



Planetary Health Report Card (Medicine):

*Mayo Clinic Alix School of Medicine -
Arizona*



**MAYO CLINIC COLLEGE
OF MEDICINE AND SCIENCE**

2023-2024 Contributing Team:

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Summary of Findings

| | |
|--|----|
| Overall | D+ |
| <u>Curriculum</u> | F+ |
| <ul style="list-style-type: none"> • There is a lot of room for greater incorporation of sustainability and planetary health within the curriculum at Mayo Clinic Alix School of Medicine - Arizona (MCASOM AZ). Compared to last year, the curriculum has seen increased sustainability presence with the addition of an optional longitudinal elective, but there is a lack of substantial integration of sustainability content in the main curriculum. Planetary health education is mainly confined to electives or specific lectures. • Recommendations: We recommend integrating sustainability into all organ blocks, along with adding a lecture similar to "Climate Change as a Public Health Crisis and Impact on Health Equity," which is taught at the Mayo Rochester campus within the DEI curriculum. This would help standardize the curriculum between campuses and address sustainability's impact on marginalized populations. | |
| <u>Interdisciplinary Research</u> | F |
| <ul style="list-style-type: none"> • Because Mayo Clinic predominantly engages in clinical research, opportunities for research with interdisciplinary lenses of sustainability or environmental health are unavailable. Groups such as the Office for Sustainability and Department of Occupational Health are administrative/clinical rather than research institutions, thus there is minimal planetary health research happening overall. • Recommendations: MCASOM AZ could appoint a physician interested in planetary health within the groups mentioned above as a research mentor for students. Mayo could also consider hiring a research assistant in these departments to evaluate sustainability and planetary health efforts, lead projects, and collaborate with interested students. | |
| <u>Community Outreach and Advocacy</u> | B+ |
| <ul style="list-style-type: none"> • MCASOM AZ has community outreach through student initiatives from Medical R.E.N.E.W.A.L. and the Sustainability Interest Group, but lacks institutional support. While Mayo Clinic as an enterprise hosts many community events, a focus on the environment is lacking. • Recommendations: Incorporate more planetary health partnerships, supported institutionally by appointing dedicated faculty/staff in the medical school to help build and maintain these relationships. | |
| <u>Support for Student-Led Initiatives</u> | C |
| <ul style="list-style-type: none"> • MCASOM AZ supports student-led sustainability initiatives well. Institutional programs like the Green Advocate program exist but are poorly publicized. • Recommendations: Strengthen faculty-student relationships through mentorships programs to boost sustainability involvement. Include direct links to Mayo's sustainability efforts and research opportunities on the medical school webpage. | |
| <u>Campus Sustainability</u> | D |
| <ul style="list-style-type: none"> • Mayo Clinic has taken steps to enhance campus sustainability, notably by reducing energy use and waste, but lacks investment in renewables and plans for carbon neutrality, with no dedicated staff for sustainability in the medical school. • Recommendations: Appoint a sustainability representative within the medical school, create specific sustainability guidelines, and urge the institution to adopt ambitious climate goals, including carbon neutrality, while advocating for divestiture from oil and gas. | |

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 civilization 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 minimizes 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 in 2022, 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 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: MCASOM started a new elective course in 2023 titled "Sustainability in Medicine" which is a longitudinal course that encompasses the following topics related to ESH/planetary health: 1. Drug recycling/medication re-dispensing, 2. Going green in the operating room, 3. Electric ambulances, 4. Energy efficient hospitals/solar panels for hospitals, 5. Disaster preparedness and climate resilience, 6. Cultural competence in healthcare professionals, 7. Harm reduction support, 8. Pain management alternatives, and 9. Food as medicine. The course is a one-hour monthly seminar from October through July, with the remaining hours dedicated toward working with the Green Committee on a quality improvement project which would result in the completion of the Bronze Level Quality Improvement Certification.</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 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: No evidence of this topic within any curriculum or electives at MCASOM AZ.

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 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: Within MCASOM's new "Sustainability in Medicine" elective, there is a lecture titled "Disaster Preparedness and Climate Resilience."

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 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: No evidence of this topic within any curriculum or electives at MCASOM AZ.

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

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

Score explanation: During the Health Systems Sciences Foundations core curriculum presentation on "Population Centered Care," there was one slide discussing neighborhood and built environment which displayed a graph showing the correlation between estimated daily dose of particulate matter exposure and adjusted relative risks of ischemic heart disease, cardiovascular disease, and cardiopulmonary disease mortality. However, beyond displaying the slide there was no discussion of the topic.

1.6. 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: No evidence of this topic within any curriculum or electives at MCASOM AZ.

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 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: No evidence of this topic within any curriculum or electives at MCASOM AZ.

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 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: During the Health System Sciences Foundations core curriculum presentation on Population Centered Care, a slide discussing determinants of poor health lists “limited availability of healthy food, limited availability of clean water” as such factors among a list of many others but never discusses them or their significance in greater depth.

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 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. |
| <i>Score explanation: No evidence of this topic within any curriculum or electives at MCASOM AZ.</i> | |

| | |
|---|--|
| 1.10. Does your <u>medical school</u> curriculum address the unequal regional health impacts of climate change globally? | |
| 3 | This topic was explored in depth by the core curriculum. |
| 2 | This topic was briefly covered in the core curriculum. |
| 1 | This topic was covered in elective coursework. |
| 0 | This topic was not covered. |
| <i>Score explanation: No evidence of this topic within any curriculum or electives at MCASOM AZ.</i> | |

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

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|--|--|
| 1.11. Does your <u>medical school</u> 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. |
| <i>Score explanation: No evidence of this topic within any curriculum or electives at MCASOM AZ.</i> | |

| | |
|---|--|
| 1.12. Does your <u>medical school</u> 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. |
| <i>Score explanation: No evidence of this topic within any curriculum or electives at MCASOM AZ.</i> | |

| 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? | |
|--|--|
| 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. |
| <i>Score explanation: The longitudinal "Investigating Native Health" elective explores food sovereignty and the cultural significance of water and the ways these intertwine with Native American identity and health. This elective is not part of the core curriculum nor required for students.</i> | |

| 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? | |
|--|--|
| 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. |
| <i>Score explanation: No evidence of this topic within any curriculum or electives at MCASOM AZ.</i> | |

Curriculum: Sustainability

| 1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet? | |
|---|--|
| 3 | This topic was explored in depth by the core curriculum. |
| 2 | This topic was briefly covered in the core curriculum. |
| 1 | This topic was covered in elective coursework. |
| 0 | This topic was not covered. |
| <i>Score explanation: Though the health benefits of plant-based diets were discussed in the Lifestyle Medicine presentation of Health Systems Sciences Foundations course, no mention was made about the environment or food systems.</i> | |

| 1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems? | |
|---|---|
| 3 | This topic was explored in depth by the core curriculum |
| 2 | This topic was briefly covered in the core curriculum. |
| 1 | This topic was covered in elective coursework. |
| 0 | This topic was not covered. |
| <i>Score explanation: In the new “Sustainability in Medicine” elective, there are lectures titled “Greening the OR” and “Energy Efficient Hospitals.”</i> | |

| 1.17. 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 anesthetic gases on the healthcare carbon footprint and ways to reduce anesthesia environmental impacts, such as total intravenous anesthesia or choosing less environmentally harmful anesthetic 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></p> <ul style="list-style-type: none"> - At MCASOM AZ, the Health Systems Sciences Foundations core curriculum presentation on High Value Care discussed how high value care involves both efficiency and avoiding waste (waste of equipment, supplies, ideas, energy). - In the Blood and Blood Vessel lecture of the Histology course, one slide discusses waste of both blood and discarded plastic tubes amounting to roughly 238 L annually. |

Curriculum: Clinical Applications

| 1.18. In training for patient encounters, does your <u>medical school’s</u> curriculum introduce |
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| 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: No evidence of this topic within any curriculum or electives at MCASOM AZ.</i> | |

| 1.19. In training for patient encounters, does your medical school's curriculum introduce strategies for taking an environmental history or exposure history? | |
|---|--|
| 2 | Yes, the core curriculum includes strategies for taking an environmental history. |
| 1 | Only elective coursework includes strategies for taking an environmental history. |
| 0 | No, the curriculum does not include strategies for taking an environmental history. |
| <i>Score explanation: Throughout the preclinical years at MCASOM AZ, in both the Basic and Advanced Doctoring courses, students are taught to take comprehensive histories including environmental and occupational exposures and practice applying these skills in simulated patient encounters. There was particular emphasis placed on gathering an exposure history during the Doctoring sessions corresponding with the Pulmonology course, as these simulated patient encounters often had notable military, natural, or built environment exposures relevant to the patient's presenting symptoms.</i> | |

Curriculum: Administrative Support for Planetary Health

| 1.20. Is your medical school currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education? | |
|--|--|
| 4 | Yes, the medical school is currently in the process of making major improvements to ESH/planetary health education. |
| 2 | Yes, the medical school is currently in the process of making minor improvements to ESH/planetary health education. |
| 0 | No, there are no improvements to planetary health education in progress. |
| <i>Score explanation: MCASOM did approve and support the new Sustainability in Medicine elective and is receptive to student initiatives to introduce new topics for group or independent study.</i> | |

| 1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the core curriculum? | |
|---|--|
|---|--|

| | |
|---|--|
| 6 | Planetary health/ESH topics are well integrated into the core medical school curriculum. |
| 4 | Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum. |
| 2 | Planetary health/ESH is not integrated and is primarily addressed in (a) standalone lecture(s) . |
| 0 | There is minimal/no education for sustainable healthcare. |

Score explanation: There is minimal to no coverage of sustainability and planetary health in core curriculum organ blocks at MCASOM AZ. Most of the content identified as relevant to the Planetary Health Report Card arose from one or two lectures of the Health Systems Sciences Foundations course, and these instances were mostly nods to sustainability within a few words on a slide rather than informed discussions about the intersection of health and environment. The only standalone sustainability-oriented content is the “Sustainability in Medicine” elective currently being offered for the first time and it is not a part of the core curriculum nor required for students..

1.22. Does your medical school employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?

| | |
|---|--|
| 1 | Yes , the medical school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare |
| 0 | No , the medical school does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. |

Score explanation: MCASOM AZ has an appointed faculty member for overseeing the “Sustainability in Medicine” elective, but no specific contact for sustainability in the entire medical school curriculum.

Section Total (11 out of 72)

15.28%

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 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: There are no planetary health or healthcare sustainability research initiatives listed in the research division of Mayo Clinic. There is an Office of Sustainability at Mayo Clinic but its function appears to operate at the administrative and business level. Furthermore, we have sought connections to planetary health researchers through word of mouth and networking but have been unable to find any researchers in these fields at Mayo.</i></p> | |

| 2.2. 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: While MCASOM AZ does have Occupational Health, it operates with a clinical and administrative capacity without any research groups.</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 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 are no conversations occurring at MCASOM AZ about climate or climate justice with community members.

2.4. 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: Mayo has a one [page](#) on their Community Engagement website titled “Environmental Stewardship” which broadly discusses aims of reducing waste, building for sustainability, and using water wisely. You are also able to request a grant through this website to fund ongoing research or volunteer efforts. However, specific information about how Mayo is addressing these aims is not easily found.

2.5. 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: We could find no evidence of planetary health conferences hosted at MCASOM AZ.</i> | |

| | |
|--|--|
| 2.6. 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: While MCASOM Rochester campus is a member of the Global Consortium on Climate and Health Education, either the AZ campus is not a member or the program has no presence on the Arizona campus.</i> | |

| | |
|------------------------------------|---------------|
| Section Total (2 out of 17) | 11.76% |
|------------------------------------|---------------|

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 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: MCASOM AZ has several medical school level collaborations with the community including via the Medical Re-allocating Equipment is Necessary to Eliminate Waste and Amplify Leadership (R.E.N.E.W.A.L.) Program which works with the community to gather and reduce waste of medical supplies through reallocation to community partners in need such as Phoenix Allies for Community Health, Refugee Education and Clinic Team, etc. Additionally, the Sustainability Interest Group partners with the city of Phoenix for a biannual Adopt-A-Road cleanup to beautify the Scottsdale community and to reduce trash in the area. Other partnerships which address health disparities which include the role of environmental influences include Feed My Starving Children, St. Mary's Food Bank, St. Vincent de Paul, Circle the City Respite Facility for the Homeless, and Arizona State University (ASU) for collaborative master's courses and week-long electives such as "Community Table," a course on evidence-based foods to advise patients on. Although not always directly related to climate change, principles throughout emphasize health disparities, local environments, and sustainability.</i></p> | |

| 3.2. 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: Mayo Clinic as an institution has hosted a couple of virtual events open to the public through the Office of Sustainability. Both of these events focused on ways in which Mayo is working to reduce its environmental impact. One describes how Mayo has joined the Better Climate Challenge, an initiative to reduce greenhouse gas emissions, and the other highlights sustainability efforts at a newly built hospital in the Mayo system. The medical school does not organize community-facing events regarding planetary health.</i></p> | |

| 3.3. 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. |
| <p><i>Score explanation: Students do receive regular communications about planetary health or sustainability through the Sustainability Grand Rounds which target all medical staff including medical students. The Sustainability Interest Group also sends out emails occasionally to include students specifically in community/ healthcare events and updates. Students can elect to join other email communications from the channels on sustainability such as the Green Committee or the Sustainability Interest Group.</i></p> | |

| 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 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 |
| <p><i>Score explanation: As of April 2021, Mayo began hosting Sustainability Grand Rounds every other month. Some of the previous topics include “Climate Change, Health and Health Care: How Health Professionals can Help,” information on sustainability in food services, and energy conservation in the healthcare setting. In 2022, Mayo hosted a “Seminar for Nurse Anesthetists” for continuing education credits that included a lecture called “Code Blue, Location Earth: Climate Change, Health Impacts and how Anesthesia Professionals Can Make a Difference.” A similar course on how anesthetic agents impact the environment and actions teams can take to minimize environmental effects in 2023. Additionally, the entire Mayo Clinic enterprise was invited to join the Drawdown Ecochallenge in 2023</i></p> | |

which was a fun and social way to connect the dots between climate solutions and climate actions to help reverse climate change.

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

| | |
|---|---|
| 2 | Yes, the medical school or all affiliated hospitals have accessible educational materials for patients. |
| 1 | Some affiliated hospitals have accessible educational materials for patients. |
| 0 | No affiliated medical centers have accessible educational materials for patients. |

Score explanation: Mayo has created disease-specific handouts that mention the effects of environmental exposures. One patient education handout entitled "Seven Strategies for Cancer Prevention" includes limiting exposure to second-hand smoke and pesticides on produce. Another handout entitled "Healthy Nutrition and Cancer" mentions organic foods but states they have not been definitively associated with lower cancer risk. "Instructions for Men to Maximize Sperm Quality for Fertilization" recommends avoiding environmental exposures such as herbicides and pesticides. These handouts are available online for use at all Mayo campuses.

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 medical school or all affiliated hospitals have accessible educational materials for patients. |
| 1 | Some affiliated hospitals have accessible educational materials for patients. |
| 0 | No affiliated hospitals have accessible educational materials for patients. |

Score explanation: There is no single comprehensive article on the link between planetary and human health as a whole. However, there are several articles, such as one on the [exposome](#) and another titled "[Mayo Clinic Minute: Healthy environment leads to healthy life.](#)" Other accessible information for patients includes resources like a podcast Q&A about the effects of climate change on global childhood health and a news article about [climate change and tick-borne infections](#). These are both online resources available to patients at all campuses.

Section Total (11 out of 14)

78.57%

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 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: MCASOM certainly encourages sustainability related projects and there are grants available at an institutional level for QI projects. However, none of these grants are specifically targeted towards sustainability, and there are no sustainability-related QI projects mandated as part of the core curriculum, although it is mandated as part of the Sustainability in Medicine longitudinal elective.

| 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 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: Although students are able to participate in research related to climate change and planetary health, there are no specific programs or fellowships available for these projects outside of elective courses.

| 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 | |
|---|--|
|---|--|

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

Score explanation: Although the Mayo Clinic as an institution has a green webpage, this page is only accessible via the internal intranet, and is not linked through the public medical school webpage. It is also difficult to use this internal webpage to look for mentors or be engaged in student initiatives such as the Sustainability Interest Group or the Medical R.E.N.E.W.A.L. Group.

| 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? | |
|--|---|
| 2 | Yes, there is a student organization with faculty support at my medical school dedicated to planetary health or sustainability in healthcare. |
| 1 | Yes, there is a student organization at my medical school dedicated to planetary health or sustainability in healthcare but it lacks faculty support . |
| 0 | No, there is not a student organization at my institution dedicated to planetary health or sustainability in healthcare. |

Score explanation: The Mayo Clinic Arizona Sustainability Interest Group, is a student-led initiative which has a faculty advisor for support and puts on events such as clothing swaps and donations, as well as biannual Adopt-A-Road cleanups. The Medical R.E.N.E.W.A.L. Group is a student-led initiative that reallocates unexpired medical waste to clinics and communities in need. There is also a Lifestyle Medicine group which has strong faculty and resident support and intersects topics of sustainability and how they relate to diet, exercise, and healthy living.

| 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? | |
|--|--|
| 1 | Yes, there is a student representative that serves on a medical school or institutional decision-making council/committee. |
| 0 | No, there is no such student representative. |

Score explanation: The Mayo Clinic has a student advocate on the Green Committee.

4.6. 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 Mayo Clinic allows students to participate in a camping trip via the Wilderness Selective, and hosts sustainability grand rounds for employees of the clinic to become more aware of sustainability efforts and issues around Mayo.

Section Total (7 out of 15)

46.67%

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 medical school and/or institution have an Office of Sustainability? | |
|--|--|
| 3 | Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital and/or medical school. |
| 2 | There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of medical school and/or hospital sustainability. |
| 1 | There are no salaried sustainability staff , but there is a sustainability task force or committee |
| 0 | There are no staff members or task force responsible for overseeing campus sustainability |
| <p><i>Score explanation: Mayo Clinic has had an Office of Sustainability since 2018 and there is currently one salaried Sustainability Director overseeing efforts enterprise-wide. There are also several staff who hold a Green Committee Chair position, but they are not full-time sustainability staff. No person specifically represents the medical school in sustainability.</i></p> | |

| 5.2. How ambitious is your institution/medical school 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: There is no proposed or written plan to achieve carbon neutrality. Mayo Clinic only has written plans to reduce emissions. As part of the Better Climate Challenge program, Mayo Clinic has achieved 9% emissions reductions from a 2019 base year. They have committed to reduce their greenhouse gas emissions 50% by 2032.</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 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: Mayo Clinic Arizona utilizes less than 1% renewable energy, and does not currently have solar power implemented. Most sustainability initiatives focus around energy efficiency rather than utilizing renewable energy. Mayo Clinic was the recipient of a [2023 Practice Greenhealth environmental excellence award](#), (Emerald Award and Greening the OR award) for these efforts.

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 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: Mayo Clinic Alix School of Medicine - Arizona first opened in 2017, adapting a building in the Scottsdale location which was first opened in the 1980s. Additionally, the school is now moving in 2024 to a [building](#) adjacent to Mayo Clinic Hospital Phoenix.

Mayo Clinic also participates in the Better Buildings Alliance through the Department of Energy, and new buildings must comply with institutional sustainability guidelines modeled off of LEED, however they are not LEED 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 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 or institution has implemented some strategies to provide environmentally-friendly transportation options, but the options are unsatisfactorily accessible or advertised. |
| 0 | The medical school or institution has not implemented strategies to encourage and provide environmentally-friendly transportation options. |
| <p><i>Score explanation: Students have access to a free intercampus shuttle, which transports staff and students from the Mayo Clinic Hospital in Phoenix to the Mayo Clinic Alix School of Medicine in Scottsdale. There are currently bike routes to access the Scottsdale medical school campus, but no feasible way to access the Phoenix hospital via bicycle. Additionally, it can be extremely difficult to access off-campus clinical locations without a car, particularly partner student clinics and hospitals such as St. Vincent de Paul, Refugee Education and Clinic Team, and Phoenix Children's Hospital.</i></p> | |

| | |
|--|---|
| 5.6. 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: Information on waste management is included on a community engagement page that dives deeper into environmental stewardship. Food waste on an institutional level is composted or repurposed into animal feed. There is no composting program within the medical school and no organic waste containers in any of the medical school buildings. Recycling is available in all medical school buildings.</i></p> | |

| | |
|---|---|
| 5.7. 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: The medical school does not apply any sustainability criteria around food or beverage selection. There are only individual student efforts to reduce waste and eat local, meat-free food options through the Lifestyle Medicine Interest Group or the Sustainability Interest Group.</i></p> | |

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

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

Score explanation: There are [institutional sustainability guidelines](#) for supply procurement, and the Mayo Clinic became a founding member of Greenhealth Exchange (a marketplace for sustainable purchasing) in 2017. However, the medical school is not engaged in efforts to increase procurement sustainability. Only items purchased through Mayo Clinic institutional channels are required to comply with Mayo Clinic guidelines.

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

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

Score explanation: The medical school has no recommendations, incentives, or rules around sustainability of events.

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

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

Score explanation: There are institutional initiatives to make the lab spaces more sustainable, but no guidelines, programs, or initiatives from the medical school.

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

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

Score explanation: Mayo Clinic has several investments in fossil-fuel in [Oklahoma and Texas](#). Oil and gas interests were originally donated to the Mayo Clinic in the 1990s and have since been expanded under the company [Latigo](#). As of 2023, Mayo Clinic had [\\$1.45 billion](#) holdings and investments in fossil fuels. Cumulatively, Mayo Clinic has made \$190 million in royalty income from these donated oil fields. There have been efforts to increase investments in ESGs, but no current initiative to divest from fossil-fuels.

| | |
|------------------------------------|---------------|
| Section Total (8 out of 32) | 25.00% |
|------------------------------------|---------------|

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% |

Planetary Health Grades for the Mayo Clinic Alix School of Medicine - Arizona

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

| Section | Raw Score % | Letter Grade |
|---|--|--------------|
| Planetary Health Curriculum (30%) | $(11/72) \times 100 = 15.28\%$ | F+ |
| Interdisciplinary Research (17.5%) | $(2/17) \times 100 = 11.76\%$ | F |
| Community Outreach and Advocacy (17.5%) | $(11/14) \times 100 = 78.57\%$ | B+ |
| Support for Student-led Planetary Health Initiatives (17.5%) | $(7/15) \times 100 = 46.67\%$ | C |
| Campus Sustainability (17.5%) | $(8/32) \times 100 = 25.00\%$ | D |
| Institutional Grade | $(15.28 \times 0.3 + 11.76 \times 0.175 + 78.57 \times 0.175 + 46.67 \times 0.175 + 25.00 \times 0.175) = 32.93\%$ | D+ |