



Planetary Health Report Card:

Warren Alpert School of Medicine at Brown University



BROWN
Alpert Medical School

2021-2022 Contributing Team:

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Summary of Findings

Overall	C
<u>Curriculum</u>	C +
<ul style="list-style-type: none"> • While the core curriculum at Brown includes a range of planetary health content, these topics are usually briefly mentioned. The curriculum also has no clearly defined longitudinal objectives regarding planetary health. • Recommendations: Brown has made progress in its curriculum and should aim to longitudinally integrate the health and environmental impacts of climate change in its curriculum as well as challenge students to think critically and act on issues of planetary health and injustice. The importance of the subject should be emphasized and connected to not just social medicine but also to scientific and clinical based knowledge. 	
<u>Interdisciplinary Research</u>	C-
<ul style="list-style-type: none"> • Alpert Medical School (AMS) has several faculty focused on planetary health research. The Ruth Sauber Medical Education Fund for Planetary Health allows for students to pursue research in this field. The medical school does not have a department supporting environmental research or mechanisms for community input. • Recommendations: AMS can better support planetary health research by increasing collaboration with both the Institute at Brown for Environment & Society, the School of Public Health, and the Office of Sustainability. 	
<u>Community Outreach and Advocacy</u>	F
<ul style="list-style-type: none"> • AMS has made no significant progress in planetary health community outreach and advocacy this year, despite opportunities for meaningful change and advocacy at the state and local level. Previous lecture series have not been continued despite ongoing relevance. This is an area in which AMS should be doing more. • Recommendations: There are several successful student outreach initiatives focused on sexual health, social justice, and housing advocacy which could serve as models for student outreach. AMS ECo should reach out to RI organizations including Sunrise Providence which have been successful community partners in the past. 	
<u>Support for Student-Led Initiatives</u>	C
<ul style="list-style-type: none"> • Support for student-led initiatives is strong at AMS, but organization and action of student groups has been disrupted in various ways due to the COVID-19 pandemic. Student-led initiatives surrounding planetary health can be small and are often isolated from one another. • Recommendations: Student-led groups should collaborate in pursuit of larger goals regarding curriculum implementation, promotion of interdisciplinary research on planetary health, and work with the larger Brown planetary health community. Involving Brown's Program in Liberal Medical Education students in medical school activities would be helpful in generating sustained momentum for student initiatives. 	
<u>Campus Sustainability</u>	C+
<ul style="list-style-type: none"> • Brown University continues to progress towards its goal of carbon neutrality by 2040, with its three solar plants on track to open in March of 2022. AMS remains disconnected from the Office of Sustainability. • Recommendations: In addition to reducing emissions through carbon offset, the university should continue to promote increased renewable energy generation throughout New England as AMS receives all its power from the ISO-NE grid. AMS should form closer ties with the undergraduate campus and its resources. 	

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 elicit 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.

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: The Warren Alpert Medical School offered a new semester-long preclinical elective titled Planetary Health last year. This was led by a Brown faculty member, Dean Katherine Smith, in collaboration with medical students. The elective focused on the impact of climate change on patterns of infectious disease and sought to answer the question: "will a warmer world be a sicker world"? The elective featured speakers, small group discussions and individual assignments.</i></p> <p><i>Additional electives which include content on planetary health include Wilderness & Environmental Medicine (post-clerkship), Wilderness Medicine, Advocacy in Action, and Practical Skills in EMS and Disaster Response.</i></p>	

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 M1 core curriculum at Brown, the course Health Systems Science includes a lecture titled “Occupational Health and Climate Change” which explores the intersections of global warming and health risks. Specifically, the lecture covered heat-related disorders, increased mortality during heat waves, and individual risk factors with one to two slides dedicated to each topic. Other lectures and small group assignments during the first semester of the M1 curriculum briefly discussed this relationship.</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: As part of the M1 core curriculum at Brown, the course Health Systems Science includes a lecture titled “Occupational Health and Climate Change” which briefly covers the topic of extreme weather and individual health. Specifically, the lecture mentions changes in precipitation resulting in stronger hurricanes, floods, droughts, and sea-level changes leading to human injury, death and population displacement over two slides. Another lecture, Introduction to Environmental Factors in Health, discussed natural disasters and their rippling health effects.</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: As part of the first-year course Health Systems Science at Brown, the lecture “Occupational Health and Climate Change”, global warming resulting in wider and longer transmission of vector-borne diseases such as West Nile, Lyme and Malaria is discussed over three slides. This impact is also briefly discussed during the Microbiology/Infectious Disease block in the spring semester of the M1 curriculum.</i></p>	

5. Does your medical school curriculum address the respiratory health effects of climate change and air pollution?

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: As part of the M1 core curriculum at Brown, the course Health Systems Science includes a lecture titled “Occupational Health and Climate Change” which discusses the relationship between greenhouse gasses, climate change, and respiratory/allergic disorders. Specifically, the lecture goes over the dramatic increase in atmospheric carbon dioxide and methane levels over the past few decades and exacerbations of asthma, COPD, and allergic rhinitis due to atmospheric ozone, particulate matter, and increased pollen production. This is discussed over ten slides including infographics.

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.

Score explanation: As part of the required first-year course Health Systems Science at Brown, the lecture “Occupational Health and Climate Change” briefly mentions the relationship between climate change and cardiovascular health effects in its exacerbation of coronary artery disease over one slide.

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.

Score explanation: As part of the M1 core curriculum at Brown, the course Health Systems Science includes a lecture titled “Occupational Health and Climate Change” that mentions mental health consequences including anxiety, worry, depression and despair, and PTSD in association with climate change.

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: As part of the first-year course Health Systems Science at Brown, the lecture “Introduction to Environmental Health Factors” discusses the plethora of climate change impacts including effects on crops, livestock and fisheries over two slides. A small group assignment in the same course requires students to present on an assigned environmental health topic, the majority of which involved the relationships presented above.

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: As part of the required first-year course Health Systems Science at Brown, the lecture “Occupational Health and Climate Change” has one slide that reveals populations in which climate change worsens existing socioeconomic inequities. The slide lists people with low-incomes, people belonging to minority groups, immigrants, women, children, older adults, individuals with chronic disease and/or disabilities without going into further detail about each group. The lecture “Introduction to Environmental Health Factors” also has one slide that discusses how children are unequally burdened by environmental factors, where 25% of childhood deaths are due to preventable environmental factors including infectious and respiratory diseases.

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: As part of the first-year course Health Systems Science at Brown, the lecture “Occupational Health and Climate Change” briefly discussed the relationship between climate change and global social injustice. The lecture mentions how “countries with most GHG emissions suffer the least”, and “countries with the most greenhouse gas emissions suffer the most” over two slides. The lecture also briefly discusses the role of climate change in the Syrian Civil War, where drought and food shortages played a role in socioeconomic and political instability leading to armed conflict. A required small group assignment includes student presentations on the deleterious impact of climate change on small island nations.

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: As part of the first-year course Health Systems Science at Brown, the lecture “Introduction to Environmental Health Factors” has one slide that discusses mercury toxicity in prenatal care and pediatrics.

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: As part of the first-year course Health Systems Science at Brown, lead poisoning disparities in Rhode Island are discussed via a dedicated lecture. Superfund sites in

Rhode Island and the Brown Superfund Research Program are also mentioned in a separate lecture.

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.

Score Explanation: The required first-year course Health Systems Science at Brown included a lecture titled "Native American Health" that discusses the important connections between indigenous populations, land, food sovereignty, and health outcomes. Planetary health solutions and conservation practices were not discussed.

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.

Score Explanation: As part of the M1 core curriculum at Brown, the course Health Systems Science includes a lecture titled "Addressing Disparities: The Important Impact of Where a Child Lives" which thoroughly and specifically discusses the disproportionate impact of lead exposures in Rhode Island children. Lead exposure is more common in children living in poverty and/or in older housing. A separate lecture discusses the large number of Superfund sites in the state of Rhode Island and a trend of placement near poorer communities. Through a new small group assignment on Environmental Health and Justice this year, MS1 students researched and prepared presentations on Climate Migration & Environmental Refugees, Water Insecurity in Native American Populations in the USA and Endocrine Disruptors and Children's Health. Through this assignment, students were able to learn about environmental justice disparities at local, regional and global levels.

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: Plant-based diets are not discussed as part of the M1 core curriculum at Brown but are briefly explored in the Planetary Health elective. An assigned reading in the elective this year was a New York Times op-ed titled “The End of Meat Is Here” by author Jonathan Safran Foer. Another elective, Food and Health, is focused on nutrition and health.</i></p>	

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.
<p><i>Score Explanation: The Planetary Health elective included panel discussions which included emergency medicine doctors at Rhode Island Hospital, Kent Hospital, and the Miriam Hospital. They discussed efforts to quantify the carbon footprint and talked about recent estimates that health care generates ~10% of US carbon generation.</i></p>	

17. Does your medical school curriculum cover these components of sustainable clinical practice in the <u>core</u> 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 de-prescribing 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
<i>Score Explanation: There are brief mentions of and advocacy against overutilization of tests and overprescription of certain medications in several lectures, but they do not address the environmental impact of these practices.</i>	

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
<i>Score Explanation: In the Planetary Health elective, a guest lecturer (Dr. Kyle Denison Martin), provided ways to conduct an environmental exposures questionnaire during patient encounters. A panel of physicians at the end of the course also discussed ways to carry out productive conversations with patients about the health effects of climate change and its mental health effects on both children and adults.</i>	

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: As part of the year one Doctoring curriculum at Brown, the medical interview includes an exposure history where students learn to ask questions about environmental exposures and hazards at home and at work. Questions include “Have you ever changed or wanted to change your residence due to a health concern?” “is there anything about your current physical home and neighborhood that might be impacting your health?” and “are you exposed to any health hazards at work such as chemicals and dust?”

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.

Score Explanation: The student-led Planetary Health Curriculum Committee is currently in the process of adding planetary health related material to most courses in the pre-clinical educational sequence. The Office of Medical Education has expressed support for this effort and encouraged meeting with course leaders to discuss appropriate inclusion within each course. However, no major improvements or curriculum changes have been planned.

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.

Score Explanation: While Alpert Medical School (AMS) course leaders have allocated standalone lectures focused on environmental health and climate change, subsequent references to planetary health are mostly absent from the curriculum. The student-led Planetary Health Curriculum Committee is currently in the process of increasing mentions of planetary health into subsequent course material following the first semester of M1 and its dedicated standalone lectures.

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: AMS does not have a specific faculty/staff member responsible for this aspect of curricular integration nor are there any plans in place for the designation of such a position.

Section Total (41 out of 69)	C+
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Are there additional curriculum resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.

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:</i> There are several AMS-affiliated investigators with a primary research focus in planetary health, specifically the human health consequences of environmental/occupational toxin exposures and reducing hospital waste. Dr. Kim Boekelheide and Dr. Agnes B. Kane are both Professors of Pathology and Laboratory Medicine at Brown and focus on environmental exposures. Dr. David A. Savitz, Professor of Epidemiology with joint appointments in OB/GYN and Pediatrics at AMS, conducts research on the health effects of environmental agents on reproductive health outcomes. In addition, Drs. Katelyn Moretti and Kyle Denison Martin, both Assistant Professors of Emergency Medicine, are working with several medical students to reduce waste in the emergency department at Miriam Hospital and Kent Hospital. In May 2022, AMS will introduce the Ruth Sauber Medical Education Fund for Planetary Health. This new initiative will allow third and fourth year medical students to pursue a gap year conducting research projects related to planetary health. To our knowledge, there are no AMS faculty with a primary research focus on healthcare sustainability. Although planetary health researchers exist at Alpert Medical School, it is important to note that they make up a very small percentage of Brown researchers. Additional research efforts should be focused on other topics including health consequences of extreme temperatures, vector-borne diseases, and air pollution.</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.
<i>Score Explanation: While the Institute at Brown for Environment & Society (IBES) supports research at the undergraduate, masters, and doctoral levels, there is no formal system at Alpert Medical School to allow medical students to engage in planetary health research through IBES.</i>	

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.
<i>Score Explanation: To our knowledge, AMS does not have a longitudinal mechanism for community members to prioritize research focused on climate change and the environment.</i>	

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.

Score Explanation: Brown University has a website, [Sustainability at Brown](#), that features relevant news, student-led efforts, interdisciplinary collaboration, global engagement, and opportunities for students to get involved. Vivo.Brown.Edu is a comprehensive, searchable catalog of researchers and their interests/publications. However, there is no centralized website dedicated to planetary health at AMS.

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: IBES has hosted multiple mini-lecture series and discussions alongside small-scale conferences such as the Future of Sustainable Investing Conference within the past three years, but no conferences or symposiums this year.

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: AMS has joined both the Planetary Health Alliance and the Global Consortium on Climate and Health Education. Academic institution PHA members are listed here (<https://www.planetaryhealthalliance.org/pha-members>) and consortium members are listed here (<https://www.publichealth.columbia.edu/research/global-consortium-climate-and-health-education/list-gcche-member-institutions>).

Section Total (7 out of 17)	C-
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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: The Brown Office of Sustainability offers limited opportunities for students to engage with community organizations, particularly in the reuse of useful items after each academic year (Clean Break). Alpert Medical School does not have any formal opportunities or partnerships for students to engage with local organizations to promote planetary and environmental health.</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.
<p><i>Score Explanation: Alpert Medical School does not offer any courses or events on planetary health that are specifically targeted to community members.</i></p>	

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: Medicine@Brown, a magazine sent to alumni and students, occasionally includes articles about planetary health topics. The daily Today@Brown e-newsletter for students also occasionally includes information about planetary health-related events. However, there are no formalized university update communications that provide regular coverage of planetary health topics.

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: In 2021 the Alpert Medical School and affiliated hospitals did not offer any continuing medical education courses related to planetary health or sustainable healthcare. No relevant results were found on the school's CME portal when searching for "planetary health," "climate change," or "environmental health." Courses listed in the previous report card are no longer offered.

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.

Score Explanation: There are no online resources about environmental health exposures available for patients at any of Alpert Medical School's affiliated hospitals.

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.

Score Explanation: There are no online resources about climate change health impacts available at any of Alpert Medical School's affiliated hospitals.

Section Total (2 out of 14)	F
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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.

Score Explanation: The medical school supported an initiative by a student interest group to implement composting and single-stream recycling programs at the medical school and all affiliated buildings. The composting and recycling programs were implemented in 2019 and continue to be funded by the medical school and maintained by the Brown Facilities Department. This demonstrates the medical school administration's willingness to support student-driven sustainability initiatives.

However, although IBES offers research, training, and travel awards for PhD students conducting environmental research, there are currently no distinct grants for medical students to establish new sustainability initiatives.

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.

Score Explanation: There is one distinct scholarship that was created in the 2021-2022 academic year to provide a stipend and living fees to a student conducting a year-long research project related to planetary health. However, this program does not provide the specific funding to carry out the project, which the student must seek from their faculty mentor. Furthermore, there is a diversity fellowship that often engages with environmental activism, but it is not explicitly for planetary health affairs. Students can apply for summer funding for research assistantships in fields of interest, including planetary health and sustainable healthcare projects, as long as a medical school faculty member supports the project.

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. To find this information, the medical school website links to Brown.Vivo.edu which includes AMS faculty and their interests. Students can search for faculty or for the specific interests of the faculty. The medical school website also links to The Institute at Brown for Environment and Society, which has a page including all university faculty working with IBES, several of whom are affiliated with 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: AMS ECo is the student-led group that promotes the intersection of health and environment. It is funded by the school, and while there are no faculty formally listed on its roll (as it is a student-led group), there are multiple AMS faculty that are aware of ECo and are sympathetic toward its activities. Furthermore, the previous Planetary Health Task Force (no longer active in 2021-2022 academic year) was voluntarily advised by various faculty members and identified initiatives and goals for integrating planetary health into the medical school curriculum and mission. From the Planetary Health Task Force came the current Planetary Health Integration Committee, a working student group with faculty support, which seeks to include relevant slides and learning objectives in the existing curriculum. AMS BrANCH (Brown Agriculture, Nutrition, and Community Health) was another student-led group that works with community partners to establish green spaces and teach environmental health and nutrition curriculum at a local elementary school. Their efforts for the 2021-2022 year were put on hold indefinitely due to COVID restrictions.

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.

Score Explanation: There is no student specifically representing sustainability on any medical school or institutional decision-making council. Though the Planetary Health Integration Committee (currently active) is composed of students and supportive faculty, the groups were never established with official decision-making powers.

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: Organized agriculture and sustainable food systems: There was an organized volunteer event with Hope's Harvest in the Fall of 2021. In the past, BrANCH and students involved in a Diabetes Health Equity Zone grant have been involved in the growth of community gardens in Providence but this was paused during the COVID-19 pandemic.</i></p> <p>Panels, speaker series, or similar events: <i>In the past, the medical school sponsored a lecture series in the fall of 2020 called "Decoding Disparities" which examined "how the effects of systemic racism, climate change and social determinants of health have disproportionately and adversely impacted the health of Black and Indigenous individuals and people of color in America." There was a specific lecture in this series titled "The Climate Gap: How Climate Change Increases Health Disparities" and several other lectures that touched on the links between the environment and health disparities. Furthermore, there is a partnership with the Office of Sustainability to have a climate change and health lecture each year. Though the structure to host these events exist and have been utilized in the past, none of these lectures have taken place in the 2021-2022 academic year.</i></p> <p>Events in which students learn directly from members of a local environmental justice community: <i>Apart from the topic's inclusion in the 1st year academic curriculum, there were no such institution-sponsored events this year.</i></p> <p>Cultural arts events, installations, or performances: <i>There are no such institution-sponsored events.</i></p> <p>Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts: <i>An organized volunteer opportunity occurred during Fall 2021.</i></p> <p>Wilderness or outdoor programs: <i>AMS offers a student orientation program for incoming first years called First-year Orientation at Alpert Med. It has two divisions, one of which, called FOAM Out, includes backpacking and camping as trip options. There is an elective, Wilderness Medicine, that has a backpacking trip and follows leave no trace principles.</i></p>	

Section Total (8 out of 15)	C
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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: Brown maintains an active Office of Sustainability with eight full time staff members and several undergraduate interns. There is no specific staff member assigned to the medical school and/or affiliated hospitals.</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: Brown University (including AMS) is not currently carbon neutral. However, Brown’s sustainability plan proposes to achieve carbon neutrality by 2040 or earlier via carbon offset,</i></p>	

renovation of the main campus heat generation plant, and construction of net-zero buildings. This carbon offset will be achieved through investment into a Texas wind farm and three solar farms in Rhode Island, all three of which are currently set to open in March of 2022.

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 building does not have any on-site renewable energy sources. The building is supplied by the ISO-New England grid, a part of the Eastern interconnection grid. Renewables made up 16.7% of energy sources contributing to net energy for load (NEL). Nuclear energy comprised 23% of energy sources. Most of the remaining energy needs were sourced from gas (46%) with less than 1% sourced from coal and oil.

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: The medical school is housed in a renovated building that previously served as the headquarters of a jewelry manufacturing company. The building was completed in 2011 and achieved a LEED Gold rating in 2012. All new construction on Brown's campus must be at least LEED Silver compliant. This is unchanged from the previous year.

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.
<p><i>Score Explanation: AMS generally discourages commuting to school via automobile, as students must pay for on campus parking or utilize metered street parking. Bus rides across the Rhode Island Public Transit Authority (RIPTA) system are free to all members of the Brown community via ID card. In recent years, the university's Office of Sustainability conducted a review of medical student commuting behaviors and suggested the implementation of a carpooling network for students, expanded shuttle schedules, and more secure and accessible bike storage. The university has since expanded shuttle service to the medical school and added additional bike racks beside the AMS building. Brown supports a partnership between the city of Providence and Spin Bikes/Scooters but has no financial stake in the partnership; the Office of Transportation does offer several resources including free bike repair through a community organization (Bikes at Brown). There are two electric vehicle charging stations across the street from the medical school, but this is not a student parking lot.</i></p>	

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.
<p><i>Score Explanation: AMS has a longstanding aluminum, paper, plastic, and glass recycling program. The medical school began implementing its composting program in 2019, which currently consists of composting bins in each of the three student lounges.</i></p>	

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.
<p><i>Score Explanation: There is one third party food vendor located within the medical school building. It is not required by the university to adhere to any food sustainability standards. The medical school utilizes Brown Dining's catering service for school sponsored events but does not participate in catering's "Green Event" option, which includes sustainably sourced food and reusable dining ware. Food is usually served in paper containers with plastic utensils, and food waste is composted.</i></p>	

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.
<p><i>Score Explanation: Brown University provides its departments with broad sustainability guidelines to steer their sourcing decisions. The university has banned the purchase of any furniture containing flame retardants, and GreanSeal and Eco certified cleaning products are used exclusively in all university buildings. AMS does not have any specific sustainability criteria for the sourcing of its other materials. This category is unchanged from the previous year.</i></p>	

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.
<p><i>Score Explanation: Neither Brown University nor AMS have sustainability requirements or criteria for events hosted at the medical school. However, medical school staff do undertake measures to make</i></p>	

events paper-free. The student group (Brown Green Events) listed in the previous report is defunct as of the time of writing.

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: Across Brown, an initiative to reduce lab ventilation during unoccupied periods was implemented a few years ago. The labs of the medical building require 24/7 ventilation, but unoccupied ventilation rates were deemed satisfactory after inspection by an industrial hygienist. In addition, Brown has a laboratory ventilation management team that meets quarterly to review energy and safety initiatives. Lab ventilation standards have been developed and continued measures are being evaluated to reduce energy use from fume hoods and sash positions. This category is unchanged from the previous year.

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: Brown University and the Office of Investment have few hard requirements for its fund managers (no investment in tobacco, no investment in companies who do business in Sudan). President Paxton announced a commitment to divest from fossil fuel extraction in March 2020. The Investment Office Endowment Report for 2021 states “fossil fuel-based energy investments, previously a component of the Real Assets category, are now a trivial amount of illiquid capital that represents exposure of effectively zero;” Managing Director Peter Levine clarified this as a reduction of fossil fuel investments from approximately 5-6% to less than 0.5% of the endowment. Furthermore, he emphasized the endowment has no financial or strategic incentive to pursue investment in fossil fuels and has selected its fund managers with this in mind.

Section Total (18 out of 31)	C+
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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 Warren Alpert Medical School of Brown University

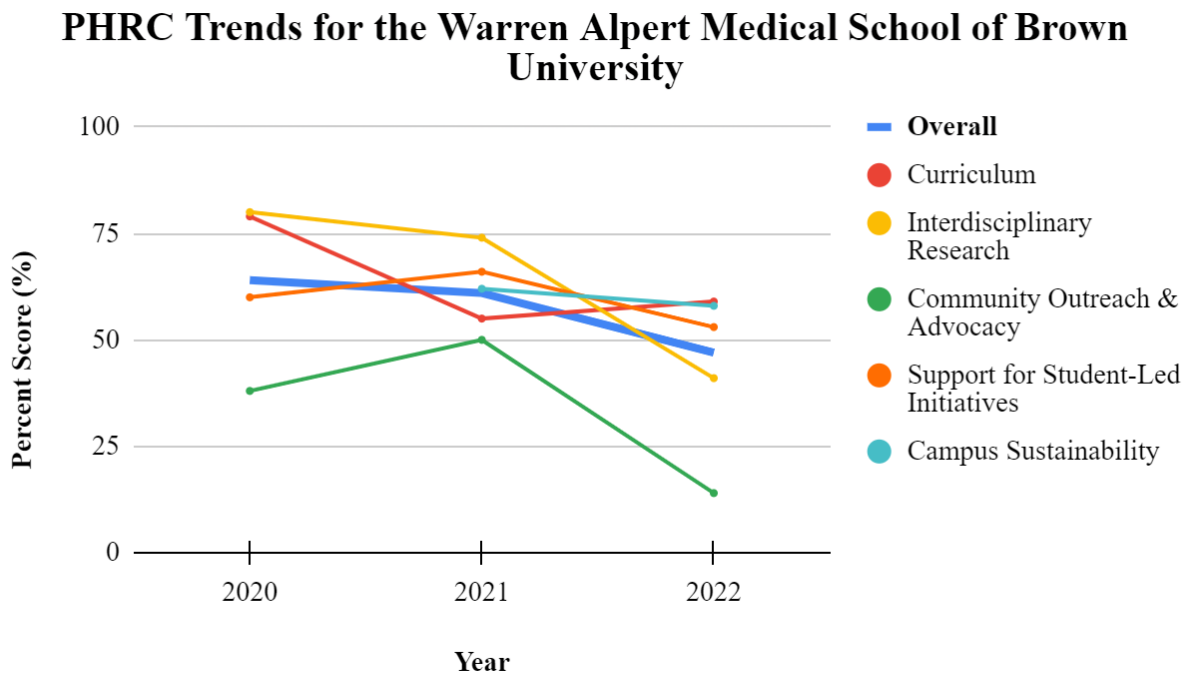
The following table presents the individual section grades and overall institutional grade for the Warren Alpert Medical School of Brown University on this medical-school-specific Planetary Health Report Card.

Section	Raw Score	Letter Grade
Planetary Health Curriculum (30%)	$(41 / 69) \times 100 = 59.42\%$	C+
Interdisciplinary Research (17.5%)	$(7 / 17) \times 100 = 41.18\%$	C-
Community Outreach and Advocacy (17.5%)	$(2 / 14) \times 100 = 14.29\%$	F
Support for Student-led Planetary Health Initiatives (17.5%)	$(8 / 15) \times 100 = 53.33\%$	C
Campus Sustainability (17.5%)	$(18 / 31) \times 100 = 58.06\%$	C+
Institutional Grade	47.03%	C

Report Card Trends

Section Overview

This graph demonstrates trends in overall and section grades for the years in which Alpert Medical School has participated in the Planetary Health Report Card initiative.



(Note: Trends represent some changes by AMS and Brown University but also include changes to section grading over the three years of participation in the PHRC initiative)