest, but currently still has fossil fuel investments.
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.

Score explanation: On February 6, 2020, The Georgetown University Board of Directors adopted a policy on [Impact Investments and Fossil Fuels](#). Among the principles in this policy, the university will divest from private investments with a primary focus of extracting or exploring fossil fuels. The goal is to divest from these private investments as early as possible, but within the next 10 years. Additionally, within this policy the university hopes to divest from public investments within 5 years. Previously, in 2015 and 2017, Georgetown committed to divesting from coal and tar sands, respectively.

Section Total (20 out of 31)	B-
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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 a weighted average of the section grades, with curriculum receiving a higher weight owing to its larger number of metrics. 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%

**Within each grade bracket, a score in the top 5% (5 to 9%), receives a "+", and a score in the bottom 5% (0-4%) receives a "--". For example, a percentage score of 78% would be a B+.*

Planetary Health Grades for the Georgetown University School of Medicine

The following table presents the individual section grades and overall institutional grade for the Georgetown University School of Medicine on this medical-school-specific Planetary Health Report Card.

Section	Raw Score	Letter Grade
Planetary Health Curriculum (30%)	$(35 / 69) \times 100 = 50.72\%$	C
Interdisciplinary Research (17.5%)	$(11 / 17) \times 100 = 64.71\%$	B-
Community Outreach and Advocacy (17.5%)	$(7 / 14) \times 100 = 50.0\%$	C
Support for Student-led Planetary Health Initiatives (17.5%)	$(10 / 15) \times 100 = 66.67\%$	B
Campus Sustainability (17.5%)	$(20 / 31) \times 100 = 64.52\%$	B-
Institutional Grade	58.25%	C+