



Planetary Health Report Card (Medicine): *University of Maryland School of Medicine*



UNIVERSITY *of* MARYLAND
SCHOOL OF MEDICINE

2022-2023 Contributing Team:

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Summary of Findings

Overall	D
<u>Curriculum</u>	C-
<ul style="list-style-type: none"> The University of Maryland School of Medicine has improved on the longitudinal integration of planetary health content in the core curriculum, at the expense of a critical broad-stroke lecture on climate change and human health previously delivered to second-year medical students. Pre-clerkship electives this past year have covered climate change to a much greater degree than the previous year, and promisingly, these electives have prioritized exploring the intersectionality of climate change with other social justice topics. Recommendations: Prioritize longitudinal integration of planetary health into the pre-clerkship curriculum through methodical inclusion of bite-sized planetary health content into every relevant course block. Strategic action is needed to fill the gap left by the redacted climate & health standalone lecture. Continue weaving planetary health into existing pre-clerkship electives, and consider establishing a standalone climate change & health elective if sufficient momentum exists. 	
<u>Interdisciplinary Research</u>	D
<ul style="list-style-type: none"> The University of Maryland School of Medicine lacks significant planetary health research, has zero institutional research grant support, and has no dedicated planetary health research department or website. The School of Medicine does not collaborate with either environmental justice groups or local communities to set an environmental health research agenda. Recommendations: Join the Global Consortium on Climate and Health Education and create a dedicated planetary health webpage collating relevant faculty researchers and intramural environmental health publications. Prioritize environmental health research in seed grant programs, encourage recruitment of planetary health researchers and educators, and partner with local environmental justice groups to identify high-priority research needs. 	
<u>Community Outreach and Advocacy</u>	F-
<ul style="list-style-type: none"> The University of Maryland School of Medicine currently maintains no partnerships with organizations whose primary concern is planetary health and education. Notably, the institution has plans to incorporate environmental service learning opportunities in the future to the Practice of Medicine service learning requirement - however, no opportunities currently exist. There is currently no easily accessible resource provided by the School of Medicine to its students and the general public regarding climate, environmental health, environmental exposures. Recommendations: Continue to build out preliminary planetary health service learning options through the Practice of Medicine course. Local organizations such as the Baltimore Tree Trust, Friends of Great Kids Farms, 4MyCiTy, and South Baltimore Land Trust can provide educational space and communication for the local community to learn more about planetary health and climate change. 	
<u>Support for Student-Led Initiatives</u>	C
<ul style="list-style-type: none"> The University of Maryland School of Medicine does not actively promote environmental health research or offer funding specifically for sustainability-focused projects. While student-led groups exist, such as Medical Students for a Sustainable Future and the Wilderness Medicine Interest Group, there is no School of Medicine-led initiative or centralized resource dedicated to promoting planetary health. Recommendations: Host an Environmental Health Research roundtable through the Office of Student Research. Expand funding and opportunities for students to create and implement sustainability QA/QC 	

efforts in the campus community. Create a centralized resource/database/website for students interested in pursuing planetary health-focused projects and initiatives.

Campus Sustainability

C-

- The UMB Office of Sustainability has collated existing sustainability projects on campus and has made great strides to align UMB with new statewide guidance for higher education institutions and improve campus commitment to energy efficiency and waste reduction. Still, the University System of Maryland has not fully divested from fossil fuels and institutional investment in climate change resilience and mitigation needs improvement.
- **Recommendation:** Scale up fossil fuel divestment and explore strategic investment in institutional waste reduction strategies. Collaborate with the Baltimore Office of Sustainability to explore equitable strategies to improve low-emission infrastructure in and around campus. Continued funding towards the UMB Office of Sustainability is critical to ensure momentum on campus-wide sustainability efforts.

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 “the health of human civilisation and the state of the natural systems on which it depends.” 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.
- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.
- **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 (e.g. undergraduate departments (USA), other related departments (e.g. 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 examples).

Added to our resources last 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 <u>medical school</u> 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:</i> UMSOM offered three electives in which climate change was covered in single, standalone lectures.</p> <ul style="list-style-type: none"> (1) In the Occupational and Environmental Medicine Track, climate change and health was covered in one 3-hour session, with broad coverage of health-related effects, effects on workers, and mitigation/adaptation strategies. (2) In the Global Health Track, climate change and health is covered in a standalone lecture focused on health-related effects and implications for human rights, food insecurity, displacement, and risk reduction for vulnerable populations. (3) In the Humanism elective, students engaged in a large group panel discussion on the implications of climate change on medical students/physicians and then engaged in small group discussion on the effects of Hurricane Katrina on patients in New Orleans. 	

Curriculum: Health Effects of Climate Change

2. Does your <u>medical school</u> 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:</i> Heat was covered in one slide in the Nephrology core curriculum to discuss the expanding kidney stone belt as a result of climate change-related changes in temperature. Heat as a climate change-related health risk was briefly covered in the Global Health Track but was not explored in depth. Heat as a climate change-related health risk was briefly covered in the pre-work for the Occupational and Environmental Medicine Track. Heat as a climate change-related health risk was briefly covered in the pre-work for the Humanism elective discussion on climate change and health.</p>	

3. Does your <u>medical school</u> 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:</i> The Global Health Track discussed the impacts of extreme weather events and sea level rise on vulnerable populations, particularly in resource-limited settings abroad.</p>	

4. Does your <u>medical school</u> 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:</i> In the Brain and Behavior block, there is a single slide that cites climate change and the evolving host reservoir patterns as a major contributor to increased transmission of arboviruses. In a lecture on coronaviruses, the lecturer explained that climate change will continue to increase the zoonotic emergence of new viruses. In a skin and soft tissue infection lecture, climate change is cited as a risk factor for the increasing incidence of hand foot mouth disease.</p>	

5. Does your <u>medical school</u> curriculum address the respiratory health effects of climate change
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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: The effects of air pollution on asthma prevalence and pathophysiology was discussed at length during Dr. Nidhi Kotwal's lecture on asthma, and students completed one question on air pollution-mediated asthma physiology on an individual readiness assessment (IRAT) prior to an asthma small group session. The effects of air pollution on cancer prevalence was briefly discussed during Dr. Scilla's lecture on management of patients with lung cancer.

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: In a cardiac physiology lecture, heat was mentioned as a modulator of cardiac homeostasis in the powerpoint notes, but not included in the lecture slides. Given the lack of inclusion of heat stress in the slide deck itself, in addition to the lack of connection between climate change and heat stress, this section was awarded 0 points.

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: In the Brain and Behavior block, air pollution is cited as a major modifiable risk factor for dementia. Due to a lack of elaboration and minimal coverage of this topic, it was awarded 0 points.

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.
<p><i>Score explanation:</i> The Global Health track spoke on dwindling resources and downstream tensions from climate change in the lecture “Climate Change.” This lecture focused on decreased food and water security, citing increasing tensions with Pakistan and surrounding neighbors due to water scarcity. The Occupational and Environmental Medicine elective also covered this topic in its Climate Change session, in which the impacts of food and water security and ecosystem degradation by climate change on migration and population dynamics were highlighted.</p>	

<p>9. Does your <u>medical school</u> 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?</p>	
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:</i> The Global Health track continually intertwines climate change and global health through many of its lectures and presentations. Specifically, the lecture titled “Climate Change” focused on the disproportionate effect of climate events on countries and citizens of lower socioeconomic class, emphasizing examples such as Pakistan’s 2023 floods. Discussions of increased domestic abuse and violence towards women was discussed, emphasizing the magnification of these occurrences in lower income communities who are disproportionately affected by climate events.</p>	

<p>10. Does your <u>medical school</u> curriculum address the unequal regional health impacts of climate change globally?</p>	
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:</i> In the Renal Block, a lecture on nephrolithiasis covered the northward migration of the “kidney stone risk belts” due to climate change. The Global Health track continually intertwines climate change and global health through many of its lectures and presentations. Specifically, the lecture titled “Climate Change” focused on the disproportionate effect of climate events on countries and citizens of lower socioeconomic class,</p>	

emphasizing examples such as Pakistan’s 2023 floods. The importance of women and indigenous people’s voices in the climate change sphere were discussed, including the push to increase the number of women advocates at the COP27 meeting and work of Barbados Prime Minister Mia Mottley on the loss and damage climate fund.

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: This topic has been covered in multiple sessions of the Occupational and Environmental Medicine elective including the session on endocrine disruptors. Specifically mentioned were the reproductive toxins lead, cadmium, bisphenol A, industrial solvents such as toluene, and pesticides such as dibromochloropropane.

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: In a lecture titled “Health of Baltimore,” ground and air toxins from Baltimore’s Sparrow Point industrial plants were cited as a potential cause for Baltimore’s increased cancer risk. Specific examples of lung cancer patients were provided to demonstrate the increased rates of cancer in those who worked at these plants.

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:</i> In the Global Health track’s “Climate Change” lecture, the importance of women and indigenous people’s voices in the climate change sphere were discussed, including the push to increase the number of indigenous women advocates at the COP27 meeting, citing the need for more indigenous voices on the COP panel. Discussion included Indigenous women’s protests at the COP26 meeting, emphasizing the need for female advocacy due to the increased violence towards women in tribes and countries where climate change has created tension.</p>	

<p>14. Does your <u>medical school</u> 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?</p>	
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:</i> The Global Health track’s lecture titled “Climate Change” focused on the disproportionate effect of climate events on countries and citizens of lower socioeconomic class, emphasizing the disproportionate effect on developing countries being exposed to toxins produced from higher status countries.</p>	

Curriculum: Sustainability

<p>15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet?</p>	
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:</i> The core curriculum mentions Mediterranean diets and increasing dietary share of plant-based foods as health-positive behaviors but does not connect plant-based eating with broader positive impacts on environmental sustainability. Given the lack of elaboration on the environmental co-benefits of plant-based diets, 0 points was awarded for this section.</p>	

<p>16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?</p>	
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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:</i> This content was not covered in the core curriculum. In the Humanism symposium, the carbon footprint of the health sector was briefly covered in pre-work for the large group discussion on climate change and health. Dr. Gupta covered the SPARC2 tool in the Global Health Track, which is used to reduce the carbon footprint of surgical providers.</p>	

17. Does your <u>medical school</u> curriculum cover these components of sustainable clinical practice in the <u>core</u> curriculum? (points for each)	
2	The health and environmental co-benefits of avoiding over-medicalisation, over-investigation and/or over-treatment
2	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. This is commonly known as social prescribing in the UK.
1	Environmental impact of surgical healthcare on planetary health and the climate crisis, and how can it be mitigated
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 harmful anaesthetic gas options with reduced greenhouse gas emissions
1	The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers.
1	Waste production within healthcare clinics and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting)
<p><i>Score explanation:</i> In the Blood and Host Defense block, overprescription of antibiotics is cited as a significant challenge to providers in the management of disease. The idea of a finite amount of antibiotics available for a growing amount of microbes connects health and the environment.</p>	

Curriculum: Clinical Applications

18. In training for patient encounters, does your <u>medical school's</u> 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:</i> There is no component of the curriculum that teaches strategies for discussing the health effects of climate change with patients. This is distinct from taking an environmental health history and is not covered in the core curriculum or elective courses.	

19. In training for patient encounters, does your <u>medical school's</u> 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.
<i>Score explanation:</i> Students are taught strategies for gathering occupational and exposure histories in Dr. Sammy J. Almashat's occupational health lecture during Practice of Medicine II. While components of environmental history are mentioned, they are largely in the context of occupational or recreational exposures and are not taught outside of this context. Strategies for taking an environmental history are covered in depth in Dr. Marianne Cloeren's Occupational and Environmental Medicine elective. This elective offers 100 hours of education and includes environmental medicine topics such as environmental toxin exposure and heat-related conditions.	

Curriculum: Administrative Support for Planetary Health

20. Is your <u>medical school</u> 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.
<i>Score explanation:</i> As of April 2022, the Preclerkship Committee appointed a Climate Change and Health Education Lead to begin curriculum revision. This curriculum lead, along with student leaders, have worked to incorporate some planetary health/ESH topics into the core pre-clerkship curriculum.	

21. How well are the aforementioned planetary health/Education for Sustainable Healthcare
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topics integrated longitudinally into the <u>core</u> 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:</i> Some planetary health/ESH topics have been incorporated into the pre-existing pre-clerkship curriculum. Examples include a slide in the Nephrology core curriculum discussing the expanding kidney stone belt as a result of climate change-related changes in temperature and a slide in Brain and Behavior that cites climate change and the evolving host reservoir patterns as a major contributor to increased transmission of arboviruses. These changes are sparse and not included in every module and thus was awarded 4 points.</p>	

22. Does your <u>medical school</u> 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.
<p><i>Score explanation:</i> As of April 2022, the UMSOM has an appointed Climate & Health Educational Lead. This professor will work in collaboration with student leaders to integrate planetary health into existing coursework.</p>	

Section Total (29 out of 72)	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 <u>medical school</u> ?	
3	Yes, there are faculty members at the medical school who have a primary research focus in planetary health or healthcare sustainability.
2	Yes, there are individual faculty members at the medical school 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 researchers with a primary focus on planetary health or healthcare sustainability at the medical school, as well as researchers and professors who have engaged in relevant research in the School of Law, School of Nursing, and the Graduate School. One example of a researcher at the medical school is Dr. Judy LaKind, who focuses broadly on exposure science and has researched the impacts pollutants have on the environment and on children’s health.</p>	

2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u> ?	
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:</i> There is a Division of Occupational and Environmental Medicine at UMSOM, but the vast majority of research focuses on the field of Occupational Medicine.</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.

Score explanation: There is no process, and there are no efforts to create such a process.

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: The [Office of Sustainability website](#) centralizes resources and information on sustainability at the University of Maryland, Baltimore but does not include information about events, research, planetary health leadership, or funding opportunities.

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.
<i>Score explanation:</i> No, the institution has not hosted a conference on topics related to planetary health in the past three years.	

6. Is your <u>medical school</u> 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
<i>Score explanation:</i> The medical school is not a member of any such organization.	

Section Total (5 out of 17)	D
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Are there additional research resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.

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:</i> There are currently no partnerships between the University of Maryland School of Medicine and community organizations that promote planetary and environmental health.</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 institution/medical school have not offered such community-facing courses or events.
<p><i>Score explanation:</i> The University of Maryland School of Medicine has not offered community-facing courses or events that prioritize planetary and environmental health. The School of Medicine offers courses that are sustainability-inclusive through the Department of Public Health, but these courses are not focused on planetary and environmental health, nor are these courses available to the public; these courses are intended to be taken by academics or those pursuing a Masters of Public Health degree at</p>	

UMSOM. The University of Maryland’s student group, Medical Students for a Sustainable Future (MS4SF), has provided events such as a composting workshop, but the targeted audience of this event was medical students at this medical school, and other events hosted by MS4SF, such as the Social and Environmental Advocacy Soiree, were intended for UMB students, faculty, and staff, not the general public.

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 receive communications about planetary health or sustainable healthcare.

Score explanation: The University of Maryland’s Office of Sustainability regularly releases a newsletter to students who have opted in across the institution. The University of Maryland, Baltimore features a small Sustainability section in campus-wide weekly newsletters. However, the communications received are not directed toward a health professional audience or with sustainable healthcare practice recommendations.

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: There are no courses geared toward environmental and planetary health available to recently graduated physicians of the School of Medicine or current doctors of the University of Maryland Medical Center. There is a course offered to professional nurses through the School of Nursing that is called the Environmental Health Certification.

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:</i> The University of Maryland, Baltimore and the University of Maryland Medical Center do not provide accessible educational materials for patients regarding environmental health exposures. UMB's Department of Occupational and Environmental Health provides some educational and teaching opportunities to faculty and students, but this information is not accessible to the public. The University of Maryland Medical Center's (UMMC) Green Team provides online and public resources to patients regarding sustainability initiatives and principles but does not offer guidance on environmental exposures. UMMC's Green Team is championing an initiative to use safer chemicals than those listed in California's Proposition 65 in the operations of the UMMC hospital, but little to no educational material is provided to patients about exposure to these harmful and environmentally hazardous chemicals.</p>	

6. Does your <u>medical school</u> or its <u>primary affiliated hospital</u> 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:</i> There are no educational materials available to patients about climate change and health impacts from the medical school or the institution's affiliated hospital. There are educational materials regarding the initiation of sustainability efforts, such as reduce/reuse/recycle, but none of the materials provided educate patients about the consequences climate change has on the general public's health.</p>	

Section Total (0 out of 14)	F-
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Are there additional community engagement and advocacy resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.

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 <u>medical school</u> or your <u>institution</u> offer support for medical students interested in enacting a sustainability initiative/QI project?	
2	Yes, the medical school or 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 or institution 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, neither the medical school or the institution offer opportunities or support for sustainability initiatives or QI projects.

Score explanation: The University of Maryland School of Medicine’s Office of Student Research offers funding to student research projects through the [Program for Research Initiated by Students and Mentors](#) (PRISM), though sustainability projects are not targeted for funding. There are no student research funding awards earmarked exclusively to sustainability initiatives/QI projects at the School of Medicine.

2. Does your <u>institution</u> 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 are a few researchers interested in environmental health topics within the School of Medicine, however, it is tremendously difficult to find them using the faculty research directory. Other planetary health researchers exist in the School of Law, School of Nursing, and the School of Social Work, but students in the School of Medicine must (1) be aware of these opportunities, and (2) pursue them in their spare time.

3. Does the <u>medical school</u> have a webpage where medical students can find specific information	
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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.
<i>Score explanation:</i> There is no medical-school specific webpage for locating planetary health and/or sustainable healthcare projects or mentors.	

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.
<i>Score explanation:</i> There is a chapter of the Medical Students for a Sustainable Future at the University of Maryland School of Medicine.	

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:</i> There is no formal student representative on a medical school or institutional decision-making council. Students may choose to join the Office of Sustainability's Working Groups, but otherwise, students do not have a directly appointed role in influencing curriculum reform/sustainability best practices. Additionally, these groups operate at the institution-wide, University of Maryland, Baltimore-level. Student government representatives have shown informal interest in establishing such positions within the School of Medicine, but to date there has been no formal movement on this front.	

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)

Score explanation: The UMB Chapter of Medical Students for a Sustainable Future hosted a lecture on pediatric environmental health in April 2022. The Wilderness Medicine Interest Group has hosted several events in Patapsco State Park that involve hiking in addition to wilderness medicine training. Several students co-hosted a Social and Environmental Advocacy Soiree in December 2021, which featured a series of community-led advocacy workshops.

Section Total (7 out of 15)

C

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Are there additional student-led initiative resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.

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 <u>medical school</u> and/or <u>institution</u> 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:</i> The University of Maryland, Baltimore has a dedicated Office of Sustainability. The University of Maryland Medical Center has a multi-disciplinary Green Team led by a Sustainability Manager.</p>	

2. How ambitious is your <u>institution/medical school</u> plan to reduce its own carbon footprint?	
5	The institution/medical school has a written and approved plan to achieve carbon neutrality by 2030
3	The institution/medical school has a written and approved plan to achieve carbon neutrality by 2040
1	The institution/medical school has a stated goal of carbon neutrality by 2040 but has not created a plan to reach that goal or the plan is inadequate
0	The institution/medical school does not meet any of the requirements listed above
<p><i>Score explanation:</i> University of Maryland, Baltimore has updated its goal to achieve carbon neutrality by 2045, previously 2050, in accordance with the new Climate Solutions Now Act of 2022. The plan is well-defined and has fueled current projects but does not meet these guidelines in the PHRC.</p>	

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 University of Maryland, Baltimore, is part of three renewable Power Purchase Agreements and purchased Green-e Renewable Energy Certificates (RECs), which brought the campus to 100% renewable electricity offsets for [Calendar Year 2022](#). Its plan is to bring the university's renewable energy source to 100% by 2030, but the campus does not derive more than 20% of its current energy use from renewable 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: All new buildings at University of Maryland, Baltimore at least meet LEED's silver level of certification. As of January 2023, 32.6% of campus square footage has been converted to LED lightbulbs with a goal of [100% conversion](#). The majority of older buildings have been and continue to be retrofitted by maintaining and updating HVAC, plumbing, and other building systems.

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:</i> The University of Maryland Baltimore, offers a free Shuttle bus that travels to nearby neighborhoods in Baltimore. However, the shuttle only operates on weekdays and the hourly schedule is not inclusive to transportation needs during the middle of the day (shuttles run in the morning and evening/night). The University has ample bike parking spots as well as a Campus Green Map that allows students to readily see bike rack availability.</p> <p>Third and Fourth year students are often placed in off-campus clinical sites. There is a shuttle between the Downtown and Midtown University hospitals but other sites require that students drive.</p>	

6. Does your <u>medical school</u> 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:</i> The University of Maryland, Baltimore has a dual-stream recycling program but does not have a compost program that is available.</p>	

7. Does the <u>medical school</u> 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:</i> The University of Maryland, Baltimore does not have guidelines for food and beverage selection, though the CulinArt Market at the Southern Management Corporation Campus Center uses Chartwells as a vendor who is dedicated to providing sustainable foods. However, the School of Medicine is not involved.</p>	

8. Does the <u>medical school</u> or <u>institution</u> apply sustainability criteria when making decisions about supply procurement?	
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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:</i> The University of Maryland, Baltimore Office of Sustainability includes a list of sustainable supply procurement vendors on a sustainable procurement webpage, but the School of Medicine does not have any outward-facing resources to indicate a commitment to sustainable procurement.</p>	

9. Are there sustainability requirements or guidelines for events hosted at the <u>medical school</u> ?	
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:</i> The UMB Office of Sustainability provides a sustainable events guide which is circulated to student organization leaders at the beginning of their terms. The guide provides recommendations, and the adherence to the guide is not incentivized.</p>	

10. Does your <u>medical school</u> 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.
<p><i>Score explanation:</i> The University of Maryland, Baltimore’s Office of Sustainability has started a Green Labs Beta Test, which will then become a robust Green Labs program. There are currently 4 labs participating in the test.</p>	

11. Does your <u>institution’s</u> 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	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.
<i>Score explanation:</i> The University of Maryland Foundation has maintained its commitment made in 2016 to stop making direct investments in companies on the Carbon Underground 200. In February of 2020, the Foundation also stopped allocating more capital for the use of fossil fuel extraction, but current investments are to continue.	

Section Total (14 out of 32)	C-
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Are there additional sustainability resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.

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 University of Maryland School of Medicine

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

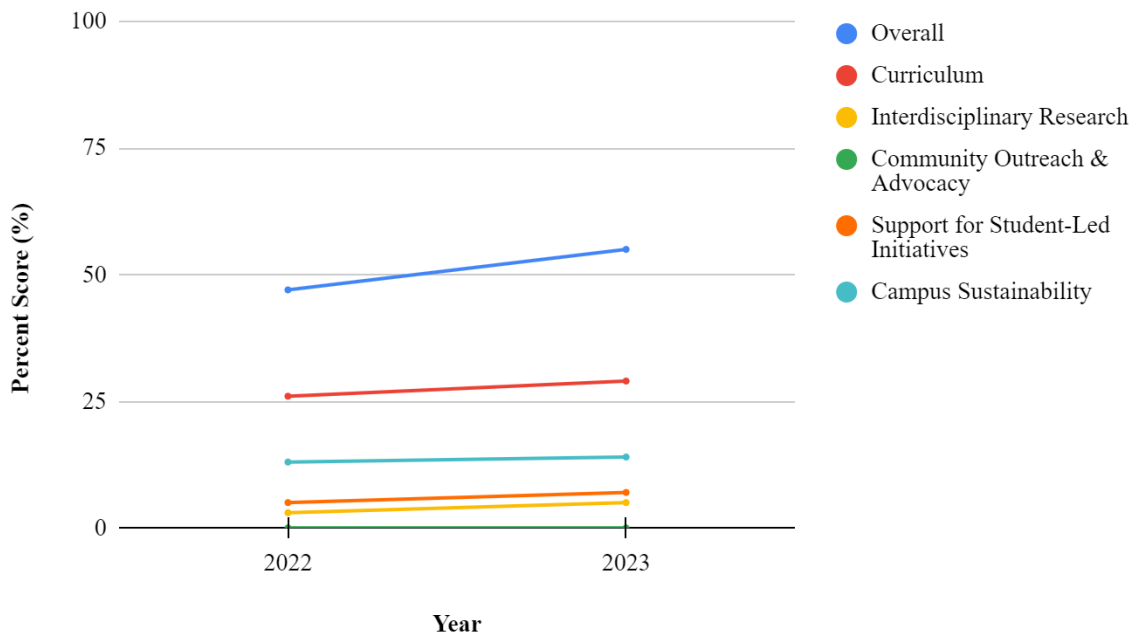
Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(29/72) \times 100 = 40.2\%$	C-
Interdisciplinary Research (17.5%)	$(5/17) \times 100 = 23.5\%$	D
Community Outreach and Advocacy (17.5%)	$(0/14) \times 100 = 0\%$	F-
Support for Student-led Planetary Health Initiatives (17.5%)	$(7/15) \times 100 = 46.7\%$	C
Campus Sustainability (17.5%)	$(14/32) \times 100 = 40.6\%$	C-
Institutional Grade	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 30\%$	D

Report Card Trends

Section Overview

This graph demonstrates trends in overall and section grades for the years in which University of Maryland School of Medicine has participated in the Planetary Health Report Card initiative.

Planetary Health Report Card Trends for University of Maryland Medical School



(For those teams that have participated in the PHRC initiative for more than one year, we have created this Google spreadsheet which can be used to generate a graphical representation of the school's trends of section-based and overall scores. You can either plug the numbers into the table and then just copy and paste your graph into your report, or you can create a copy of the Google spreadsheet so you can have a version long term to update and edit. [Here](#) is the link to the spreadsheet to create your graph if you would like to include one.)