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# Planetary Health Report Card (Medicine): *Weill Cornell Medical College*

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**Weill Cornell  
Medicine**

2023-2024 Contributing Team:

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## Summary of Findings

Overall	D-
<u>Curriculum</u>	D
<ul style="list-style-type: none"> <li>WCMC’s curriculum briefly covers planetary health; however, it is not integrated longitudinally. During preclinical education, the health effects of climate change and sustainable healthcare are discussed in one lecture and two lectures cover environmental toxins and human health. There is some education on how to assess patients’ environmental risk factors as part of the clinical training.</li> <li><b>Recommendation:</b> WCMC could incorporate planetary and environmental topics into existing organ-block units during the preclinical curriculum. Including: climate change’s impact on infectious diseases, respiratory health, and mental/neuropsychological health, reproductive effects of environmental toxins etc.</li> </ul>	
<u>Interdisciplinary Research</u>	F+
<ul style="list-style-type: none"> <li>WCMC has one professor, Dr. Arnad Ghosh whose research is primarily focused on planetary health.</li> <li>There is no office at WCMC that focuses on planetary health. However, there is an Office of Environmental Health and Safety (OEHS) which focuses on occupational health standards and energy usage.</li> <li><b>Recommendations:</b> WCMC could add a website page within the OEHS that covers planetary health information and school goals. Moreover, the school could host a more formal conference/symposium on environmental and planetary health. Finally, WCMC should join the Planetary Health Alliance.</li> </ul>	
<u>Community Outreach and Advocacy</u>	F-
<ul style="list-style-type: none"> <li>WCMC has no current community partnerships, outreach, or courses related to planetary health. CME courses are still offered but are often isolated and do not repeat, resulting in variable learning opportunities.</li> <li>Updates or coverage on planetary issues by WCMC is only provided by an opt-in newsletter by the Office of Energy and Sustainability (OES) and no resources or educational materials exist for patients.</li> <li><b>Recommendations:</b> WCMC could open the CME courses and provide the OES updates to the public, such as on a website. Additionally, WCMC could partner with pre-existing organizations in the NYC area.</li> </ul>	
<u>Support for Student-Led Initiatives</u>	D-
<ul style="list-style-type: none"> <li>WCMC supports two planetary health related student groups: the Environmental Health Collective (ECO), a medical student interest group supporting environmental health education, discussion, and activism, and the Hiking Club that organizes weekend hiking trips.</li> <li><b>Recommendations:</b> WCMC could develop a research track in planetary or environmental health for students during their Areas of Concentration (AOC) research project. Additionally, we recommend that the sustainability resources webpage is expanded to include sustainability research and activities at WCM.</li> </ul>	
<u>Campus Sustainability</u>	D+
<ul style="list-style-type: none"> <li>WCMC is currently focused on energy-related campus improvements and ensuring new buildings are consistent with LEED Silver certification or better. WCMC provides conventional recycling and will initiate a composting program in late 2024. The WCM OES offers green lab recommendations on its website. No sustainability guidelines exist for events, and those for supply procurement are optional.</li> <li><b>Recommendations:</b> WCMC could implement a plan to achieve carbon neutrality by 2040. To this end, WCMC could retrofit old buildings to match the sustainability standards of its new buildings and transition to renewable energy. Additionally, WCMC could enact sustainability requirements based on current institutional guidelines, and expand guidelines to include food and events.</li> </ul>	

# 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 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

1.1. 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 <b>more than one</b> elective whose primary focus is ESH/planetary health in the past year.
2	Yes, the medical school has offered <b>one</b> elective whose primary focus is ESH/planetary health in the past year.
1	The medical school does <b>not</b> have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a <b>lecture</b> on planetary health.
0	No, the medical school has <b>not</b> offered any electives on planetary health or electives that include ESH/planetary health topics in the past year.
<p><i>Score explanation: In 2023, WCMC offered the elective “Environmental Public Health Trips and Talks” as a voluntary educational experience for M1s. This elective consisted of five educational experiences, one of which focused on planetary health. These experiences consisted of 1. A tour of the Newtown Creek Sewage Treatment Plant, 2. A discussion of NYC’s potable water supply, 3. The opportunity to shadow a NYC health inspector on a restaurant inspection, 4. A discussion of gender as a social determinant of health for girls in the Sahel region, and 5. A talk on pandemic preparedness and planetary health. None of these activities were awarded course credit.</i></p>	

## Curriculum: Health Effects of Climate Change

1.2. Does your <u>medical school</u> curriculum address the relationship between extreme heat, health risks, and climate change?	
3	This topic was explored <b>in depth</b> by the <b>core</b> curriculum.
2	This topic was <b>briefly</b> covered in the <b>core</b> curriculum.
1	This topic was covered in <b>elective</b> coursework.
0	This topic was <b>not</b> covered.

*Score explanation: As part of the M1 core curriculum at WCMC, there is one lecture on Climate Change and Health, which provides an overview of the health effects of extreme heat.*

**1.3. 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 <b>in depth</b> by the <b>core</b> curriculum.
2	This topic was <b>briefly</b> covered in the <b>core</b> curriculum.
1	This topic was covered in <b>elective</b> coursework.
0	This topic was <b>not</b> covered.

*Score explanation: As part of the M1 core curriculum at WCMC, there is one lecture on Climate Change and Health, which briefly describes the health effects of extreme weather events.*

**1.4. Does your medical school curriculum address the impact of climate change on the changing patterns of infectious diseases?**

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

*Score explanation: The impact of climate change on infectious disease epidemiology was briefly covered in an optional lecture on pandemic preparedness and surveillance presented by Dr. Jay Varma. However, students were not provided elective credit for attending, and this topic was not incorporated into the core curriculum.*

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

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

*Score explanation: In 2023, M1s received a lecture titled “Environmental Health Risks in Vulnerable Populations” as part of the Longitudinal Educational Experience Advancing Patient Partnerships (LEAP) curricular component. Please note, however, that this lecture has been removed from the curriculum for 2024 and is not currently scheduled to be added back to the curriculum. This lecture included discussions of 1. Environmental health disparities, especially those impacting Black, Native,*

and Latinx communities, 2. Asthma exacerbations and other respiratory health hazards posed by air pollution, 3. Heat-related morbidity in marginalized communities, and 4. Opportunities for physicians to identify and address environmental health risks. This lecture was followed by an interactive pediatric asthma case study that further discussed respiratory impacts of air pollution and other environmental hazards in pediatric populations. Additionally, as part of the M1 core curriculum at WCMC, there is one lecture on Climate Change and Health, which touched on the impact of wildfires but did not directly address air pollution's health effects.

**1.6. Does your medical school curriculum address the cardiovascular health effects of climate change, including increased heat?**

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

*Score explanation: As part of the M1 core curriculum at WCMC, there is one lecture on Climate Change and Health which briefly describes the adverse cardiovascular effects of extreme heat.*

**1.7. Does your medical school curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?**

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

*Score explanation: Students did not receive content on this topic.*

**1.8. 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 <b>in depth</b> by the <b>core</b> curriculum.
2	This topic was <b>briefly</b> covered in the <b>core</b> curriculum.
1	This topic was covered in <b>elective</b> coursework.
0	This topic was <b>not</b> covered.

*Score explanation: Students did not receive content on this topic.*



**1.9. 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 <b>in depth</b> by the <b>core</b> curriculum.
2	This topic was <b>briefly</b> covered in the <b>core</b> curriculum.
1	This topic was covered in <b>elective</b> coursework.
0	This topic was <b>not</b> covered.

*Score explanation: As part of the M1 core curriculum at WCMC, there is one lecture on Climate Change and Health, which briefly covers the disproportionate impacts of climate change on certain populations including those with low SES, communities of color, and older adults. Additionally, in 2023, M1s received a lecture titled “Environmental Health Risks in Vulnerable Populations” which included an in-depth discussion of environmental injustice (see 1.5); however, this lecture will be removed indefinitely from the curriculum beginning in 2024.*

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

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

*Score explanation: Students did not receive content on this topic.*

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

**1.11. 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 <b>in depth</b> by the <b>core</b> curriculum.
2	This topic was <b>briefly</b> covered in the <b>core</b> curriculum.
1	This topic was covered in <b>elective</b> coursework.
0	This topic was <b>not</b> covered.

*Score explanation: Students did not receive content on this topic.*

**1.12. 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 <b>in depth</b> by the <b>core</b> curriculum.
2	This topic was <b>briefly</b> covered in the <b>core</b> curriculum.
1	This topic was covered in <b>elective</b> coursework.
0	This topic was <b>not</b> covered.
<i>Score explanation: Students did not receive content on this topic.</i>	

<b>1.13. To what extent does your <u>medical school</u> emphasize the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?</b>	
3	Indigenous knowledge and value systems are <b>integrated throughout</b> the medical school's planetary health education
2	Indigenous knowledge and value systems as essential components of planetary health solutions are included <b>briefly</b> in the core curriculum.
1	Indigenous knowledge and value systems as essential components of planetary health solutions are included in <b>elective</b> coursework.
0	This topic was <b>not</b> covered.
<i>Score explanation: The centrality of Indigenous knowledge and value systems to planetary health solutions was not discussed in the WCMC medical curriculum or in elective coursework.</i>	

<b>1.14. 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?</b>	
3	This topic was explored <b>in depth</b> by the <b>core</b> curriculum.
2	This topic was <b>briefly</b> covered in the <b>core</b> curriculum.
1	This topic was covered in <b>elective</b> coursework.
0	This topic was <b>not</b> covered.
<i>Score explanation: As part of the M1 curriculum, two lectures discussed the disproportionate impact of environmental toxins on marginalized populations. The lecture "Pediatric Asthma Management," and its corresponding asthma teaching module addressed the impact of environmental toxins on pediatric asthma rates and treatment, particularly with respect to low SES populations. Additionally, the "Lead Toxicity" described how Black patients, those on Medicaid or with lower SES, and those living in older housing are at an increased risk for elevated blood lead levels.</i>	

***Curriculum: Sustainability***

**1.15. Does your medical school curriculum address the environmental and health co-benefits of a plant-based diet?**

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

*Score explanation: In the M1 curriculum's endocrinology unit, the lecture "From Plate to Practice: Implementing Nutrition Guidelines for Diabetes Care", briefly touched on the positive health impacts of vegetarian and vegan diets with respect to managing prediabetes and diabetes. However, this lecture did not discuss the environmental impact of plant-based diets.*

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

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

*Score explanation: The environmental and climate change impact of the healthcare system was covered briefly in one lecture, "Climate Change and Health". This lecture provides an overview of the energy use, volume of waste, and greenhouse gas emissions of the healthcare system/industry. This lecture also highlights current methods that hospitals are taking around the country to reduce their carbon footprint.*

**1.17. Does your medical school curriculum cover these components of sustainable clinical practice in the core curriculum? (points for each)**

2	The health <b>and</b> environmental <b>co-benefits</b> of <b>avoiding</b> over-medicalisation, over-investigation and/or over-treatment
2	The environmental impact of <b>pharmaceuticals</b> and over-prescribing as a cause of climate health harm. Alternatively teaching on <b>deprescribing</b> where possible and its environmental and health co-benefits would fulfill this metric.
1	The health <b>and</b> environmental <b>co-benefits</b> of <b>non-pharmaceutical management</b> 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 <b>surgical</b> healthcare on planetary health and the climate crisis, and how can it be mitigated

1	The impact of <b>anaesthetic</b> 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 <b>inhalers</b> on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers.
1	<b>Waste production</b> within healthcare <b>clinics</b> and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting)
	<i>Score explanation: The impact of waste production and potential/current methods for reduction (such as limiting single use procedural devices) is covered in the “Climate change and health” lecture during M1 curriculum. This content is brief (1 sentence/slide) and mentions the amount of waste generated and the impact of single use devices.</i>

**Curriculum: Clinical Applications**

<b>1.18. 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?</b>	
2	Yes, there are strategies introduced for having conversations with patients about climate change in the <b>core</b> curriculum.
1	Yes, there are strategies introduced for having conversations with patients about climate change in <b>elective</b> coursework.
0	No, there are <b>not</b> strategies introduced for having conversations with patients about climate change
<i>Score explanation: The WCMC curriculum does not cover how to discuss impacts of climate change on health with patients.</i>	

<b>1.19. In training for patient encounters, does your <u>medical school’s</u> curriculum introduce strategies for taking an environmental history or exposure history?</b>	
2	Yes, the <b>core</b> curriculum includes strategies for taking an environmental history.
1	Only <b>elective</b> coursework includes strategies for taking an environmental history.
0	No, the curriculum does <b>not</b> include strategies for taking an environmental history.
<i>Score explanation: At WCMC, M1 students are taught how to take a full history through the Patient Care and Physicianship Unit. This was emphasized in lectures that focused on social history taking, such as “Medical Interviewing 2” and “The Social History: How and Why?” with further practice in small group sessions. Students are taught strategies on how to ask about place of residence, place of employment/occupational history, and environmental exposures.</i>	
<i>Two lectures discussed the disproportionate impact of environmental toxins on marginalized populations. The lecture “Pediatric Asthma Management,” and its corresponding asthma teaching module addressed the impact of environmental toxins on pediatric asthma rates and treatment, as well</i>	

as how to approach environmental toxins within the history taking. Additionally, the “Lead Toxicity” lecture described how Black patients, those on Medicaid or with lower SES, and those living in older housing are at an increased risk for elevated blood lead levels. Students were encouraged to ask about potential environmental lead exposures.

**Curriculum: Administrative Support for Planetary Health**

<b>1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?</b>	
4	Yes, the medical school is currently in the process of making <b>major</b> improvements to ESH/planetary health education.
2	Yes, the medical school is currently in the process of making <b>minor</b> improvements to ESH/planetary health education.
0	No, there are <b>no</b> improvements to planetary health education in progress.
<p><i>Score explanation: WCMC currently has no plans to improve planetary health education; however, students hope to begin the process of seeking elective credit for a student-run environmental health speaker series in the near future.</i></p>	

<b>1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum?</b>	
6	Planetary health/ESH topics are <b>well integrated</b> into the core medical school curriculum.
4	<b>Some</b> 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 <b>(a) standalone lecture(s)</b> .
0	There is <b>minimal/no</b> education for sustainable healthcare.
<p><i>Score explanation: The majority of the impacts of climate change on human and planetary health are covered in a single lecture during the M1 curriculum (“Climate Change and Health”). However, brief discussions of the hazards environmental toxins pose to human health are integrated into two organ system teaching blocks in the M1/M2 curriculum: pulmonology and endocrinology. Additionally, students receive education on how to assess patients’ environmental risk factors during clinical encounters as part of the Patient Care and Physicianship curriculum.</i></p>	

<b>1.22. 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?</b>	
1	<b>Yes</b> , the <b>medical school</b> has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare

0	<b>No, the medical school does not</b> have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare.
<i>Score explanation: There is no specific faculty/staff member responsible for overseeing curricular integration of these topics.</i>	

<b>Section Total (18 out of 72)</b>	<b>25%</b>
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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.

2.1. 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 <b>medical school</b> who have a <b>primary</b> research focus in planetary health <b>or</b> healthcare sustainability.
2	Yes, there are individual faculty members at the <b>medical school</b> who are conducting research <b>related</b> 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 <b>institution</b> , but none associated with the medical school.
0	No, there are <b>no</b> planetary health and/or healthcare sustainability researchers at the <b>institution</b> or <b>medical school</b> at this time.
<p><i>Score explanation: Within WCMC, there are individual faculty members whose research activities have included some work on planetary health; however, to our knowledge there is only one faculty member whose primary research focus pertains to these topics.</i></p>	

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u> ?	
3	There is <b>at least one</b> dedicated department or institute for interdisciplinary planetary health research.
2	There is <b>not currently</b> a department or institute for interdisciplinary planetary health research, but there are <b>plans</b> to open one in the next 3 years.
1	There is an <b>Occupational and Environmental Health department</b> , but no interdisciplinary department or institute for planetary health research.
0	There is <b>no</b> dedicated department or institute.
<p><i>Score explanation: WCMC has a department of <a href="#">Environmental Health and Safety</a> and an Office of Energy and Sustainability, but no department focused on planetary or environmental health research.</i></p>	

2.3. 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 <u>medical</u>	
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<b>school?</b>	
3	Yes, there is a process in which community members impacted by climate and environmental injustice have <b>decision-making power</b> in the climate + environmental research agenda.
2	Yes, there is a process in which community members impacted by climate and environmental injustice <b>advise</b> the climate + environmental research agenda.
1	<b>No</b> , but there are <b>current efforts</b> to establish a process for community members to advise or make decisions on the research agenda.
0	There is <b>no</b> process, and <b>no</b> efforts to create such a process.
<i>Score explanation: No such process exists to our knowledge at WCMC.</i>	

<b>2.4. Does your <u>institution</u> have a planetary health website that centralizes ongoing and past research related to health and the environment?</b>	
3	There is an <b>easy-to-use, adequately comprehensive</b> website that <b>centralizes</b> 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 <b>attempts to centralize</b> various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive.
1	The <b>institution</b> has an <b>Office of Sustainability website</b> that includes <b>some</b> resources related to health and the environment.
0	There is <b>no</b> website.
<i>Score explanation: WCMC does not have a planetary health website.</i>	

<b>2.5. Has your <u>institution</u> recently hosted a conference or symposium on topics related to planetary health?</b>	
4	Yes, the <b>medical school</b> has hosted at least one conference or symposium on topics related to planetary health in the past year.
3	Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to planetary health in the past year.
2	Yes, the <b>institution</b> has hosted a conference on topics related to planetary health in the past three years.
1	The <b>institution</b> has not hosted any conferences directly, but they have provided financial support for a local planetary health event.
0	No, the <b>institution</b> has not hosted a conference on topics related to planetary health in the past three years.



*Score explanation: WCMC has not hosted any conferences or symposiums on planetary health in the past three years.*

**2.6. 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 <b>not</b> a member of such an organization

*Score explanation: WCMC is not a member of a national or international planetary health organization.*

**Section Total (3 out of 17)**

**17.65%**

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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.*

3.1. Does your <b>medical school</b> partner with community organizations to promote planetary and environmental health?	
3	Yes, the <b>medical school</b> meaningfully partners with <b>multiple</b> community organizations to promote planetary and environmental health.
2	Yes, the <b>medical school</b> meaningfully partners with <b>one</b> community organization to promote planetary and environmental health.
1	The <b>institution</b> partners with community organizations, but the medical school is not part of that partnership.
0	No, there is <b>no</b> such meaningful community partnership.
<i>Score explanation: WCMC does not partner with community organizations to promote planetary health at this time.</i>	

3.2. Does your <b>medical school</b> offer community-facing courses or events regarding planetary health?	
3	The <b>medical school</b> offers community-facing courses or events at least once every year.
2	The <b>medical school</b> 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 <b>institution</b> has offered community-facing courses or events, but the <b>medical school</b> was not involved in planning those courses or events.
0	The <b>institution/medical school</b> have not offered such community-facing courses or events.
<i>Score explanation: WCMC does not currently offer any community-facing courses or events. In Fall 2020 through December 2021, WCMC offered the <a href="#">Virtual Global Climate Change Seminar Series</a>, which was open to the public, but this has since been discontinued.</i>	

3.3. Does your <b>medical school</b> have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?
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2	Yes, all students <b>regularly</b> receive communication updates dedicated to planetary health and/or sustainable healthcare.
1	Yes, planetary health and/or sustainable healthcare topics are <b>sometimes</b> included in communication updates.
0	Students <b>do not</b> receive communications about planetary health or sustainable healthcare.

*Score explanation: The WCMC Office of Energy and Sustainability provides periodic sustainability updates; however, these are disseminated via an opt-in mailing list.*

**3.4. 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 <b>institution</b> or <b>main affiliated hospital trust</b> 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 <b>institution</b> or <b>main affiliated hospital trust</b> offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers
0	There are <b>no</b> such accessible courses for post-graduate providers

*Score explanation: WCM and NYP have historically offered courses on various CME courses related to planetary health or the connection between healthcare and the environment. These CME courses are frequently isolated lectures, but in some cases have included longitudinal lecture series (including the since discontinued [Global Climate Seminar Series](#)). However, these do not seem to repeat each year, so available post-graduate education is variable from year-to-year. Examples of previous CME lectures are: "[Climate Change and Food Security](#)", "[One Health and the Environment](#)", "[Eating Our Way to Extinction](#)", "[Deny Much? Climate Inaction and the Psyche](#)", and "Beyond the Genome: Using the Exposome to Examine Environmental Influences of Disease"*

**3.5. Does your medical school or its affiliated teaching hospitals have accessible educational materials for patients about environmental health exposures?**

2	Yes, the <b>medical school</b> or <b>all affiliated hospitals</b> have accessible educational materials for patients.
1	<b>Some</b> affiliated hospitals have accessible educational materials for patients.
0	<b>No</b> affiliated medical centers have accessible educational materials for patients.

*Score explanation: No such educational materials exist for patients.*

**3.6. Does your medical school or its affiliated teaching hospitals have accessible educational materials for patients about the health impacts of climate change?**

2	Yes, the <b>medical school</b> or <b>all affiliated hospitals</b> have accessible educational materials for patients.
1	<b>Some</b> affiliated hospitals have accessible educational materials for patients.
0	<b>No</b> affiliated hospitals have accessible educational materials for patients.
<i>Score explanation: No such educational materials exist for patients.</i>	

<b>Section Total (2 out of 14)</b>	<b>14.28%</b>
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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.*

4.1. 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 <b>medical school</b> or <b>institution</b> <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 <b>medical school</b> or <b>institution</b> encourages sustainability QI projects (to fulfill clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, <b>but</b> there is no student funding available and there is no requirement to participate.
0	No, <b>neither</b> the medical school or the institution offer opportunities or support for sustainability initiatives or QI projects.
<p><i>Score explanation: While medical students may choose to pursue a sustainability initiative, these are not explicitly encouraged by WCMC or WCM more broadly. Students must seek opportunities and funding through their own initiative, and no funding is specifically designated for sustainability/QI projects.</i></p>	

4.2. Does your <u>institution</u> offer opportunities for medical students to do research related to planetary health and/or sustainable healthcare?	
2	The <b>institution</b> has a <b>specific</b> 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 <b>require student initiative</b> to seek these out and carry them out in their spare time.
0	There are <b>no opportunities</b> for students to engage in planetary health/sustainable healthcare research.
<p><i>Score explanation: Medical students may perform planetary health related research, but there is no center for such research at WCMC and medical students must seek out research mentors individually. Students may choose to work on such projects during their dedicated Areas of Concentration (AOC) research period, but there is no dedicated AOC track in planetary or environmental health.</i></p>	

4.3. Does the <u>medical school</u> 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	
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<b>medical school and/or contact of information of potential mentors.</b>	
2	The <b>medical school</b> 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 <b>medical school</b> 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 <b>no medical-school</b> specific webpage for locating planetary health and/or sustainable healthcare projects or mentors.
<p><i>Score explanation: There is no webpage for planetary health or sustainability activities and mentorship at the medical school. Though the WCM Office of Energy and Sustainability <a href="#">provides resources</a> for student environmental health interest groups and describes OES activities, this website is kindly maintained by OES, not the medical school, and does not contain medical school mentorship information.</i></p>	

<b>4.4. Does your <u>medical school</u> have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?</b>	
2	Yes, there is a student organization <b>with faculty support</b> 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 <b>lacks faculty support</b> .
0	No, there is <b>not</b> a student organization at my institution dedicated to planetary health or sustainability in healthcare.
<p><i>Score explanation: The WCM Environmental Health Collective (ECO) is a medical student interest group supporting environmental health education, discussion, and activism at WCMC and is supported by a faculty mentor.</i></p>	

<b>4.5. Is there a student liaison representing sustainability interests who serves on a <u>medical school</u> or <u>institutional</u> decision-making council to advocate for curriculum reform and/or sustainability best practices?</b>	
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.
<p><i>Score explanation: There is no specific student representative for curriculum reform/sustainability on the Medical Student Executive Council (MSEC) or Curriculum Committee. Interested students on the council may voice their concerns to WCMC administration through MSEC.</i></p>	

4.6. In the past year, has the <u>institution</u> 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: The Environmental Health Collective (ECO) organizes the Climate Change Speaker Series, a seminar series that invites speakers (approximately monthly) to give talks on a variety of topics related to climate change and planetary health, often as they relate to the fields of medicine and personal health. Seminars are open and advertised to all students at the medical school.</i></p> <p><i>The Hiking Club organizes weekend outings to parks and reserves in the areas surrounding NYC. Outings include hikes of varying difficulty as well as exploration of the park and surrounding town. Trips are open and advertised to all students at the medical school and occur every few weeks in the spring and fall months.</i></p>	

<b>Section Total (5 out of 15)</b>	<b>33.33%</b>
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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.*

5.1. 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 <b>at least one designated staff member</b> 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 <b>no specific staff member</b> in charge of medical school and/or hospital sustainability.
1	There are <b>no salaried sustainability staff</b> , but there is a sustainability task force or committee
0	There are <b>no</b> staff members <b>or</b> task force responsible for overseeing campus sustainability
<p><i>Score explanation: The <a href="#">WCM Office of Energy and Sustainability</a> has 3.5 full-time equivalents (FTEs) focusing on campus energy conservation and 1.5 FTE for campus sustainability, but does not have any specific staff member dedicated to medical school or hospital sustainability full-time.</i></p>	

5.2. How ambitious is your <u>institution/medical school</u> plan to reduce its own carbon footprint?	
5	The institution/medical school has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2030</b>
3	The institution/medical school has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2040</b>
1	The institution/medical school has a stated goal of carbon neutrality by <b>2040</b> but has <b>not created a plan</b> to reach that goal or the <b>plan is inadequate</b>
0	The institution/medical school does <b>not</b> meet any of the requirements listed above
<p><i>Score explanation: WCM does not yet have any formal commitments at the institutional level to reduce its carbon footprint. However, the <a href="#">campus</a> has a goal of meeting local NYC carbon emissions regulations (approximately 35% reduction of campus greenhouse gases by 2035 and approximately 60% reduction over 2018 levels by 2040).</i></p>	



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

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

*Score explanation: WCMC does not prioritize the use of renewable energy in academic spaces.*

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

*Score explanation: All new construction at WCMC takes sustainable practices into consideration and reaches the level of LEED Silver certification or better (even if official certification is not pursued). The newest Student Residence currently being constructed [will be LEED Gold certified](#).*

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

2	Yes, the medical school or institution has implemented strategies to encourage and provide <b>environmentally-friendly transportation options</b> 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 or institution has implemented <b>some</b> strategies to provide environmentally-friendly transportation options, but the options are <b>unsatisfactorily</b> accessible or advertised.
0	The medical school or institution has <b>not</b> implemented strategies to encourage and provide environmentally-friendly transportation options.

*Score explanation: WCMC is located in New York City, where the majority of residents use public transportation by default. Additionally, WCMC provides reimbursement for taking public transit between student residences and clerkship sites.*

**5.6. 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 <b>both</b> compost <b>and</b> recycling programs accessible to students and faculty.
1	The medical school has <b>either</b> recycling <b>or</b> compost programs accessible to students and faculty, but not both.
0	There is <b>no</b> compost or recycling program at the medical school.

*Score explanation: WCMC provides a conventional recycling program within teaching and student residential spaces, but no compost program yet exists. A multi-year effort began in 2023 to upgrade waste infrastructure and signage to improve recycling accuracy. Composting for student housing will begin in late 2024, with other campus locations intended to follow.*

**5.7. 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 <b>adequate</b> sustainability requirements for food and beverages, including meat-free days or no red-meat, and <b>is engaged</b> in efforts to increase food and beverage sustainability.
2	There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b> . The medical school <b>is engaged</b> in efforts to increase food and beverage sustainability.
1	There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b> . The medical school is <b>not</b> engaged in efforts to increase food and beverage sustainability.
0	There are <b>no</b> sustainability guidelines for food and beverages.

*Score explanation: No sustainability guidelines for food and beverages currently exist at WCMC.*

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

3	Yes, the medical school has <b>adequate</b> sustainability requirements for supply procurement <b>and</b> is <b>engaged</b> in efforts to increase sustainability of procurement.
2	There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The medical school is <b>engaged</b> in efforts to increase sustainability of procurement.
1	There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The medical school is <b>not engaged</b> in efforts to increase sustainability of procurement.

0	There are <b>no</b> sustainability guidelines for supply procurement.
<i>Score explanation: The WCM Office of Environment and Sustainability website provides sustainability procurement guidelines; however, these recommendations are currently optional.</i>	

<b>5.9. Are there sustainability requirements or guidelines for events hosted at the <u>medical school</u>?</b>	
2	Every event hosted at the medical school <b>must</b> abide by sustainability criteria.
1	The medical school <b>strongly recommends or incentivizes</b> sustainability measures, but they are <b>not required</b> .
0	There are <b>no</b> sustainability guidelines for medical school events.
<i>Score explanation: No sustainability guidelines for medical school events currently exist at WCMC.</i>	

<b>5.10. Does your <u>medical school</u> have programs and initiatives to assist with making lab spaces more environmentally sustainable?</b>	
2	Yes, the medical school has <b>programs</b> and <b>initiatives</b> to assist with making lab spaces more environmentally sustainable.
1	There are <b>guidelines</b> on how to make lab spaces more environmentally sustainable, but not programs or initiatives.
0	There are <b>no</b> efforts at the medical school to make lab spaces more sustainable.
<i>Score explanation: The WCM Office of Environment and Sustainability <a href="#">website</a> hosts a page dedicated to green lab recommendations, including cold storage best practices. In 2023, a dedicated minus 80 freezer was purchased to encourage improved cold storage maintenance for energy efficiency and reliability. Additionally, the WCM Environmental Health &amp; Safety department promotes a “Shut the Sash” fume hood awareness initiative.</i>	

<b>5.11. Does your <u>institution’s</u> endowment portfolio investments include fossil-fuel companies?</b>	
4	The institution is <b>entirely divested</b> from fossil fuels <b>and</b> has made a <b>commitment to reinvest divested funds</b> into renewable energy companies or renewable energy campus initiatives.
3	The institution is <b>entirely divested</b> from fossil fuels.
2	The institution has <b>partially divested</b> from fossil fuel companies <b>or</b> has made a <b>commitment to fully divest</b> , but <b>currently</b> still has fossil fuel investments.
1	The institution has <b>not divested</b> from fossil-fuel companies, but faculty and/or students are <b>conducting organized advocacy</b> for divestment.
0	Yes, the institution has investments with fossil-fuel companies and there have been <b>no efforts</b> to change that.

*Score explanation: We could not find information on this topic.*

**Section Total (9 out of 32)**

**28.13%**

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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 Weill Cornell School of Medicine

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

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(18/72) \times 100 = 25\%$	D
<b>Interdisciplinary Research (17.5%)</b>	$(3/17) \times 100 = 17.65\%$	F+
<b>Community Outreach and Advocacy (17.5%)</b>	$(2/14) \times 100 = 14.29\%$	F-
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(5/15) \times 100 = 33.33\%$	D-
<b>Campus Sustainability (17.5%)</b>	$(9/32) \times 100 = 28.13\%$	D+
<b>Institutional Grade</b>	$(25 \times 0.3 + 17.65 \times 0.175 + 14.29 \times 0.175 + 33.33 \times 0.175 + 28.13 \times 0.175) = 23.84\%$	<b>D-</b>

# Report Card Trends

## Section Overview

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

