Planetary Health Report Card (Medicine) 2026:
McGill University,
Faculty of Medicine and Health Sciences

2025-2026 Contributing Team:

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Land acknowledgment: *McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous peoples whose presence marks this territory on which peoples of the world now gather.*

Summary of Findings

Overall Grade	B

Curriculum	B+

Strengths:

- Introduction of the new first-year core lecture *"Intro to Planetary Health and Healthcare Sustainability"* represents a significant advancement.
- Strong foundational teaching on:
    - The carbon footprint of the healthcare system
    - Disproportionate impacts of climate change on the Global South
    - Environmental harms of anesthetic gases and metered-dose inhalers
    - Practical strategies for sustainable clinical practice (e.g., imaging and laboratory stewardship)
    - Approaches to discussing climate change and environmental exposures with patients
- Planetary health is increasingly framed as a systems-level and equity issue.

Areas lacking:

- Limited longitudinal integration into clerkship and clinical years.
- Inconsistent reinforcement through case-based learning and formal assessments.
- Limited structured training in environmental history-taking and climate-related mental health impacts.
- Planetary health is not yet clearly embedded within competency frameworks or evaluation tools.

Recommendations:

1. Embed planetary health learning objectives and assessment criteria into clerkship teaching and evaluations.
2. Develop structured clinical competencies in environmental history-taking and sustainable clinical decision-making.

Interdisciplinary Research	B

Strengths:

- Formal launch of the McGill Centre for Climate Change and Health (2024–2025), creating a centralized structure for climate-health research.
- Growing seminar series, research collaborations, and climate-health conferences.
- Updated Climate and Sustainability Strategy 2025–2030 includes explicit learning and research priorities.
- Planetary Health Seed Grants promote interdisciplinary collaboration between the Faculties of Medicine and Engineering.

Areas lacking:

- No formalized mechanism for communities disproportionately impacted by climate change to participate in research agenda-setting or governance.
- Limited transparency regarding centralized tracking of all planetary health research initiatives across faculties.

Recommendations:

1. Establish a formal community advisory mechanism to incorporate equity-centered input into climate-health research priorities.
2. Develop a centralized, publicly accessible platform showcasing planetary health research initiatives.

Community Outreach and Advocacy	C

Strengths:

- Public-facing seminars and hybrid events hosted by the McGill Centre for Climate Change and Health.
- Climate-health conferences that include policy actors and community representatives.

Areas lacking:

- Events are primarily academic/professional in format rather than designed specifically for community or patient audiences.
- Limited accessible, patient-facing educational materials on environmental health and climate risks.
- Planetary health is not yet clearly integrated into structured community partnership programs (e.g., CHAP).

Recommendations:

1. Develop accessible patient-facing materials on environmental health and climate-related risks.
2. Integrate planetary health themes into existing community partnership programs and outreach initiatives.

Support for Student-Led Initiatives	**B**

Strengths:

- University-wide funding mechanisms (e.g., Sustainability Projects Fund) support student initiatives.
- Active student engagement through the MSS Sustainability Committee and PHRC participation.

Areas lacking:

- Limited dedicated support within the Faculty of Medicine and Health Sciences specifically.
- Research and mentorship opportunities require students to proactively seek connections rather than being centralized or clearly visible.

Recommendations:

1. Create a centralized faculty-level webpage highlighting planetary health research, mentorship, and funding opportunities.
2. Establish dedicated faculty-supported grants or structured mentorship pathways for student climate-health projects.

Campus Sustainability	**B**

Strengths:

- Climate and Sustainability Strategy 2025–2030 sets ambitious targets (carbon neutrality by 2040, zero waste by 2035).
- Continued progress in sustainable lab practices and institutional sustainability planning.

Areas lacking:

- Limited clarity regarding implementation within Faculty of Medicine and Health Sciences buildings and operations.
- Opportunities remain to expand sustainable procurement, waste diversion, event guidelines, and transportation initiatives at the faculty level.

Recommendations:

1. Develop faculty-specific sustainability implementation plans aligned with university-wide targets.
2. Introduce sustainable event and procurement guidelines within FMHS.

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 medical school offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare (ESH) 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:	1
Score explanation: There is a 1-month elective called "Wilderness Medicine, Climate Change, and Health" offered to fourth year medical students (link). There is also an Undergraduate Medical Education elective called "Public Health and Preventive Medicine", which is available to McGill clerkship students and offers the possibility to do environmental health work related to climate change such as environmental hazards or reportable infectious diseases in a variety of domains (health surveillance, protection, promotion, and prevention) (link). *There is also an Interprofessional Global Health Course (link) offered by the Department of Global and Public Health that offers one class on Climate Change and its impact on global health.* *A course called 'FSCI 198: Climate Crisis and Climate Actions' was newly introduced across all undergraduate programs to allow students to engage with knowledge and experience about climate change (link), though this course is in the Faculty of Science, not Medicine.* *Finally, there is an optional lecture session in the Transition to Clerkship (TTC) block that discusses solutions and actions students can take before starting clinical rotations, running as a plenary.* *There are no electives offered whose primary focus is ESH or planetary health.*	

Curriculum: Health Effects of Climate Change

1.2. Does your medical school 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:	2
Score explanation: There was previously a lecture in the core medical curriculum titled "Planetary Health" that addressed the relationship between heat-related illness and climate change (air pollution and quality, extreme heat, vulnerable populations) as well as its effects on the health system and people at risk. *The lecturer for this lecture has changed, and the lecture is now titled "Intro to Planetary Health and Healthcare Sustainability", which no longer covers the relationship between extreme heat, health risks, and climate change. It does, however, cover a wide range of other important topics such as the healthcare system's carbon footprint, climate change as a force multiplier of health inequity, and health disparities between populations.* *There is a brief mention (one slide) of this relationship in a lecture titled "Antidepressants and Mood Stabilizers", describing the increases in extreme heat from the effects of climate change increasing the risk of disease and death in those with mental illness, because many medications used to treat mental health disorders interfere with normal temperature regulation. Additionally, dehydration is common in heatwaves and can influence the way lithium and antiepileptics function in the body.*	

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:	2
Score explanation: In the Asthma lecture of the core curriculum, there is a slide on wildfires and their impact on respiratory health, which occur as a result of increasing temperatures. *There used to be a lecture named "Planetary Health" in the core medical curriculum that addressed the relationship between heat-related illness and climate change (air pollution and quality, extreme heat, vulnerable populations), demonstrating the impact of extreme weather events on both individual health outcomes and healthcare systems.* *The lecturer for this lecture has changed, and the lecture is now titled "Intro to Planetary Health and Healthcare Sustainability", which no longer covers the relationship between extreme heat/weather events, health risks, and climate change. It does, however, cover a wide range of*	

other important topics such as the healthcare system's carbon footprint, climate change as a force multiplier of health inequity, and health disparities between populations.

1.4. Does your medical school 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
Score explanation: There is a lecture named "Key Lyme Points" in the Infectious Diseases block of the core medical curriculum that describes an increase in tick-borne infectious diseases such as Lyme disease and West Nile disease in correlation with the increase in temperatures due to climate change.	

1.5. Does your medical school 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:	3
Score explanation: In the Asthma lecture of the core curriculum, there are a few slides describing the large carbon footprints of metered dose inhalers (MDI) on the environment and climate change, as well as a slide on wildfires and their impact on respiratory health, which occur as a result of increasing temperatures. *In another core lecture titled "Intro to Planetary Health and Healthcare Sustainability", there are multiple slides describing the difference between MDIs and dry powder inhalers in terms of carbon footprint and improved outcomes.*	

1.6. Does your medical school 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
Score explanation: The impact of air pollution on heart failure was covered in a set of Climate Wise slides (4 slides) at the end of the circulation block's lecture, called "Heart Failure- Clinical Aspects." These slides discuss the connection between air pollution and heart failure, specifically particulate matter affecting air quality and what we can do to advise patients, especially those at risk of asthma or COPD exacerbations. They also discuss the long-term effects and risks of air pollution on patients with heart failure and hypertension.	

1.7. Does your medical school curriculum address the mental health and neuropsychological effects of environmental degradation 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:	2
Score explanation: The topic was covered via the use of six slides from the Climate Wise curriculum (link) on topics such as "Climate change and psychotropic medications", "Climate change and neurodegenerative diseases", and "Climate change and Mental Health" in two of the core Neurology and Psychiatry courses for 2nd year students (pre-clerkship). The two lectures are titled "Antidepressants and mood stabilisers" and "Approach to dementia and delirium".	

1.8. Does your medical school curriculum address the relationships between health, individual patient food and water security, ecosystem health, 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:	2
Score explanation: In the lecture "Maternal and Child Health of the Indigenous Population in Canada" of the Reproduction and Sexuality block, it is mentioned that numerous polluting industries surrounding the Akwesasne territory in QC have introduced toxic compounds in the air, which impacts the food chain, including mother's milk. The changes in the ecosystem health impact the health of the populations who are getting water and food directly from their environment. This was considered brief coverage because while it provides a clear example of the link between	

environmental contamination and food security, it does not comprehensively address the broader relationships between climate change and global food and water systems, and it does not explore strategies for maintaining food and water security in a changing climate.

1.9. Does your <u>medical school</u> 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: The outsized impact of climate change on marginalized populations is addressed in depth within the first-year core lecture "Intro to Planetary Health and Healthcare Sustainability" in the Molecules to Global Health (INDS 111) course. In this session, climate change is explicitly framed as a force multiplier of health inequity, and this framing is supported with multiple data-driven slides and case examples rather than a brief mention. The lecture presents epidemiologic figures showing that racialized populations and communities of colour experience significantly greater exposure to urban heat island effects compared with white populations, including quantified temperature exposure differences across cities. It also introduces environmental racism using mapped examples of disproportionately burdened communities and discusses how environmental hazards cluster along socioeconomic and demographic lines. The teaching further connects inequity to structural drivers, explaining how lower socioeconomic status, housing conditions, and limited adaptive resources increase vulnerability to heat, air pollution, and climate-related hazards. Because marginalized populations are explicitly named, inequitable exposure pathways are explained, and supporting evidence is presented across several slides in a required core session, this meets criteria for in-depth core curriculum coverage.

1.10. Does your <u>medical school</u> 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:	3

Score explanation: Unequal regional health impacts of climate change are addressed in depth in the first-year core lecture "Intro to Planetary Health and Healthcare Sustainability" in the Molecules to Global Health (INDS 111) course. The lecture contains a dedicated section explicitly titled and framed around the finding that climate change disproportionately impacts the Global

South. Slides present per-capita energy use data showing that Global North countries consume roughly ten times more energy per person than Global South countries, alongside figures demonstrating that the wealthiest global populations account for a disproportionate share of emissions. A world map graphic classifies countries by level of contribution to greenhouse gas emissions versus climate vulnerability (e.g., "free rider" vs "forced rider"), explicitly illustrating that many lower-income regions contribute least yet face the greatest health and climate risk. The session links these unequal regional burdens to health outcomes and climate justice, describing how countries with the lowest historical emissions face the highest exposure and vulnerability to climate-sensitive threats.

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

1.11. Does your <u>medical school</u> 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: In the lecture "Maternal and Child Health of the Indigenous Population in Canada" of the Reproduction and Sexuality block, it is mentioned that the numerous polluting industries surrounding the Akwesasne territory in QC has introduced toxic compounds in the air, which impacts the food chain including mother's milk. Additionally, there was a lecture in the same block titled "Reproductive Hazards in the Workplace"which discussed endocrine disrupting chemicals, lead, phthalates and their effect on infertility. Lastly, the lecture titled "Drugs in Pregnancy," mentioned industry-related teratogenic chemicals. This is considered brief coverage because while several lectures touch on the topic, they do not provide an in-depth exploration of the mechanisms, epidemiology, or clinical management of reproductive health effects from environmental toxins, and they do not address prevention strategies. *Reproductive and health impacts of environmental and industry-related exposures are addressed broadly in the first-year core lecture "Intro to Planetary Health and Healthcare Sustainability" in the Molecules to Global Health (INDS 111) course. This session covers pollution, air quality, and environmental contamination as mechanisms of planetary health threats and links environmental degradation and pollution to downstream human health effects. While the lecture does not provide a full dedicated reproductive toxicology module, it introduces environmental contamination pathways and health consequences, including discussion of pollutants and exposure pathways relevant to reproductive and long-term health.*	

1.12. Does your <u>medical school</u> 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:	3
Score explanation: Human-caused environmental threats relevant to the local community are addressed in depth in the first-year lecture "Intro to Planetary Health and Healthcare Sustainability" in the Molecules to Global Health (INDS 111) course. The lecture consistently contextualizes planetary health concepts using Canada- and Quebec-specific examples, including data showing that the Canadian healthcare system accounts for approximately 4.6% of national greenhouse gas emissions and is associated with an estimated 23,000 DALYs lost annually in Canada, explicitly linking local healthcare delivery to environmental harm and population health outcomes.The session also incorporates regionally relevant mitigation and adaptation strategies, such as the Prescri-Nature program in Quebec, which is presented as a locally implemented clinical response to environmental and climate-related health stressors. Additional Canadian examples, including transportation-related emissions and air pollution exposures, further ground the content in the surrounding community. Because the curriculum repeatedly uses local data and programs to connect environmental threats to clinical practice and health system impacts, this meets criteria for in-depth core curriculum coverage.	

1.13. To what extent does your medical school 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
Score explanation: The the first-year core lecture "Intro to Planetary Health and Healthcare Sustainability" in the Molecules to Global Health (INDS 111) course briefly mentions the disproportionate effects of climate change on Indigenous communities, but there are no classes in the core medical curriculum that focus on the importance of Indigenous knowledge and value systems as essential components of planetary health solutions.	

1.14. Does your medical school 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
Score explanation: Within the core curriculum in the Reproduction and Sexuality course, the lecture "Maternal and Child Health of the Indigenous Population in Canada" covers the outsized impact of PCBs, dioxins, DDT, and other toxic compounds on Indigenous communities. This lecture discusses how industries in proximity to Indigenous communities have increased the exposure to toxic contaminants in the environment, consequently impacting local food, fish, and mother's milk.	

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:	2
Score explanation: There is a core lecture on Nutrition given to second year students in the Family Medicine block of the Transition to Clinical Practice (TCP) course, which includes one slide titled "Proteins and the environment" with a graphic emphasising that animal-based food production has a significant impact on green-house gas emissions compared to other foods.	

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:	3
Score explanation: *In the first-year core lecture "Intro to Planetary Health and Healthcare Sustainability" in the Molecules to Global Health (INDS 111) course, there are multiple slides discussing the heavy carbon footprint of Canada's healthcare system and its emission sources. Specifically, the lecture describes how all medical acts have a carbon footprint (such as imaging, bloodwork, transfusions, etc.) and emphasizes the Choose Wisely movement as a method to minimize the system's footprint.*	

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)	2
The environmental impact of **pharmaceuticals** and over-prescribing as a cause of climate health harm. Alternatively teaching on **deprescribing** where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	2
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)	1
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)	1
The impact of **inhalers** on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	1
Waste production within healthcare **clinics** and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	1

Score explanation:
The first-year core lecture "Intro to Planetary Health and Healthcare Sustainability" in the Molecules to Global Health (INDS 111) course covers many of these topics:

- ***Waste reduction within the healthcare system*** *approached on a macro level, specifically the benefits of avoiding over-medicalisation/investigation provided through the Choose Wisely recommendations, the environmental impact of pharmaceuticals, as well as advocating against over-prescription/ prescription cascades.*
- ***"Nature immersion"*** *as a tool to prescribe exercise through exposure to nature as a treatment, as well as the benefits of active transport for CVD and planetary health.*
- *Strategies for reducing waste production such as* ***avoiding single use disposable healthcare items*** *(single-use PPE, single-use sharp containers, exam room paper).*
- *The* ***impact of metered dose inhalers*** *compared to dry powder inhalers on the healthcare carbon footprint, as well as the recommendation to* ***avoid desflurane*** *as an anesthetic gas in the operating room (desflurane produces 50 times more carbon emissions than sevoflurane).*

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
Score explanation: The first-year core lecture "Intro to Planetary Health and Healthcare Sustainability" in the Molecules to Global Health (INDS 111) course provides strategies for clinical discussions about climate change with patients, specifically heat illness, aeroallergen-related conditions, air pollutions/ozone-related disease, and extreme events (e.g. wildfires).

1.19. In training for patient encounters, does your medical school's 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
Score explanation: The first-year lecture "Occupational Lung Disease" discusses strategies, clinical questions, and potential pitfalls when obtaining a work and environmental history. Additionally, medical interviewing sessions as part of the Clinical Method course stress the importance of obtaining a proper exposure/occupational history in clinical encounters.

Curriculum: Administrative Support for Planetary Health

1.20. Is your medical school currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?
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
Score explanation: Thanks to student advocacy efforts and leadership from a resident doctor who has become the curriculum lead for Planetary Health integrations, a variety of Climate Wise slides have been introduced into the core pre-clerkship curriculum and the existing "Intro to Planetary Health and Healthcare Sustainability" lecture has been refreshed. There are ongoing efforts from student groups to increase curricular integrations beyond the pre-clerkship curriculum, with some collaboration from the medical school.

1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the core 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:	6
Score explanation: "Intro to Planetary Health and Healthcare Sustainability" is currently the only lecture in the core curriculum that directly addresses issues related to planetary health/sustainable healthcare. There are a number of Climate Wise slides that are integrated longitudinally into other lectures throughout the curriculum. While we still see room for improvement and increased longitudinal integration of planetary health/ESH content in the across the pre-clerkship and clerkship curriculum, we feel that it is currently well-integrated into the core curriculum.	

1.22. Does your medical school employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?	
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
Score explanation: A faculty lecturer passionate about planetary health and climate change is responsible for overseeing the curricular integration of planetary health and sustainable healthcare through the Social Accountability, Population Health & Health Advocacy Longitudinal Theme. However, they are offered no official position, no administrative support, and no pay to do this.	

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
Score explanation: The importance of civic advocacy to address the structural determinants of health is addressed in the lectures "Health Advocacy: How to Advocate Effectively" and "Health advocacy in action". However, these lectures emphasize advocating for the structural determinants of health far more than the environmental aspects, which are very briefly addressed.	

Section Total (58 out of 75)	**77.3%**

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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 institution?	
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:	3
Score explanation: Within the Faculty of Medicine and Health Sciences, the School of Population and Global Health (SPGH) includes researchers that have a primary focus in Global Health, Occupational health, Environmental health and more (link). One of the five research priorities of the SPGH is related to climate change: "Build healthy, sustainable environments and communities" (link) . There is also the Global Health Scholars program available each year to undergraduate and medical students (link). One example of a McGill faculty member with a primary research focus in planetary health and sustainable healthcare is attached (link). A recent study published in the Lancet in 2024 by McGill researchers in collaboration with multiple universities in China provided the first empirical evidence of possible cardiovascular benefits from a household clean energy policy. Another example is a new study published in Environmental Health (2025) by a different Centre Member which demonstrated a link between heat waves and increased rate of emergency department visits, respiratory illnesses, asthma admissions, and infectious diseases in Children in Ontario. *In addition, McGill has an Environmental Epidemiology Research Group (link), currently recruiting graduate students, conducting research aimed at understanding and preventing the impact of pollution on human health. The Department of Global and Public Health also has a group of multi-disciplinary faculty experts and trainees, named the "McGill Global Environmental Health group" (link), whose research focuses on grand challenges in global health, particularly those in low- and middle-income countries, that are related to environmental exposures.* *Several McGill faculty and students are part of CASCADES, a network to support Canada's healthcare community in its transition to high-quality, low-carbon, climate-resilient care. McGill's Faculty of Medicine hosted the CASCADES 2024 Summer Institute on Sustainable Health Systems,*	

although unfortunately no faculty support was offered for this event nor to acknowledge the work that was done (link).

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your institution?	
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
Score explanation: Within McGill's Faculty of Medicine and Health Sciences, there is a School of Population and Global Health (SPGH) which includes multiple related departments such as Global and Public Health or Equity, Ethics and Policy. *Additionally, McGill recently launched the McGill Centre for Climate Change and Health, part of the School of Population and Global health which is focused on environment, climate change, and improvement of population and global health.*	

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 institution?	
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
Score explanation: *McGill University has discussed strong commitments to social accountability, equity, and community engagement through Faculty of Medicine and Health Sciences initiatives such as the Social Accountability mandate, the Community Engagement and Belonging framework, and the Indigenous Health Professions Program (IHPP). At the institutional level, McGill's Climate &*	

Sustainability Strategy 2025–2030 was developed following broad internal consultation across students, staff, and faculty. *However, despite these efforts, there is no formalized process by which communities disproportionately impacted by climate change are able to provide feedback and participate in decision-making about the university's research agenda, particularly within health and medical research. As such, this represents an ongoing gap in shared-decision making within climate research at McGill.*

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:	2
Score explanation: McGill University has several active websites that partially centralise information related to health, climate, and the environment, but there exists no single comprehensive planetary health research hub. *The McGill Office of Sustainability website is up to date (link) and includes the Climate & Sustainability Strategy 2025–2030 (link), campus initiatives, events, and some research-related resources, but it does not centralise ongoing and past planetary health research across McGill. The McGill Sustainability Systems Initiative (MSSI) (link) and the McGill Centre for Climate Change and Health (link) provide additional research, funding, and networking information, but each represents a separate, limited scope rather than a unified portal. Thus, McGill meets criteria for a partially centralised website.*	

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:	3

Score explanation:
In the past year, McGill has been involved in events related to sustainable healthcare and planetary health. McGill served as an in-person hub for the 2025 CASCADES Summer Institute on Sustainable Health Systems, a national training event focused on sustainability in health systems that ran in June 2025. Additionally, the Faculty of Medicine hosted a Postgraduate Medical Education retreat on Planetary Health (link) in December 2024, bringing educators together to discuss integrating planetary health into residency training.
While the McGill Sustainability Research Symposium continues to foster sustainability discussion (most recently documented in earlier years), there is not yet evidence of a standalone, McGill-organised planetary health conference in the past year.

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: McGill University's Faculty of Medicine and Health Sciences is a member institution of Columbia's Global Consortium on Climate and Health Education (link).

Section Total (12 out of 17)	**70.6%**

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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 institution partner with community organisations to promote planetary and 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:	2
Score explanation: The faculty of Medicine and Health Sciences at McGill University offers the Community Health Alliance Project (CHAP) course to first year medical students as part of its curriculum. For this course, a number of local community organizations work directly with medical students who volunteer and contribute to the organization's missions over the year. One of these organizations is "Santropol Roulant" which fights food insecurity through sustainable and organic urban agriculture projects. Additionally, CHAP allows students the flexibility to independently identify and work with community organizations aligned with their interests, which may include groups focused on environmental justice, sustainability, or planetary health advocacy. However, beyond Santropol Roulant, there are no formalized or consistently documented partnerships specifically centred on planetary or environmental health. *To our knowledge, this represents a meaningful partnership with* ***one*** *community organization explicitly addressing planetary and environmental health, meeting the criteria for a score of 2.*	

3.2. Does your institution 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:	2

*McGill University offers planetary health–related events that are open to the public at least annually. For example, the McGill Centre for Climate Change and Health hosts a recurring hybrid seminar series with online participation and in-person attendance options. In addition, McGill has hosted climate-and-health conferences that explicitly include discussions with policy actors and community groups, and offer online attendance (link). However, these offerings are largely presented in an academic or professional seminar/conference format and are not clearly designed primarily for a community or patient audience (link). Therefore, McGill meets the criteria for a score of **2**.*

3.3. Does your institution 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

Score explanation: Planetary health and sustainable healthcare topics are included in communications targeted to specific student groups at McGill University. The Global Health Programs host the McGill Journal of Global Health, which publishes annual issues that include content related to environmental and planetary health, as well as the McGill Perspectives on Global Health blog, which has previously featured planetary health–related articles. These platforms reach a subset of students with an interest in global and environmental health. Additionally, the "What's New" weekly newsletter sent to all McGill students contains content that pertains to sustainability which occasionally mentions the environment ; however, these communications are not dedicated to planetary health or sustainable healthcare, nor are they tailored specifically to health professional audiences.
*There is currently no regular, dedicated planetary health or sustainable healthcare communication distributed to all medical students. Therefore, the institution meets the criteria for a score of **1**.*

3.4. Does the institution or main affiliated hospital trust engage in professional education activities targeting individuals post-graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?

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:	1

Score explanation: McGill University offers professional education activities for post-graduate learners that include content related to environmental determinants of health. In particular, the McGill Summer Institutes in Global Health offer the course "Environment and Global Health," which is accessible to post-graduate trainees and health professionals and addresses links between environmental factors and health outcomes.
*However, McGill does not currently offer multiple continuing medical or professional development courses focused on planetary health, nor does it offer a course with a primary focus on planetary health or sustainable healthcare for post-graduate providers. There is also no evidence of CME/CPD programming on planetary health delivered through McGill-affiliated hospital trusts. Therefore, the institution meets the criteria for a score of **1**.*

3.5. Does your institution or its affiliated teaching hospitals 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:	0

Score explanation: At present, McGill University and its affiliated teaching hospitals do not have easily accessible patient-facing educational materials that specifically address environmental health exposures such as pollutants, chemicals, pesticides, or toxins. While affiliated hospitals, including the Jewish General Hospital, maintain patient safety and health information pages, these resources focus primarily on general safety and hospital-based risk prevention rather than environmental health exposures (link).
*Additionally, McGill University's Environmental Health and Safety department offers an Occupational Health Program aimed at protecting faculty, staff, and students from environmental and occupational hazards (link). However, these resources are not designed for patients and therefore do not meet the criteria for this metric. As such, the institution meets the criteria for a score of **0**.*

3.6. Does your institution or its affiliated teaching hospitals 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
Score explanation: Some McGill University–affiliated teaching hospitals provide patient-facing educational materials related to the health impacts of climate change. Notably, the Montreal Children's Hospital hosts an online repository of resources for parents, including an article addressing the health impacts of heat waves, a well-recognized consequence of climate change (link). These materials are designed for a patient and caregiver audience and provide practical health-related information. *However, such resources are not consistently available across all affiliated teaching hospitals, and climate change–related patient education is not centralized or easily accessible within hospital websites. Many existing climate-related materials remain academic in tone or embedded within research communications rather than patient education platforms. Therefore, the institution meets the criteria for a score of **1**.*	

Section Total (7 out of 14)	**50%**

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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 institution offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the **institution** *either* 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
Score explanation: The McGill Sustainability Projects Fund has a mandate to build a culture of sustainability on McGill campuses through the development and seed-funding of interdisciplinary projects for students of all faculties. Since 2010, $12 million has been allocated towards 370+ projects, with over 7,500 volunteers and people trained over the past decade. The Sustainability Projects Fund has an estimated yearly total of $1,000,000 making it the largest fund of its kind in Canada.	

4.2. Does your institution 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:	1
Score explanation: A specific research program for students to pursue planetary	

health/sustainable healthcare research does not exist, nor is there an explicit fellowship. There are some researchers and physicians doing research on related topics, but it is on the student to reach out to them and see if they have any opportunities available.
For instance, there is a collaborative seed grant pilot initiative to address planetary health challenges launched by Trottier Institute for Sustainability in Engineering and Design (TISED) and McGill Global Health Programs, with funding supporting interdisciplinary research projects led by researchers from both the Faculty of Medicine and the Faculty of Engineering, where McGill students are welcomed to join these projects (link).
McGill also has a Centre for Climate Change and Health that provides an interdisciplinary hub of research, learning, collaboration and outreach on all things related to environment, climate change, and improvement of population and global health.

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: The McGill Office of Sustainability site provides a web page listing all projects in the Sustainability Projects Fund (SPF), including sustainable healthcare. The Board of Governors also provides the Committee on Sustainability and Social Responsibility. *There is no medical school-specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. However, the Faculty of Medicine at McGill has a new Centre for Climate Change and Health that provides an interdisciplinary hub of research, learning, collaboration and outreach on all things related to environment, climate change, and improvement of population and global health.*	

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:	1
Score explanation: In 2021, the McGill Medical Students' Society (MSS) Sustainability Committee was created with aims to coordinate sustainability initiatives and advocacy efforts within the medical student body. However, the MSS Sustainability Committee lacks faculty support in several key ways: there is no dedicated faculty advisor assigned to the committee, no formal channels for the committee to provide input to curriculum development, no financial support for committee initiatives from the Faculty of Medicine itself, and limited recognition of committee work within the medical school. Students must organize and implement initiatives entirely on their own without institutional backing or mentorship from faculty members experienced in planetary health.	

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
Score explanation: In the Fall 2020 General Assembly, the McGill Medical Students' Society (MSS) voted in favour of the Motion to Include the Role of Sustainability Representative in the VP Global Health Junior Position. The VP Global Health Junior sits on the General Council and Executive Council of the MSS. *There is also a MSS standing committee, titled the MSS Sustainability Committee, whose aim is to coordinate sustainability initiatives and advocacy efforts within the medical student body at both medical school campuses.*	

4.6. In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	**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.	0

Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	0
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:
Garden:
1) EnviroSanté, the Outaouais Campus branch of the McGill Medical Students' Society (MSS) Sustainability Committee, maintains a community garden at a long-term care and housing residence located directly behind the medical school campus. The garden is maintained by medical students and provides opportunities to host workshops.
2) McGill Campus Crops: A collective working on urban agriculture initiatives to grow food on campus and provide students with space and opportunities to learn. They also promote discussion around issues of food politics and food security.
3) McGill Permaculture Club: A club that aims to increase awareness of permaculture and to grow student's appreciation of its benefits. Club activities include workshops, farm visits, discussion groups, movie screenings, and hands-on farm work.
4) Macdonald Student-run Ecological Gardens (MSEG): A student-farm at the Macdonald campus that provides fresh and local community-supported vegetable baskets to registered members.

Panels, speaker series, or similar events:
1) The McGill Sustainability Systems Initiative (MSSI) hosts an annual "Sustainability Research Symposium", a one-day symposium comprising speakers, panel discussions, student posters, and networking opportunities. There are also other regular workshops, such as "Envisioning Sustainability at McGill" or "Practicing Sustainability at Work and at Home"
2) The MSS sustainability committee hosted its first Planetary health Symposium, where healthcare professionals that are involved in planetary health spoke to students. It also doubled as a networking event to spark an interest in sustainability/ planetary health research and initiatives.

Local volunteer opportunities:
Days of Service is a community initiative that offers short-term, group volunteer placements on campus and around Montreal. Each Days of Service placement is a fun, social way to connect with others and the city while making a meaningful impact in the community. Placements are offered throughout the academic year around three themes: Environment, Vulnerable Populations, and Community Development

Outdoors program:
The McGill Outdoors Club is a student club providing opportunities for hiking, camping, canoeing, skiing, snowboarding, cycling and climbing.

Section Total (10 out of 15)	**66.7%**

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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 institution 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
Score explanation: The McGill Office of Sustainability (MOOS) provides the necessary guidance and resources to enable different sustainability initiatives on campus. MOOS offers strategic direction, support, and resources to help McGill transition into an institutional model of sustainability for society. Specifically, MOOS collaborates with students, staff, and faculty to advance McGill's vision for sustainable education, research, operations, and administration. While MOOS serves the entire campus, including the hospital, there are no designated staff members solely responsible for sustainability within the medical school.	

5.2. How ambitious is your institution's 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:	3

Score explanation: In 2020, McGill expanded on its long-term targets, through the Climate and Sustainability Strategy 2020-2025, to include achieving carbon neutrality by 2040, ten years ahead of Canada's national target and Quebec's provincial target for carbon neutrality. The Climate & Sustainability Strategy 2025-2030 maintains this goal and lists 42 action items detailing how McGill will achieve other targets for 2030. Examples include improving waste sorting, completing energy conversion and efficiency projects, and establishing a program to offset the environmental impacts of travel. Additionally, while there are goals for the institution to become zero waste by 2035, it is unclear how the medical school is integrating changes in order to meet these targets.

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:	1
Score explanation: McGill doesn't have cogeneration on campus for two main reasons. First, Québec's electricity is 99% from renewable sources (e.g. hydroelectricity), therefore, generating electricity on campus would increase GHG emissions. Additionally, Québec's electricity rates are very competitive and deploying a cogeneration system doesn't offer a viable payback with the current rate structure. McGill and the medical school buildings are heated with steam from the powerhouse, which is natural gas-powered (for now). The remainder of the energy consumption is powered by hydro-electricity and is renewable. According to the 2016-2020 Energy Management Plan, 49% of the McGill Campus' energy expenditure was provided by renewable sources in 2016. This was calculated prior to the replacement of one natural gas boiler with two electric boilers, so the percentage may be higher now. McGill's Climate & Sustainability Strategy for 2020-2025 has the goal of reaching carbon neutrality by 2040, including strategies such as transitioning buildings to smart grids, installing electric boilers to cut emissions by 9,000 tonnes CO2e/year, and implementing $22M in efficiency projects.	

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

Score explanation: McGill University is an institution that has existed for over 200 years, with over 200 buildings to be managed and maintained. As such, renovating and remodeling its buildings is no simple task. In its Climate and Sustainability Strategy 2020-2025, McGill established the requirement that all new construction and major renovation projects be, at minimum, LEED Gold certified. This requirement applies to the construction of all new buildings and renovations consisting of more than 50% of a building's floor area. For major interior fit-outs, McGill aims for LEED Gold equivalency, integrating LEED Gold criteria without officially submitting the project for certification. The following list of units/buildings have received a LEED Gold certifications: the Alan Edwards Centre for Research on Pain at the Lyman Duff Building, the green chemistry labs in the Pulp and Paper Building, and the Bellini Life Sciences Building. Additionally, the Armstrong Building and the Adaptive Earth Observation Centre have received a LEED Silver certification (link). The McGill University Health Centre, a McGill-Affiliated institution, has also received a LEED Gold Certification (link).

5.5. Has the institution 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

Score explanation: The Sustainable Commuting Program encourages sustainable, low-carbon travel among faculty, staff, and students at McGill. This program provides incentives to remove some of the barriers to sustainable commuting - such as costs, safety, distance from campus, and access to public transit networks. However, this program is not well-advertised to the student body, at least not in the Faculty of Medicine.
McGill University has also implemented several strategies to encourage environmentally-friendly transportation options for students, aiming to reduce the environmental impact of commuting. The university's Climate & Sustainability Strategy 2020-2025 includes a specific action to develop initiatives that reduce the carbon footprint of commuting activities, directly-funded air travel, and McGill's fleet of vehicles. The most recent Climate & Sustainability Strategy 2025-2030 commits to

encouraging sustainable commuting practices through infrastructure projects (e.g., EV charging stations, bicycle parking, etc.) and incentives. In addition, McGill's Sustainable Growth Initiative (SGI) has hosted events such as the Sustainable Transportation Roundtable in May 2024, bringing together interdisciplinary experts to discuss sustainable urban mobility and transportation solutions.

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:	2
Score explanation: In all buildings of the McGill University, waste collection is done in either three or four streams: paper/cardboard, glass/metal/plastic, organic waste, and garbage. Organic waste collection was expanded through 27 academic buildings between 2021-2023, including some buildings used by the Faculty of Medicine and Health Sciences (e.g., McIntyre, Bellini Life Sciences Building, Ludmer). Residences and dining halls also have organic waste collection; however, not every building on campus has the organic waste stream. McGill Facilities Management and Ancillary Services has put together a great page on their website answering FAQs on waste management for the public.	

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 a**dequate s**ustainability 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:	3
Score explanation: McGill University has implemented comprehensive sustainability criteria in its food and beverage selections, focusing on local sourcing, reduced meat consumption, and decreased plastic packaging. The university partners with over 30 local Quebec producers and	

farmers within a 500 km radius, ensuring that a significant portion of campus food offerings are locally sourced. Additionally, McGill's "McGill Feeding McGill" initiative sources fresh produce from its own Macdonald Campus Farm, highlighting the commitment to local and sustainable sourcing.
McGill has achieved Silver status in the Fair Trade Campus designation, becoming the first campus in Quebec to receive this recognition. The university also holds the Marine Stewardship Council (MSC) Chain of Custody Certification, promoting sustainable seafood practices in its dining halls. Furthermore, McGill actively sources products certified under the Canadian Organic Standards, supporting agricultural practices that enhance biodiversity and minimize environmental impact (link).

5.8. Does the institution 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:	3

Score explanation: In January 2024, McGill University received a platinum sustainability rating by STARS, a program of aashe. At McGill University, sustainability procurement is a policy ratified by the secretariat (policy found here, next review in Dec 2028). Also, procurement is consistently working on improving the institution's sustainability performance and keeping its ongoing activities available to the public.
In the McGill University's Supplier Code of Conduct, the third section pertains to Environmental Principles for Suppliers. The university expects its suppliers to abide by environmental regulations and to mitigate the negative environmental impacts of their operations. As per the McGill University Guidelines for the Purchase and Use of Printing Paper and Printing Services, the McGill University Printing Services are expected to apply the 4-Rs (rethink,reduce, reuse, and recycle). More specific guidelines include the strict use of 100% post-consumer recycled photocopy band and the provision of 100% post-consumer recycled exam booklets. No other specific sustainable guidelines for procurement were found.
Additionally, as a result of the 2013-2018 Sustainable Procurement Strategic Plan, the university now gives a 6-hour training in Sustainable Procurement to all of its Procurement Services staff. The course "Sustainable Purchasing 101" is also available to all McGill staff members.

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: McGill University has established the Sustainable Events Certification program to encourage and support environmentally responsible practices in event planning. This program offers consultations, training, and resources to assist event organizers in implementing sustainable measures. While participation in the certification program is voluntary, it provides a structured framework for incorporating sustainability into events (link).
Additionally, the Sustainable Growth Initiative (SGI) at the Desautels Faculty of Management offers funding opportunities for student-led events focused on sustainability. This initiative supports students in organizing events that promote socially and environmentally sustainable business models (link).

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:	2

Score explanation: McGill has created a Sustainable Labs Guide to reduce the negative environmental impacts of research to improve waste management practices, promote green chemistry as well as reduce energy and water use. Additionally, McGill has a Sustainable Lab Certification which is a self-reporting tool developed by the Office of Sustainability to help lab-based staff and students assess and improve lab operations. This certification guides lab users through concrete practices that reduce the environmental impacts of their work without compromising lab safety, financial efficiency, or teaching and research excellence.
The faculty and medical school are also being supported by Systemic Solutions to Lab Waste Management project, a multi-stakeholder project to reduce, reuse and recycle non-hazardous lab waste at McGill.
In February 2020, the McGill-wide Green Labs Initiative was launched and is still ongoing. The goals of this project are to initiate a sustainability culture in McGill laboratories by implementing sustainable practices in the labs and educating personnel on those practices. So far, recycling bins with signs have been distributed across labs. This initiative includes many of the labs affiliated with the medical school, even including off-campus labs of the McGill University Health Center at the Glen Site and MGH.

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:	2

Score explanation: In December 2023, McGill's Board of Governors approved a second phase of socially responsible investment (SRI) commitments for the McGill Investment Pool (MIP) from all direct holdings in fossil-fuel firms listed in the Carbon Underground 200 (CU200) (link). This decision is part of Phase 2 of McGill's socially responsible investment (SRI) strategy, which builds upon the success of Phase 1, where the McGill Investment Pool (MIP) reduced its listed equity portfolio's carbon footprint by 49% between 2019 and 2022 (link). Additionally, McGill has committed to allocating 10% of the MIP to sustainable investment strategies aligned with the United Nations Sustainable Development Goals (SDGs) by 2029 (link).

On April 23, 2020, McGill's Board of Governors approved an action plan aiming to reduce the carbon footprint of its endowment investments. The approach consists of divesting from high carbon intensive companies (e.g. fossil fuel companies), and is expected to render McGill's equity portfolio at least 33% less carbon intensive than the benchmark by 2025. For the 2020 fiscal year, the McGill Investment Pool's Equity Portfolio was less carbon intensive than the benchmark by 19.4% (see Report on Endowment Performance 2019-2020).

Divest McGill, a student-led environmental justice campaign, has been mobilising for divestment at McGill since 2012. This group is advocating for complete and transparent divestment from the top 200 fossil-fuel intensive companies.

Section Total (22 out of 32)	**68.8%**

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Grading

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

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

**Within each grade bracket, a score in the top 5% (_5 to_9%), receives a "+", and a score in the bottom 5% (_0-_4%) receives a "--". For example, a percentage score of 78% would be a B+.*

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(58/75) x 100 = 77.33%	B+
Interdisciplinary Research (17.5%)	(12/17) x 100 = 70.59%	B
Community Outreach and Advocacy (17.5%)	(7/14) x 100 = 50%	C
Support for Student-led Planetary Health Initiatives (17.5%)	(10/15) x 100= 66.67%	B
Campus Sustainability (17.5%)	(22/32) x 100 = 68.75%	B
Institutional Grade	**(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 68%**	**B**

Report Card Trends

Section Overview
This graph demonstrates trends in overall and section grades for the years in which the McGill University, Faculty of Medicine and Health Sciences has participated in the Planetary Health Report Card initiative.