



Planetary Health Report Card (Medicine) 2026:

Indiana University School of Medicine



INDIANA UNIVERSITY
SCHOOL OF MEDICINE

2025-2026 Contributing Team:

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Land acknowledgment: IU Indianapolis acknowledges our location on the traditional and ancestral territory of the Miami, Potawatomi and Shawnee people. We honor the heritage of Native peoples, what they teach us about the stewardship of the earth and their continuing efforts today to protect the planet. Founded in 1969, IU Indianapolis stands on the historic homelands of Native peoples and, more recently, that of a vibrant Black community, also displaced. As the present stewards of the land, we honor them all as we live, work and study at IU Indianapolis.

Summary of Findings

Overall Grade	B
Curriculum	B-
<ul style="list-style-type: none"> • The Indiana University School of Medicine (IUSM) integrates several key planetary health topics into the core curriculum, particularly through the Fundamentals of Health and Disease and Health Systems Science courses. Climate-related health impacts, including extreme heat, cardiovascular disease, mental health outcomes, environmental toxins, and disproportionate effects on marginalized populations, are generally well-covered across multiple courses in the preclinical years. The availability of a dedicated Climate Change and Health elective further strengthens curricular offerings for interested students. • However, planetary health education remains uneven and fragmented. Several key topics, such as Indigenous knowledge systems, food systems and ecosystem health, healthcare sector carbon emissions, plant-based diets, and sustainable clinical practice, are either absent or limited to elective coursework. In addition, global perspectives on climate-related health inequities are underemphasized. • Recommendations: Integrate planetary health longitudinally across the core curriculum, with explicit inclusion of Indigenous knowledge, global health impacts, sustainable clinical practice, and healthcare system emissions. Content should be reinforced through assessment/assignments to signal institutional priority. 	
Interdisciplinary Research	B+
<ul style="list-style-type: none"> • Indiana University offers strong institutional capacity for interdisciplinary research related to climate, environment, and health. Faculty across multiple departments engage in research relevant to planetary health, and medical students have access to mentorship and collaborative opportunities beyond the School of Medicine. Despite this strength, medical student-specific access to planetary health research opportunities is not particularly visible or centralized, limiting student engagement. • Recommendations: Develop a centralized directory highlighting planetary health-related faculty, projects, and student opportunities across the institution. The proposed directory should be inclusive of environmental health-related mentors within/for the summer research program, Indiana University Medical Student Program for Research and Scholarship (IMPRS), and potential collaborations with Indiana University programs external to IUSM. 	
Community Outreach and Advocacy	B-
<ul style="list-style-type: none"> • IUSM demonstrates some engagement with environmental justice and community health through curricular content, mandatory professional development activities, and student advocacy. However, formal partnerships with community organizations focused on environmental health are sparse, and opportunities for students to engage directly with affected communities are limited and minimally integrated. Historically, these partnerships have been largely organized by students. • Recommendations: Expand structured partnerships with local and regional community organizations addressing environmental and climate-related health issues and embed these opportunities into required service-learning or clerkship experiences. 	
Support for Student-Led Initiatives	A
<ul style="list-style-type: none"> • IUSM excels in supporting student-led planetary health initiatives. Students benefit from strong institutional backing through the broader university, access to faculty mentorship, and funding mechanisms that enable advocacy, education, and research projects. This support has fostered student leadership and meaningful participation in planetary health. • Recommendations: Increase School of Medicine-specific support by formalizing mentorship pathways, advertising opportunities more clearly, and prioritizing funding for student-led planetary health 	

research and advocacy.

Campus Sustainability

C-

- While Indiana University has made progress in areas such as energy use and long-term sustainability planning, medical school-specific sustainability efforts remain limited. Laboratory sustainability, sustainable procurement, transportation initiatives, and environmentally responsible event planning are areas with room for improvement. Indiana University has a Climate Action Plan aiming for carbon neutrality by 2040, but the institution is yet to commit to a phased divestment from fossil fuels.
- **Recommendations:** Establish medical school-specific sustainability benchmarks, with targeted initiatives focused on laboratory practices, procurement policies, and emissions reduction in healthcare and educational settings. Garner formal student and faculty support to encourage the university to verbally commit to fossil fuel divestment.

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 analysing 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, urbanisation, 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 health professional 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 health professional training. It is imperative that we hold our institutions accountable for educating health professional 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 colour, 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 health professional schools, we have created a Planetary Health Report Card that students internationally can use to grade and compare their institutions on an annual basis. This student-driven initiative aims to compare health professional 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 centred on environmental health impacts 5) 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 health professional 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/Department vs. Institution:** When “Medical school” is specified in the report card, this only refers to curriculum and resources offered by the School/department 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 including all of its campuses. 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 (Curriculum Section):** This is a series of questions students 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 mould 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. Please be as specific as possible when providing evidence for this metric.
- **Elective:** The word "elective" refers to an optional course or lecture series that a 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.
- **Core Curriculum:** This refers to the taught material that is delivered to the entire cohort of students in one year.
- **Clerkship / Outreach:** 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, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.
- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).
- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.
- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.
- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.
- **Extractivism:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to the historic seizing of natural resources, a practice which has developed business models tied to ecological degradation and loss of biodiversity.

- **Global South:** Nations that often have less economic and industrial development and are typically in the southern hemisphere. These nations have been found to be disproportionately impacted by the climate crisis.
- **Low socioeconomic status (SES):** An individual or geographical area that across a variety of socioeconomic factors (e.g., income, education, race/ethnicity) is considered vulnerable. This vulnerability has been correlated to more adverse health outcomes often as a consequence of encountering more barriers in accessing and receiving healthcare.
- **Low and Middle-Income Countries (LMIC):** Countries that have lower degrees of economic affluence.
- **Anthropogenic:** Created through human activity
- **Marginalized communities:** Groups excluded from mainstream economic, educational, social, and/or cultural experiences due to race, gender identity, sexual orientation, age, physical ability, language, and/or immigration status (Sevelius et al., 2020).

Scoring Matrix

- Elective coursework (1 point): This score applies to material that is actively selected by the students such as a module choice, or additional lecture series. By implication, only a given proportion of the cohort will receive this taught material.
- Brief coverage in the core curriculum (2 points): This score applies where a topic is covered only briefly in a core curriculum session. This implies that the entire cohort receives the same material. At minimum brief inclusion would qualify as inclusion in a single lecture slide in a single year.
- In depth coverage in the core curriculum (3 points): This score applies where a topic is taught in significant detail or where a topic is repeatedly brought up in different years. This might look like several dedicated lecture slides, or inclusion of the same topic in different lectures and teaching formats.

Other considerations:

- If there are more than one “tracks” at your institution 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). Where possible please indicate the proportion of students that are on each track.

Updated in 2025, a complete literature review by metric is available for the 2024/25 Medicine Report Card Template. This largely translates across disciplines although we are hoping to expand this process across all of our covered disciplines. A link to the 2025 literature review by metric is available [here](#).

Planetary Health Curriculum

Section Overview: This section evaluates the integration of relevant planetary health topics into the medical school curriculum. Today's health professional students will be on the frontlines of tackling the health effects of climate and other environmental changes. Therefore, it is critical that 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?	
Yes, the medical school has offered more than one elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered one elective whose primary focus is ESH/planetary health in the past year. (2 points)	
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. (1 point)	
No, the medical school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> Indiana University School of Medicine (IUSM) offers a four week professional development elective to third and fourth year medical students titled, "Climate Change and Health Elective (71ZI710)." This elective focuses on how the climate crisis is impacting global health in the 21st century and understanding the role of medicine and healthcare institutions. Specific topics include exploration of climate solutions, the impact of climate change on social justice and healthcare inequities, environmental justice, and growing challenges in the clinical setting. Students are expected to engage in weekly meetings or volunteer activities relating to environmental advocacy, attend virtual lectures, and participate in group projects and field trips.</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?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	

This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> IUSM has several core curriculum courses and lectures that discuss the relationship between extreme heat, health risks, and climate change. In the MS1 course, Fundamentals of Health and Disease, there is a lecture and an attached small group session titled “Environmental Injury.” These course sessions explore how air pollution, environmental diseases, health risks (alcohol consumption, smoking, etc.), the role of ozone depletion, and hypo/hyperthermia can impact human health. These sessions aim to give students a basic understanding of environmental disease and hazards and require them to think critically in order to apply this knowledge to patient populations.</p> <p>In the course Health Systems Science I, there is a module titled “Social & Structural Determinants of Health - Poverty, Neighborhood, and Environment.” This module explores many social determinants of health, but it also focuses on environmental risk factors such as air pollution and lead poisoning and how these factors commonly disproportionately affect certain disadvantaged communities. The module briefly touches on climate change, and the content regarding extreme heat is reinforced through small group discussion.</p>	

1.3. Does your <u>medical school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> IUSM incorporates the health impacts of extreme weather events across multiple curricular components. For example, the MS1 course, Fundamentals of Health and Disease, has a recurring lecture and subsequent small group session titled “Environmental Injury” which examines the increasing incidence of extreme weather events and its impact on human health. Additionally, in the MS1 course Neuroscience and Behavior a lecture titled “Trauma and Dissociative Disorders” and its accompanying small group address the connection between climate change, increased natural disasters and their classification as traumatic events. One of the explicit learning objectives of this course focuses on describing how extreme weather events impact mental health outcomes, emphasizing the broader societal and health outcomes associated with climate related disasters.</p>	

1.4. Does your <u>medical school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?	
This topic was explored in depth by the core curriculum. (3 points)	

This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> Specific discussion of impact of climate change on the changing patterns of infectious disease is not heavily reflected in the IUSM curriculum. The MS2 course, Gastrointestinal and Nutrition, connects climate change to infectious disease by emphasizing how environmental and social factors shape nutrition, GI health, and infection risk. Through its learning objectives, students evaluate how climate-driven environmental conditions and social context influence susceptibility to infectious disease and related health outcomes. Separately, IUSM offers an elective course titled "Climate Change and Health" which is structured to "help students better understand the roles of medical students, physicians, and healthcare institutions in addressing climate change and its consequential disease burden." Students enrolled in this course are responsible for completion of a climate advocacy project as a part of their grade.</p>	

1.5. Does your <u>medical school</u> curriculum address the respiratory health effects of climate change and air pollution?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> In the Fundamentals of Health and Disease course, there is a lecture titled "Environmental Injury" that focuses on the pathophysiology of disease stemming from environmental exposures. This lecture introduces various air pollutants and their contribution to disease. In the Renal and Respiratory course; however, there is minimal discussion of air pollution on disease progression. As for additional opportunities to learn more about pollution and respiratory health, the clerkship elective "Climate Change and Health" (71Z1710) is available to 3rd or 4th year students and discusses this in depth.</p>	

1.6. Does your <u>medical school</u> curriculum address the cardiovascular health effects of climate change, including increased heat?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	

Score Assigned:	3
<p><i>Score explanation:</i> This topic was introduced in the first year course, Fundamentals of Health and Disease. This course included a lecture titled "Environmental Injury" and a corresponding small group that examines the cardiovascular health effects of climate change, including increased heat. In the second year course, Cardiovascular and Hematology, this topic is revisited and further explored in the lecture titled "Environmental Effects on Cardiovascular Disease". This lecture explores how climate change and increased heat can cause and worsen cardiovascular disease as well as how to manage cardiovascular disease when dealing with increased heat. This topic was also discussed in corresponding small groups as well as being the basis of exam questions.</p>	

<p>1.7. Does your <u>medical school</u> curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?</p>	
<p>This topic was explored in depth by the core curriculum. (3 points)</p>	
<p>This topic was briefly covered in the core curriculum. (2 points)</p>	
<p>This topic was covered in elective coursework. (1 point)</p>	
<p>This topic was not covered. (0 points)</p>	
Score Assigned:	3
<p><i>Score explanation:</i> This topic was introduced in the first year course Fundamentals of Health and Disease. This course included a lecture titled "Environmental Injury" and a corresponding small group that examines the neuropsychological and mental health effects of environmental degradation and climate change. These sessions covered how humans impact the environment and vice versa. Furthermore, in the first year course, Neuroscience and Behavior, there is a lecture titled "Trauma and Dissociative Disorders" and a corresponding small group that explores the links between climate change (amongst other national disasters) and mental health as well as societal unrest. Additionally, in students' third year, IUSM offers an elective, "Climate Change and Health" (71ZI710) for the 2025-2026 school year that explores the health impacts of climate change, including heat-related illnesses, infectious diseases, and mental health issues. This elective also allows students to examine the healthcare sector's role in both contributing to and addressing climate challenges.</p>	

<p>1.8. Does your <u>medical school</u> curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?</p>	
<p>This topic was explored in depth by the core curriculum. (3 points)</p>	
<p>This topic was briefly covered in the core curriculum. (2 points)</p>	
<p>This topic was covered in elective coursework. (1 point)</p>	
<p>This topic was not covered. (0 points)</p>	
Score Assigned:	1

Score explanation: The Health Systems Science I course includes a mandatory lecture titled “Social and Structural Determinants of Health” which emphasizes the intersections of lived environment, access to food and water, SES, and race, but it does not explicitly discuss ecosystem health or use the words “climate change”. The only coursework offered that allows students to engage in depth with this material is through the elective coursework “[Climate Change and Health \(71ZI710\)](#).” This course includes an objective to describe the “multiple pathways by which climate change impacts human health” and involves literature analyses, mitigation and adaptation strategies, and physician advocacy. It also offers an individualized project in advocacy work on environmental justice and climate, which also allows students to explore topics relating to the above prompt.

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

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

3

Score explanation: In the Health System Science I course, there is a module on social and structural determinants of health in which the importance of the environment, including air pollution, on health is briefly mentioned. In this course, there is also a module on poverty, health, and environment that discusses in detail how people of lower SES are more likely to be exposed to low environmental quality. It dives into the economic factors that allow poorer communities to be exposed to water and air pollutants at a disproportionate rate compared to wealthier communities. It discusses how poorer communities are more likely to be in close proximity to toxic waste and industrial pollutants.

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

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

2

Score explanation: In the course “Fundamentals of Health and Disease,” there is a lecture on the impacts of climate change that discusses various environmental dangers to human health titled “Environmental Injury.” This lecture has been expanded from years prior. It details the climate impacts on wildfires in the Western United States and hurricanes in the South. It discusses how

universities emit high levels of carbon and the effects on communities around them. Additionally, there is in depth information on the importance of our ozone layer as well as the detrimental effects of smog that many communities have faced over the past few years. The lecture explains physiologically how various pollutants impact health, and it integrates the different environmental dangers that various parts of the world face. However, the majority of the lecture focuses on the US specifically, and it lacks an in-depth exploration regarding global impact. In addition to this lecture, IUSM offers the [Climate Change and Health Elective \(71ZI710\)](#) elective which explores climate change’s impact on healthcare inequities and social injustice, as well as addressing the unequal regional and global health impacts of climate change.

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, microplastics)?

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

2

Score explanation: This topic was briefly addressed within the required “Environmental Injury” lecture in the mandatory first-year course Fundamentals of Health and Disease (FHD). One of the session learning objectives included in this lecture was to “describe the main types of air pollution and understand the different clinical disease consequences that may occur from exposure” with the associated slide outlining the fact that industry-related pollutants such as lead have detrimental impacts on reproductive health. In the first-year course Neuroscience and Behavior, the lecture titled Neurodevelopment listed pesticides, weed killers, industrial waste, and pollution as teratogenic and noted that these substances must be avoided during pregnancy.

Additionally, the mandatory second-year course titled Endocrine, Reproductive, Musculoskeletal, and Dermatology (ERMD) included a small group session “Abnormal Pubertal Development and Growth Cases” with required pre-work reading. The reading consisted of an article titled “[Pubertal Development](#)” in which the effect of endocrine-disrupting chemicals such as pesticides and plasticizers are listed as having an effect on the reproductive system and are associated with earlier puberty. Finally, IUSM offers an elective rotation for third and fourth year students titled “[Climate Change and Health \(71ZI710\)](#)” which allows students the opportunity to better understand the clinical impact of climate change and the manifestations of the environmental crisis on diseases including maternal-fetal illness.

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

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> This topic was generally addressed within the “Environmental Injury” lecture in the mandatory first-year course Fundamentals of Health and Disease (FHD). In this lecture, the disorders caused by chemical or physical agents in the environment are discussed although they are not specific for the Indiana region. In addition, IUSM offers an elective course for third and fourth year students titled “Climate Change and Health (71ZI710)” which provides students with the opportunity to better understand the impact of human-caused environmental threats like climate change on healthcare institutions and the local patient population.</p>	

1.13. To what extent does your <u>medical school</u> emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> The IU School of Medicine does not explicitly address the importance of Indigenous knowledge and values in planetary health solutions. Indigenous knowledge is not addressed in the core curriculum, and there are no electives on this topic currently available to students.</p>	

1.14. Does your <u>medical school</u> curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> The IUSM curriculum addresses planetary health across two modules in Health Systems Science I, “Social and Structural Determinants of Health” and “Poverty, Neighborhood, and Environment.” These modules specifically link environmental health disparities to poverty and SES, including “hazardous wastes and other toxins, ambient and indoor</p>	

air pollutants, water quality, ambient noise, residential crowding, housing quality, educational facilities, work environments, and neighborhood conditions.” These are further expanded upon in second-year coursework in the Cardiovascular and Hematology module “Environmental Impacts on Cardiovascular Disease” and Renal and Respiratory module “Introduction to Lung Cancer.”

Curriculum: Sustainability

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

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 point)

Score Assigned:

0

Score explanation: The environmental and health co-benefits of a plant-based diet are not explicitly covered in core or elective curriculum. In the core curriculum, a supplementary resource titled “Whole Food, Plant Based Resources from the American College of Lifestyle Medicine” is provided during the Foundations of Clinical Practice course, although the document is not required reading and does not discuss the environmental impact of a plant-based diet. In elective coursework, the Food as Medicine elective mentions plant-based diets as one of many healthy dietary patterns to be explored in the course, although the implications of dietary patterns on the environment are not addressed in course learning objectives. While plant-based diets are briefly mentioned in core and elective curriculum, current coursework lacks discussion about the environmental impact of dietary choices.

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

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

1

Score explanation: There is no discussion of the carbon footprint of healthcare systems in the core curriculum. In the elective curriculum, a course titled Climate Change and Healthcare Elective explores this topic. This elective encourages students to understand the relationship between healthcare institutions and climate change, and specifically mentions the size of the healthcare sector’s carbon footprint in the course description.

1.17. Does your medical school curriculum cover these components of sustainable clinical practice in the core curriculum? (points for each)	Score
The health and environmental co-benefits of avoiding over-medicalisation, over-investigation and/or over-treatment (2 points)	0
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 fulfil this metric. (2 points) .	0
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 point)	0
Environmental impact of surgical healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0
The impact of anaesthetic gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	0
The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	0
Waste production within healthcare clinics and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	1
<p>Score explanation: At IUSM, the Endocrine, Reproductive, Musculoskeletal and Dermatology course covers non-pharmaceutical management of conditions such as exercise and yoga for musculoskeletal conditions. The course also includes a lecture discussing environmental impacts on health, but it does not discuss the co-benefits of non-pharmaceutical management on the environment. Similarly, the Cardiovascular and Hematology course covers environmental impact on cardiovascular disease. The Foundations of Clinical Practice course also covers case-based learning opportunities that emphasize the importance of goal-directed ordering of labs for patients to reduce the number of waste in clinical practice. This is further emphasized in Phase Two during clinical rotations. Particularly, the Internal Medicine rotation includes in its curriculum the importance of optimizing the labs and treatments ordered.</p>	

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your medical school's curriculum introduce strategies to have conversations with patients about the health effects of climate change?
Yes, there are strategies introduced for having conversations with patients about climate change in the core curriculum. (2 points)
Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework. (1 point)

No, there are not strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> At Indiana University School of Medicine, the Endocrine, Reproductive, Musculoskeletal and Dermatology course and the Cardiovascular and Hematology course cover a lecture on the environmental impact on health. Objectives determined for both courses include how to appropriately prepare patients through patient centered conversations to mitigate health risks due to environmental factors including heat waves, environmental disasters, and heat and air pollution.</p>	

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?	
Yes, the core curriculum includes strategies for taking an environmental history. (2 points)	
Only elective coursework includes strategies for taking an environmental history. (1 point)	
No, the curriculum does not include strategies for taking an environmental history. (0 points)	
Score Assigned:	2
<p>Score explanation: At Indiana University School of Medicine, the first and second year courses Foundations of Clinical Practice prepares students to take a full medical history, including obtaining information about environmental history, exposure history, and other health safety related questions.</p>	

Curriculum: Administrative Support for Planetary Health

1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?	
Yes, the medical school is currently in the process of making major improvements to ESH/planetary health education. (4 points)	
Yes, the medical school is currently in the process of making minor improvements to ESH/planetary health education. (2 points)	
No, there are no improvements to planetary health education in progress. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> IUSM is continuing to offer a 4-week elective titled “Climate Change and Health Elective”. This is an optional elective that forty 3rd and 4th year students can enroll in yearly. The course covers climate change, the effects on human health of future climate change, healthcare as a contributor to climate change, opportunities to adapt within health care, and physician role in advocacy regarding climate change. While most content has been established in prior years, the curriculum reflects ongoing refinement and longitudinal reinforcement within required coursework.</p>	

1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum?	
Planetary health/ESH topics are well integrated into the core medical school curriculum. (6 points)	
Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)	
Planetary health/ESH is not integrated and is primarily addressed in (a) standalone lecture(s) . (2 points)	
There is minimal/no education for sustainable healthcare. (0 points)	
Score Assigned:	4
<p><i>Score explanation:</i> IUSM has integrated planetary health/education for sustainable healthcare into at least 11 preclinical courses. These courses are HSS 1 and 2, FCP 1 and 2, Molecules, Cells and Tissues, Fundamentals of Health and Disease, Neuroscience and Behavior, Cardiovascular and Hematology, Renal and Respiratory, Gastroenterology and Nutrition, and Endocrine, Dermatology, Musculoskeletal, and Dermatologic Systems. Planetary health/ESH topics are covered to varying degrees within these courses. There are three lectures within the preclinical coursework that cover these topics in more depth: “Understanding the Impact of Poverty, Neighborhood, and Environment on Health,” “Environmental Injury”, "Environmental Impacts on Cardiovascular Disease.” The lecture titled “Environmental Injury” discusses human impact on the environment and the environment's impact on human health including air pollution and UV exposure.</p>	

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?	
Yes , the medical school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
No , the medical school does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> The Indiana University School of Medicine does not have a publicly identified faculty member designated to oversee the incorporation of planetary health and sustainable healthcare throughout coursework.</p>	

1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	

This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> The Health Systems Science I course includes a module titled “Introduction to Social and Structural Determinants of Health & Healthcare Disparities” that highlights the importance of physician awareness of structural determinants of health and ways to engage in reducing these disparities. Included in these determinants and topics to engage in are neighborhood and physical environment, community and social context, and healthcare systems. This is further expanded upon in the elective “Climate Change and Health (71ZI710), which seeks to help medical students “communicate, orally and in writing, issues related to climate change with members of the medical community, popular press, and policy makers” and “articulate the moral imperative of physician advocacy in addressing climate change.”</p>	
Section Total (45 out of 75)	60.00%

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Interdisciplinary Research

Section Overview: *This section evaluates the quality and quantity of interdisciplinary planetary health research at the 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, institutions 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 emphasised.*

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?	
Yes, there are faculty members at the institution who have a primary research focus in planetary health or sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the institution who are conducting research related to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the institution , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are no planetary health and/or sustainability researchers at the institution at this time. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> Indiana University has dedicated environmental and sustainability research infrastructure, including the Environmental Resilience Institute (ERI), whose mission is “to co-create environmental resilience and climate solutions by integrating research, education, and community.” They had several 2025 initiatives and outputs related to resilience and sustainability (e.g., 2025 Hoosier Resilience Heroes and an October 2025 municipal sustainability/resilience survey). Within the IU School of Medicine, at least one publicly documented faculty example of climate health-related scholarship is Titus K. Schleyer, Professor of Biomedical Informatics, whose faculty profile describes a focus on climate change health informatics and notes leadership of the AMIA Climate, Health and Informatics Working Group. He authored a 2025 JAMIA paper outlining informatics priorities at the climate–health interface, which was from a report in the American Medical Informatics Association (AMIA) 2023 Annual Symposium. He also launched a study on air quality changes in Indiana and associated medical conditions (Regenstrief profile). In addition, faculty such as Gabriel T. Bosslet (ICU pulmonology and physician advocacy), Sarah E. Wiehe (social and environmental determinants of health and health inequities), and David M. Aronoff (infectious diseases and environmental influences on health) have expressed interest in planetary health-related questions and provide bridges between clinical medicine, public health, and environmental stressors. However, planetary health or sustainability is not explicitly their primary research identity.</p>	

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u>?	
There is at least one dedicated department or institute for interdisciplinary planetary health research. (3 points)	
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. (2 points)	
There is an Occupational and Environmental Health department , but no interdisciplinary department or institute for planetary health research. (1 point)	
There is no dedicated department or institute. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> Indiana University has dedicated centers and institutes that support interdisciplinary research aligned with planetary health, and since the IU School of Medicine’s primary campus is located at IU Indianapolis, these IU Indianapolis institutes represent institutional infrastructure available for interdisciplinary environment-and-health collaborations relevant to planetary health. IU Indianapolis is home to the Center for Earth and Environmental Science (CEES), which oversees active projects such as reforestation and water quality monitoring. The broader university includes the Environmental Resilience Institute (ERI), whose mission focuses on environmental resilience and climate solutions in partnership with communities and which provides a natural platform for work at the climate–health interface. In addition, IU launched the Environment, Society, and Sustainability Institute (ESSI) in August 2025 as an interdisciplinary hub in Bloomington, noting that ESSI is jointly administered by the O’Neill School, the School of Public Health, and the College of Arts & Sciences.</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>institution</u>?	
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. (3 points)	
Yes, there is a process in which community members impacted by climate and environmental injustice advise the climate + environmental research agenda. (2 points)	
No , but there are current efforts to establish a process for community members to advise or make decisions on the research agenda. (1 point)	
There is no process, and no efforts to create such a process. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> There is currently no specific process in which communities disproportionately affected by climate change and environmental injustice can give input or make decisions about the research agenda at Indiana University School of Medicine, nor are there current plans to implement such a process. However, the Indiana University Indianapolis Office</p>	

[of Sustainability](#) has opportunities for undergraduate and medical students to engage with sustainability efforts, apply for research grants, and learn about ongoing sustainability initiatives.

2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?

There is an **easy-to-use, adequately comprehensive** website that **centralises** 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. (3 points)

There is a website that **attempts to centralise** various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)

The **institution** has an **Office of Sustainability website** that includes **some** resources related to health and the environment. (1 point)

There is **no** website. (0 points)

Score Assigned:

3

Score explanation: The [Indiana University Indianapolis Office of Sustainability](#) has a centralized page that lists opportunities for undergraduate and medical students to engage with sustainability efforts, apply for research grants, and learn about ongoing sustainability initiatives. Additionally, the Medical Student Portal has an easily accessible [article](#) on Environmental Wellness.

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

Yes, the **institution** has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)

Yes, the **institution** has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)

Yes, the **institution** has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)

The **institution** has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)

No, the **institution** has not hosted a conference on topics related to planetary health in the past three years. (0 points)

Score Assigned:

4

Score explanation: Indiana University's Environmental Resilience Institute (ERI) hosted the Indiana Sustainability and Resilience Conference (ISRC) on February 28, 2025 in Bloomington, Indiana (Monroe Convention Center). The ISRC is a statewide, solutions-oriented convening

focused on sustainability, climate resilience, and cross-sector collaboration. This conference is squarely aligned with planetary health themes with environmental change + human/community well-being at the center. IU/ERI has also continued this effort with the next annual conference (ISRC 2026) publicly posted for February 6, 2026, demonstrating ongoing institutional commitment and continuity of programming.

2.6. Is your institution a member of a national or international planetary health or ESH/ESV organisation?

Yes, the institution is a member of a national or international planetary health **or** ESH/ESV organisation. (1 point)

No, the institution is **not** a member of such an organisation. (0 points)

Score Assigned:

1

Score explanation: Yes. The Indiana University School of Medicine is listed as a member of the Global Consortium on Climate and Health Education (GCCHE), an international network advancing climate-and-health education across health professions training.

Section Total (13 out of 17)

76.47%

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Community Outreach and Advocacy

Section Overview: This section evaluates a school's 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 colour. 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 <u>institution</u> partner with community organisations to promote planetary and environmental health?	
Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health. (3 points)	
Yes, the institution meaningfully partners with one community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> Indiana University institution partners with multiple community organizations aimed at promoting planetary and environmental health. One such collaboration is through the Indiana University Environmental Resilience Institute (ERI). This organization hosts events geared towards the community, as well as academics, to promote best planetary health practices. Some of the programs offered include Beat the Heat, a program aimed at supporting and educating local communities in response to rising heat, and Educating for Environmental Change for K-12 teachers to learn to effectively teach about climate change. Furthermore, the ERI offers the McKinney Climate Fellows, an integrated program aimed at connecting students with organizations throughout the state of Indiana to promote climate sustainability and community resilience. Other collaborations include the Hinkle-Garton Farmstead. Located in Bloomington, Indiana, this donated land focuses on regenerative farming practices and food justice to promote sustainable food systems. The medical school itself also hosts a student interest group partnered with Medical Students for a Sustainable Future, a national organization aimed at protecting communities, patients, and the world through planetary health and sustainable healthcare. Furthermore, individual regional campuses within the medical school have partnerships with their local community. One example is the Terre Haute campus's partnership with the Indiana State University Community Garden, where a portion of the produce harvested each year is donated to the local community.</p>	

3.2. Does your <u>institution</u> offer community-facing courses or events regarding planetary

health?	
The institution offers community-facing courses or events at least once every year. (3 points)	
The institution offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)	
The institution has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	
The institution has not offered such community-facing courses or events. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> Indiana University, as an institution, offers both community-facing courses and events relating to planetary health each year. For example, the Indiana University Environmental Resilience Institute hosts virtual and in-person events relating to planetary health throughout the year, all of which are open to the public. One event held each year is the annual Indiana Sustainability and Resilience Conference. This conference is designed to bring together community leaders, students, academics, the local government, and various community groups to share best practices for climate sustainability. Other programs offered include, Beat the Heat aimed at supporting and educating local communities in response to rising heat, and Educating for Environmental Change for K-12 teachers to learn to effectively teach about climate change. The examples described above are offered through the Indiana University as a whole, while the medical school itself only offers courses and events geared towards students or academics.</p>	

3.3. Does your <u>institution</u> have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?	
Yes, all students regularly receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)	
Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to some courses . (1 point)	
Students do not receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i> While there are no specific communication updates in courses, students can subscribe to a newsletter through the Office of Sustainability. This newsletter sends out weekly updates related to sustainability and communicates different courses and extracurricular opportunities to students. However, specifically at the medical school, students receive weekly updates from IUSM MD Student News, but these communications depend on submissions from students, faculty, and staff. Call-out meeting information about MS4SF has been in newsletters, but there is no regular communication related to sustainability or planetary health.</p>	

3.4. Does the <u>institution</u> or <u>main affiliated hospital trust</u> 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?	
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. (2 points)	
Yes, the institution or main affiliated hospital trust offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers. (1 point)	
There are no such accessible courses for post-graduate providers. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> There are various Continuing Medical Education courses through The Office of Continuing Education in Healthcare Professions. However, these courses for current physicians are typically specialty-specific and cover topics such as cancer, mental health, and addiction. Currently, there are no courses that contain specific content about planetary health and sustainability.</p>	

3.5. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about environmental health exposures?	
Yes, the institution or all affiliated hospitals have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated medical centres have accessible educational materials for patients. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i> IU Health does not have a dedicated educational resource page to environmental health exposures. However, certain environmental health exposures including air pollution are mentioned as risk factors in their resources for COPD and Interstitial Lung Disease.</p> <p>Regarding affiliated hospitals, the Richard L. Roudebush VA Medical Center has a page on va.gov that discusses exposures to burn pits and other specific environmental hazards. Additionally, Parkview Health has a page on their website dedicated to the topic of how exposure to wildfires affects our health. Another clinical partner, Lutheran Health Network, mentions how air pollution contributes to poor lung health.</p>	

3.6. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about the health impacts of climate change?	
Yes, the institution or all affiliated hospitals have accessible educational materials for patients. (2 points)	

Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i> IU Health does not have any dedicated educational materials which pertains to the health impacts from climate change. Notably, the Richard L. Roudebush VA Medical Center no longer has educational materials regarding the health impacts on climate change on their va.gov website, but information regarding occupational exposures and disability compensation is available.</p> <p>One of IUSM's clinical partners, Lutheran Health Network, has published an article which discusses how climate change has resulted in a longer pollen season which leads to worsening seasonal allergies and asthma symptoms. Another clinical partner, Parkview Health, has published an article which details how severe weather changes cause worsening seasonal allergies in a similar manner.</p>	
Section Total (9 out of 14)	64.29%

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Support for Student-Led Planetary Health Initiatives

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

4.1. Does your <u>institution</u> offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the institution <i>either</i> offers grants for students to enact sustainability initiatives/QI projects or sustainability QI projects are part of the core curriculum. (2 points)	
The institution encourages sustainability QI projects (to fulfil 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. (1 point)	
No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> There are no sustainability QI projects as part of the core curriculum; however, IUSM does offer support for those interested in undergoing such projects. For 3rd and 4th year students, the elective "Climate Change and Health- 71Z1710" allows students to take part in such projects, creating both academic and climate advocacy products. As for grants offered, IU Indianapolis students, including medical students, can apply for the "Greening IU Indy Grant" which dedicates \$25,000 each year to advance sustainability on campus as part of the IU Climate Action Plan. Additionally, students of any discipline can apply for Sustainability Research Development Grants at Indiana University to support research that addresses multiple dimensions of sustainability.</p>	

4.2. Does your <u>institution</u> offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?	
The institution has a specific research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)	
There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these require student initiative to seek them out and carry them out in their spare time. (1 point)	
There are no opportunities for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	2

Score explanation: Medical students can partake in [The Scholarly Concentration Program](#), particularly [Quality and Innovation in Health Care](#), an optional opportunity where students can take courses and complete a publishable project on a specialized interest. Furthermore, IU leads the [AMPATH program](#), partnering with MOI University in Kenya allowing students to engage in planetary healthcare research. More broadly, IU has the [Office of Sustainability](#) as a resource for students interested in sustainability including [internships](#), [student associate positions](#), and [fellowships \(McKinney Climate Fellows\)](#).

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

The institution has a webpage with specific information related to planetary health or sustainable healthcare/vetcare that includes up-to-date information on relevant initiatives and contact information of potential mentors. (2 points)

There is an institution webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the institution, but it lacks key information. (1 point)

There is **no institution** specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. (0 points)

Score Assigned:

1

Score explanation: While there is no centralized webpage for IUSM focused on planetary health and sustainable healthcare, the broader IU institution hosts a variety of webpages related to these topics. Much of the available information from IUSM is housed within student-led platforms. For example, the student interest group [Medical Students for a Sustainable Future](#), maintains a page outlining the group's mission and activities related to the interconnectedness of health with planetary health. The contact information of potential mentors is not consolidated into a single webpage, but dispersed throughout, like in a 2022 [blog post](#) about PHRC. More broadly, the Indiana University institution has a webpage for the [Office of Sustainability](#), which addresses specific information related to sustainability as a whole with means to obtain specific resources such as staff contact information for further support.

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

Yes, there is a student organisation **with faculty support** at my institution dedicated to planetary health or sustainability in healthcare. (2 points)

Yes, there is a student organisation at my institution dedicated to planetary health or sustainability in healthcare but it **lacks faculty support**. (1 point)

No, there is not a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> The IU School of Medicine has the Medical Students for a Sustainable Future (MS4SF), a faculty-supported student interest group that educates medical students on the intersection between medicine and environmentalism, as well as the role of sustainability in medicine. MS4SF completes the Planetary Health Report Card yearly to assess IUSM's environmental practices and trends.</p>	

4.5. Is there a student liaison representing sustainability interests who serves on a department or institutional decision-making council to advocate for curriculum reform and/or sustainability best practices?	
Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 point)	
No, there is no such student representative. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i> Indiana University as a whole has an Office of Sustainability with a Climate Action Plan and Climate Action Planning Committee that is working to make Indiana University carbon neutral by 2040. The committee includes four students from 3 different Indiana University campuses, along with faculty and staff from across the state. There is a general contact/suggestion form for environmental sustainability matters and all committee members can be contacted via information from their faculty pages. The Office of Sustainability also has Climate Action Plan Implementation Committees at seven IU campuses across the state. Each committee has at least one graduate and/or undergraduate student. Four of those seven campuses are also home to IUSM programs (Bloomington, Indianapolis, Northwest, and South Bend).</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)	Score
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 organise hiking, backpacking, kayaking, or other outings for students)	1

Score explanation:

- IU Indianapolis hosts an [Urban Garden](#) and IU Bloomington hosts an [IU Campus Farm @ Hinkle Garton](#). Both offer the opportunities for sustainable farming and learning about the impact of food consumption.
- The Office of Sustainability offers the [Greening IU Indy Grant](#), a grant of up to \$25,000 given once yearly to a student that has an idea to improve the environmental sustainability of IU Indianapolis.
- IU hosts a [Global Health Researcher Speaker Series](#) quarterly and IU Bloomington hosts [Conversations with public health luminaries](#).
- IU Bloomington School of Public and Environmental Affairs has an [Environmental Policy Seminar Speaker Series](#)
- IU has the [Environmental Resilience Institute](#), which is “fostering Indiana’s ability to withstand the wide-ranging impacts of climate change, including changes that affect the state’s economy and health”. The ERI also has [programming and events](#) that serve to educate and connect community members on environmental matters.
- The [IU Energy Justice Labs](#) hosts educational events for students and community members as well as conducts research on many areas regarding environmental justice.
- The IU Indianapolis Sustainability hosted [Earth Month](#) with sustainability and planetary health targeted events throughout the month of April.
- The ongoing IU Bloomington [Planetary Futures](#) Cultural Lecture Series features seminars, symposiums, and cinematic experiences covering different planetary health topics, free for students and for the public.
- The IUSM Fort Wayne Regional Campus first year medical students volunteered with the [Little River Wetlands Project](#) as a service-learning project. First- and second-year students have also volunteered with the organization’s several events throughout the year. Additionally, the IUSM [Service Learning Coalition](#) organizes many events throughout the year with some including planetary health related topics, such as the 7 Elements group that organizes sustainability projects in 4 countries.
- IUSM has a [Wilderness Medicine student interest group](#) whose goal is “preparing a physician with applicable skills and knowledge about wilderness medicine.” The group organizes many outdoor events including advanced wilderness life support classes and intro to SCUBA with a link for contact information and how to join.

Section Total (14 out of 15)	93.33%
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Campus Sustainability

Section Overview: This section evaluates the support and engagement in sustainability initiatives by the 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 endeavour, the healthcare sector is well poised to lead the world to a more sustainable future. This will involve scrutinising 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 institutions, clinics, and hospitals must set the standard for sustainable practices, and show other sectors what is possible when it comes to minimising environmental impact.

5.1. Does your <u>institution</u> have an Office of Sustainability?	
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. (3 points)	
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 hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> Indiana University as an institution has an Office of Sustainability that is dedicated to improving campus sustainability for the Indiana University-Indianapolis and Bloomington campuses. Within this office there is a chief sustainability officer, directors of campus sustainability for the Indianapolis and Bloomington campuses, three sustainability managers, a sustainability analyst, and an energy engineer. However, the Indiana University Office of Sustainability does not have a staff member specifically for any of the medical school campuses or hospitals.</p>	

5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?	
The institution has a written and approved plan to achieve carbon neutrality by 2030 (5 points)	
The institution has a written and approved plan to achieve carbon neutrality by 2040 (3 points)	
The institution has a stated goal of carbon neutrality by 2040 but has not created a plan to reach that goal or the plan is inadequate (1 point)	
The institution does not meet any of the requirements listed above (0 points)	
Score Assigned:	1

Score explanation: Indiana University has a written [Climate Action Plan](#) that was adopted in 2023 to achieve carbon neutrality by 2040. The plan applies to all IU campuses around the state, including those that have a medical school campus. The plan creates 12 recommendations to achieve this goal. Despite this plan and progress at some campuses, [emissions](#) for IU overall rose in 2024 from 2023, indicating this plan may not be sufficient. Further, implementation progress for the plan can be seen [here](#), with many goals still under review showing more progress is needed to reach the intermediate benchmark of a 50% decrease in emissions by 2030.

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

Yes, institution buildings are **100%** powered by renewable energy. (3 points)

Institution buildings source **>80%** of energy needs from off-site and/or on-site renewable energy. (2 points)

Institution buildings source **>20%** of energy needs from off-site and/or on-site renewable energy. (1 point)

Institution buildings source **<20%** of energy needs from off-site and/or on-site renewable energy. (0 points)

Score Assigned:

0

Score explanation: IU currently only utilizes renewable energy for 10% of its [energy consumption](#). It does so by purchasing green energy through the AES Indiana Green Energy Program in which renewable energy credits are purchased equal to 10% of all consumed energy. IU has installed solar energy panels on the BS/SPEA building at the IU-Indianapolis campus, but this only provides a portion of that building's energy consumption. The IU-Bloomington campus is currently investigating the use of [biogas](#) as a fuel source, but has not made any significant progress in transitioning to this energy source. [According](#) to the Office of Sustainability, electricity is the most common energy type used overall across IU campuses and diesel fuel is still used for roughly 1.5% of energy needs each month. Purchased electricity is one of the main contributors to [greenhouse gas emissions](#) across IU campuses.

5.4. Are sustainable building practices utilised for new and old buildings on the institution's campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?

Yes, sustainable building practices are utilised for new buildings on the institution's campus and the **majority** of old buildings **have been retrofitted** to be more sustainable. (3 points)

Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have **not been retrofitted**. (2 points)

Sustainable building practices are **inadequately or incompletely** implemented for new buildings. (1 point)

Sustainability is not considered in the construction of new buildings. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> IU uses LEED certifications for new building projects. A full list of LEED certified projects and the breakdown of how those certifications were achieved can be found here. The new Medical Education and Research building has not been certified yet according to LEED, but IU announced that it is on track to achieve the gold certification. IU’s official policy, as defined by the 2020 IU Indianapolis Master Plan, is that all new buildings will meet LEED gold standards. The 2023 Climate Action Plan discusses plans to upgrade buildings in order to conserve energy and decrease overall greenhouse gas emissions, but the implementation tracker published by the Office of Sustainability shows that not much progress has been made. Planned improvements include adding LED lights, improving the HVAC systems, installing heat pumps, and improving building envelopes.</p>	

5.5. Has the <u>institution</u> implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?	
Yes, the 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-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)	
The institution has implemented some strategies to provide environmentally-friendly transportation options, but the options are unsatisfactorily accessible or advertised. (1 point)	
The institution has not implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i> IU School of Medicine offers a variety of environmentally friendly transportation options for students. On the Indianapolis campus there is an IU Health shuttle system that students and faculty can use to travel between hospitals in downtown Indianapolis, an IU Indianapolis campus shuttle that runs every 10-15 minutes Monday through Friday, and the IndyGo bus line which offers a discounted/free rate for students and runs throughout the Indianapolis area, offering students who live closer to the Indianapolis suburbs a sustainable way to commute into the city.</p> <p>IUSM also advertises bike share and scooter share programs offered in Indianapolis to students and there are bike paths around campus and in Indianapolis to make biking/scooter safer. Campus offers indoor and outdoor bike racks as well as bike repair stations. These services are all easily accessible to students and are advertised on campus and on the campus websites. The IUSM Bloomington campus is walkable and bikeable but bus transit is also available. Students can access the campus bus system or Bloomington city bus system for free. On the Evansville campus, city bus transit is available, but students are encouraged to have their own mode of transportation as many clinical sites are not walkable or accessible by bus. The Northwest campus is advertised as being walkable and accessible but no public transit system is available for students. Muncie has the Muncie Indiana Transit System which is available to students at no cost. The campus is also advertised as being walkable. Public transportation is</p>	

offered on the South Bend campus through the bus system but students are encouraged to have their own mode of transportation as clinic sites may not be accessible by bus. The city of Fort Wayne offers bus lines for transport around the city and sits at the edge of the Purdue Fort Wayne campus offering another mode of transport. IUSM West Lafayette offers discounted access to the Purdue University bus system as well as scooters and ride share options. The Terre Haute campus does not advertise any sustainable methods of transport and encourages students to have their own vehicle. This category was given a score of 1 as many campuses have sustainable methods of transportation while others encourage students to have their own car. In addition, each year IUSM students are required to sign a document stating that they have a reliable form of transportation.

5.6. Does your institution have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?

Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)

The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)

There is **no** compost or recycling program at the institution. (0 points)

Score Assigned:

1

Score explanation: IU School of Medicine offers trash and recycling receptacles in all of its buildings and these receptacles are accessible by both students and staff. A list of accepted items for recycling is offered on the IU sustainability website ([Accepted Item List](#)) along with recommendations for how to limit waste production. Students who live on the Indianapolis campus have the ability to participate in a composting program, but this program is not available to students living off-campus. Composting programs are not available/not advertised on IUSM regional campuses.

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

Yes, the institution 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. (3 points)

There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution **is engaged** in efforts to increase food and beverage sustainability. (2 points)

There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution is **not** engaged in efforts to increase food and beverage sustainability. (1 point)

There are **no** sustainability guidelines for food and beverages. (0 points)

Score Assigned:	2
<p><i>Score explanation:</i> IU offers significant sustainable food practices including localized sourcing, vegan/vegetarian options, eco-friendly container use, and numerous other recommendations. These sustainability recommendations that apply to university hosted events are optional, but nonetheless provide a thorough reference. IU dining is actively engaged in sustainability practices and social responsibility. Since 2023, IU dining has used the ReusePass Report to track impact of their eco-friendly dining practices and have logged over 200k containers saved, over 20k lbs of waste diverted, over 132k gallons of water saved, and over 137k lbs greenhouse gas emissions (GHGs) avoided. The GHG icon is on qualifying foods to help students choose climate friendly options and recipes achieving HowGood's climate friendly attribute were lower than 70% of all products assessed by HowGood. IU Indianapolis also offers a Reusable To-Go Program that provides students a reusable to-go container for food. Additionally, vegan and vegetarian options are available at IU meal plan dining halls. Finally, IU partners with local farms and businesses like Fischer Farms, Prairie Farms, Scholar's Inn, Cahokia Rice, and breadworks to promote a vibrant local food economy.</p>	

5.8. Does the <u>institution</u> apply sustainability criteria when making decisions about supply procurement?	
Yes, the institution has adequate sustainability requirements for supply procurement and is engaged in efforts to increase sustainability of procurement. (3 points)	
There are sustainability guidelines for supply procurement, but they are insufficient or optional . The institution is engaged in efforts to increase sustainability of procurement. (2 points)	
There are sustainability guidelines for supply procurement, but they are insufficient or optional . The institution is not engaged in efforts to increase sustainability of procurement. (1 point)	
There are no sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> IU practices sustainable purchasing, which they define as a “process whereby organizations meet their needs for goods, services, works and utilities in a way that achieves value for money on a whole life basis in terms of generating benefits not only to the organization, but also to society and the economy, whilst minimizing damage to the environment.”</p> <p><u>Purchasing efforts:</u> 66% of IU purchases are from local businesses. 50% of IU Bloomington paper comes from recycled sources, while 10% at IU Indianapolis contains some amount of recycled product. All new technology purchased must be Energy Star or EPEAT certified wherever possible. IU also sponsors Trade/Share and IU Surplus stores to promote reuse and repurposing of already owned products. Installation of new carpet and ceiling tiles at IU is Green Seal Certified and they contract low cost recycling options for old carpet and tiles. Floor cleaning has replaced wax polishing a waste free polishing method and made similar switches to water based cleaners that are Green Seal Certified with low zinc content or no levels of volatile organic compounds. Lawn care uses 25% organic mulch and “in certain cases” employs organic fertilizer. All campus busses run on biodiesel fuel mix, B20, which is 20% soy biodiesel and 80% petroleum diesel. All tires, oil, and antifreeze used by the vehicle fleet is recycled by Motor Pool and Crystal Clean. Overall, there are many good practices and a concerted effort to purchase</p>	

sustainably, but they vary widely by campus and most appear to be non-binding purchase recommendations.

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

Every event hosted at the institution **must** abide by sustainability criteria. (2 points)

The institution **strongly recommends or incentivizes** sustainability measures, but they are **not required**. (1 point)

There are **no** sustainability guidelines for institution events. (0 points)

Score Assigned:

1

Score explanation: Indiana University has a [Sustainable Events Guide](#), set by the Office of Sustainability. This discusses food waste, recycling, and waste minimization. The Office of Sustainability also encourages that events obtain a [Green Event Certification](#). The event guide for a Green Event gives information on outreach, promotional materials, food and beverage, venue and transportation, waste reduction, and provides a checklist to assist in planning. Neither IU nor the medical school require that events are sustainable or green.

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

Yes, the institution has **programs** and **initiatives** to assist with making lab spaces more environmentally sustainable. (2 points)

There are **guidelines** on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)

There are **no** efforts at the institution to make lab spaces more sustainable. (0 points)

Score Assigned:

1

Score explanation: Indiana University has guidelines for [Sustainable Operations](#), created by the Office of Sustainability. These discuss buildings, energy, purchasing, waste diversion, and water. The purchasing tab outlines efforts to purchase recycled paper and sustainable electronics. Most other tabs are broader IU efforts that do not apply to laboratories specifically, and IU School of Medicine was not mentioned.

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

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. (4 points)	
The institution is entirely divested from fossil fuels. (3 points)	
The institution has partially divested from fossil fuel companies or has made a commitment to fully divest , but currently still has fossil fuel investments. (2 points)	
The institution has not divested from fossil-fuel companies, but faculty and/or students are conducting organised advocacy for divestment. (1 point)	
Yes, the institution has investments with fossil-fuel companies and there have been no efforts to change that. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i> The Indiana University Climate Action Plan, established in 2023, aims to achieve carbon neutrality by 2040 through reductions in Scope 1 and 2 emissions. However, the plan includes no explicit commitments to divesting from fossil fuel companies. The current state of IU’s investments remains unclear, as the institution does not publicly disclose its investment portfolio. IU does, however, provide annual, publicly accessible dashboards that track greenhouse gas utilization trends across campuses, along with information on the implementation status of Climate Action Plan objectives. Most objectives are currently labeled as “under review,” “in progress,” or “ongoing,” rather than “completed.” Since 2014, bodies such as the IU Board of Trustees and advocacy groups including Sunrise Bloomington have called for IU to divest from the top 200 fossil fuel companies, but these efforts have not been adopted by the institution.</p>	

Section Total (14 out of 32)	43.75%
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Grading

Section Overview

This section focuses on the grading of the report card. The institution received a grade for each of the individual sections as well as an overall institutional grade. Section point totals were tallied, divided by the total points available for the section, and converted to a percentage. The overall institutional grade is a weighted average of the section grades, with curriculum receiving a higher weight owing to its larger number of metrics. Letter grades for each section and the institution overall were then assigned according to the table below.

Letter Grade*	Percentage
A	80% - 100%
B	60% - 79%
C	40% - 59%
D	20% - 39%
F	0% - 19%

Planetary Health Grades for the Indiana University School of Medicine.

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(45/75) \times 100 = 60.00\%$	B-
Interdisciplinary Research (17.5%)	$(13/17) \times 100 = 76.47\%$	B+
Community Outreach and Advocacy (17.5%)	$(9/14) \times 100 = 64.29\%$	B-
Support for Student-led Planetary Health Initiatives (17.5%)	$(14/15) \times 100 = 93.33\%$	A
Campus Sustainability (17.5%)	$(14/32) \times 100 = 43.75\%$	C-
Institutional Grade	$(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 66.62\%$	B

Report Card Trends

Section Overview

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

Planetary Health Report Card Trends for Indiana University School of Medicine

