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# Planetary Health Report Card (Veterinary Medicine) 2026: *Shreiber School of Veterinary Medicine*

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2025-2026 Contributing Team:

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Land acknowledgment: Rowan University's campuses were built on Lenapehoking, the ancestral lands of the Nanticoke Lenni-Lenape tribal nation. We acknowledge the history of genocide, forced displacement, and cultural erasure carried out against the Indigenous people of our region; and, we celebrate the vibrance, persistence, and ongoing project of sovereignty of the Lenni-Lenape people today. For more, please visit Rowan University's full land acknowledgment.

## Summary of Findings

<b>Overall Grade</b>	<b>D+</b>
<b>Curriculum</b>	<b>F+</b>
<p>As SSVM has only just opened its doors with the inaugural class, much of the comprehensive curriculum to be appreciated has not yet been introduced to students in Year 1. A significant level of breadth in relation to planetary health is parsed from the Year 2 curriculum, where ideas of animal health, human health and environmental health converge. Students are constantly building new experiences alongside faculty as the student population grows. With the integration of a new Master of Science program in One Health, I have great confidence that the integration of planetary health into our existing curriculum will be flawless in subsequent academic years.</p> <p><b>Recommendations:</b></p> <ol style="list-style-type: none"> <li>1. Increase planetary health education in Year 1 of the curriculum to prime students for later instruction. Establishing this pattern early in the curriculum ensures that sustainability education will one day be taught consistently in each module. Rather than just mentioning topics briefly in a slide or two, instructors can dedicate an entire lecture to sustainability in each module (eg. Sustainability in Vetcare for Clinical Skills).</li> <li>2. Increase awareness on why planetary health education is important to us as veterinary students. Veterinarians have a unique role not only in the protection of animals, but to safeguard the health of humans that protect them and their habitats. The duty veterinarians hold as enforcers of public health principles should also be emphasized, especially in class discussions pertaining to infectious diseases, zoonotic risk analysis and ecosystem preservation. These are themes that can be incorporated in multiple areas of the curriculum, and not just under the umbrella of the One Health Track.</li> <li>3. Integration of patient health advocacy and civic health in the curriculum is vital. Although our patients are not human, the need for advocacy beyond clinical care is of the profound. We are trusted voices in the field, and thus, have influence on public policy and impacts on animal health.</li> </ol>	
<b>Interdisciplinary Research</b>	<b>D+</b>
<ul style="list-style-type: none"> <li>• There are a number of interdisciplinary planetary health research initiatives taking place during the Summer Term at Shreiber School of Veterinary Medicine. Students may engage in the Veterinary Summer Scholarship Program, which is a fellowship encouraging student-faculty research on a variety of topics. Two projects this year will assess microplastic in the canine microbiome, and the effects of ammunition-based lead on backyard chickens.</li> <li>• No dedicated interdisciplinary planetary health research initiatives, centers, or structured collaborations were identified at Rowan-Virtua SOM. While the broader university may engage in sustainability related programming, there is no clear evidence of interdisciplinary research efforts specifically focused on planetary health or healthcare sustainability with RowanSOM.</li> <li>• Recommendations: RowanSOM could strengthen this area by establishing formal interdisciplinary collaborations that integrate medicine, public health, environmental science, and community stakeholders around planetary health research. Developing a dedicated working group research consortium, or institutional affiliation with planetary health organizations may help formalize and expand interdisciplinary engagement.</li> </ul>	
<b>Community Outreach and Advocacy</b>	<b>B-</b>
<ul style="list-style-type: none"> <li>• Rowan University does incorporate the community in planetary health outreach and advocacy work.</li> <li>• SSVM has recently approved the inception of the Community Engagement Club, which prioritizes service in underrepresented communities and the One Health interconnection of environmental, human, and animal</li> </ul>	

health enrichment.

- Rowan-Virtua SOM and its affiliate hospitals do offer patient and specialty appropriate resources.
- Rowan-Virtua SOM has offered an online seminar relating to sustainable healthcare for post-graduate providers and students.
- **Recommendations:** There is space to generate and digitally distribute planetary health and sustainable healthcare education at the hospital and university level. SSVM could further improve by offering additional courses relating to sustainable vetcare for students and faculty, including at least one with a primary focus of planetary health.

### Support for Student-Led Initiatives

**B-**

- Rowan University has a diverse offering of sustainability and planetary health majors, research, programs, and student organizations. Students are encouraged to become involved in advocacy for the planet by participating in QI programs throughout their education and in their extracurricular activities and opportunities are available when sought out.
- Rowan-Virtua SOM has recently established a chapter of Medical Students for a Sustainable Future, a US based organization for planetary health, which has increased SOM's planetary health presence. The organization has provided opportunities for learning, volunteering, and community building.
- **Recommendations:** Support for student-led initiatives mostly comes from the wider Rowan University rather than Shreiber School of Veterinary Medicine. It is recommended that the vet school offers increased support and collaborative efforts to students interested in sustainable initiatives. An example of this could include dedicated grant funding for planetary health projects, and the inception of a club designated for planetary health initiatives.

### Campus Sustainability

**D**

- The establishment of the Rowan University Sustainability Council (RUSC) and strong sustainable dining initiatives are positive steps. However, evaluation reveals critical gaps: there is no current actionable plan for carbon neutrality, minimal use of renewable energy, a lack of enforced green building standards, and no sustainability policies for procurement, events, or endowment investment.
- The Stratford medical school campus currently lacks a composting program for students and staff, falling behind broader university recycling and compost efforts.
- **Recommendations:** We urgently recommend Rowan University develop and publish an updated, funded carbon neutrality strategic plan. Furthermore, the university should institutionalize sustainability by mandating LEED certification for new buildings, creating enforceable procurement and event guidelines, and initiating a review of fossil fuel divestment. Rowan-Virtua SOM and Shreiber School of Veterinary Medicine would also benefit from incorporating compost bins on its campus.

# 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 vetcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimizes use of healthcare services. For this veterinary specific assessment, we have modified this language to ‘sustainable vetcare’.
- **Education for Sustainable Vetcare (ESV):** is defined as the process of equipping current and future veterinary professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous overall 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 vetcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESV 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. For veterinary medicine these have been expanded to include both domestic and wild animal species:
  1. Describe how the environment and 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 veterinarian to protect and promote health is shaped by the dependence of health on the local and global environment.
- **Veterinary School/Department vs. Institution:** When “Veterinary School” is specified in the report card, this only refers to curriculum and resources offered by the School/department of Veterinary 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 Veterinary Medicine students, no matter where in the institution the resource comes from or if it is specifically targeted for Veterinary Medicine 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 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).
- **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).

### **Veterinary Medicine 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 (1 point): 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.
- Moderate coverage in the core curriculum (2 points): This score applies where a topic is taught in moderate detail or repeatedly brought up in different years, but may not be consistently linked to planetary health.
- 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 while consistently making connections to planetary health. This might look like several dedicated lecture slides, or inclusion of the same topic in different lectures and teaching formats, or inclusion as a learning outcome in a syllabus.

### **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 veterinary school curriculum. Today's veterinary students will be on the frontlines of tackling the animal and public health effects of climate and other environmental changes. Therefore, it is critical that veterinary students are trained to understand the health effects of these changes, as well as planetary health issues and principles more broadly. Topics like the seven exposure pathways (i.e., air, temperature, extreme events/ disasters, food, water, vector-borne diseases, and animal welfare), environmental health inequities, and disaster response principles must be part of every veterinary school's core curriculum.*

## Curriculum: General

<b>1.1. Did your <u>veterinary school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Vetcare or Planetary Health in the last year?</b>	
Yes, the veterinary school has offered <b>more than one</b> elective whose primary focus is ESV/planetary health in the past year. (3 points)	
Yes, the veterinary school has offered <b>one</b> elective whose primary focus is ESV/planetary health in the past year. (2 points)	
The veterinary school does <b>not</b> have any electives whose primary focus is ESV/planetary health, but there are one or more electives that include a <b>lecture</b> on planetary health. (1 point)	
No, the veterinary school has <b>not</b> offered any electives on planetary health or electives that include ESV/planetary health topics in the past year. (0 points)	
Score Assigned:	2
<i>Score explanation: SSVM offered the Fall 2025 elective VMED01931 VTS: Art of Advanced Welfare Assessment. In the elective, 13 students toured and learned about Rowan University's aquaponics and sustainable agriculture education center that merges agriculture and hydroponics to grow fruits and vegetables sustainably, which directly relates to planetary health. The facility uses fish waste to nourish the crops, and the fish are not farmed for food. An additional SSVM elective VMED01917 Foundations of Veterinary Biomedical Research includes a lecture titled "The Veterinary Legacy: Shaping Our World", which details how animals detect environmental and infectious threats before they impact human populations such as West Nile Virus, Avian Influenza and toxic algal blooms as marine pollutants.</i>	

## Curriculum: Health Effects of Climate Change

<b>1.2. Does your veterinary school curriculum address the relationship between increasing temperatures and animal health?</b>	
This subject was addressed <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This subject was <b>moderately</b> addressed by the <b>core</b> curriculum. (2 points)	

This subject was addressed <b>briefly</b> in the <b>core</b> curriculum, <u>or</u> in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<i>Score explanation: In the “VMED 01511: Neuromusculoskeletal System” block of Semester I, several lectures within the Principles of Behavior and Welfare module such as Ruminant Welfare and Domestic Fowl Welfare address the impacts of extreme heat on the welfare of animals, namely cows and chickens. The impacts of heat, in general, and need for thermoregulation and appropriate environments is addressed for other species such as pigs, horses, cats, and dogs. Thermoregulation is further emphasized in ‘VMED 01520: Cardiorespiratory System’.</i>	

<b>1.3. Does your veterinary school curriculum address the impacts of extreme weather on animal health and veterinary systems?</b>	
This subject was addressed <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This subject was <b>moderately</b> addressed by the <b>core</b> curriculum. (2 points)	
This subject was addressed <b>briefly</b> in the <b>core</b> curriculum, <u>or</u> in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<i>Score explanation: In Semester 1 of the Principles of Behavior and Welfare module, the impacts of extreme heat on the welfare of animals, namely cows and chickens, is addressed. The impacts of heat, in general, and need for thermoregulation and appropriate environments is addressed for other species such as pigs, horses, cats, and dogs. Thermoregulation is further emphasized in ‘VMED 01520: Cardiorespiratory System’.</i>	

<b>1.4. Does your veterinary school curriculum address the management of animals during climate associated disasters?</b>	
This subject was addressed <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This subject was <b>moderately</b> addressed by the <b>core</b> curriculum. (2 points)	
This subject was addressed <b>briefly</b> in the <b>core</b> curriculum, <u>or</u> in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0

*Score explanation: The MS in One Health track includes instruction on Crisis Management and Emergency Preparedness in One Health, which discusses the protection of animals during environmental disasters. However, this elective is not offered until Semester 4.*

**1.5. Does your veterinary school curriculum address the impact of climate change on the changing patterns (e.g., distribution and prevalence) of vector-borne diseases?**

This subject was addressed **in depth** by the **core** curriculum. (3 points)

This subject was **moderately** addressed by the **core** curriculum. (2 points)

This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)

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

Score Assigned:

0

*Score explanation: At present, this topic is not covered in Semester 1 and Semester 2 curriculum. However, vector-borne diseases will likely be expanded upon in Year 2, during which a majority of the One Health modules are taught including disease prevalence and risk.*

**1.6. Does your veterinary school curriculum address the health effects of climate change and air pollution?**

This subject was addressed **in depth** by the **core** curriculum. (3 points)

This subject was **moderately** addressed by the **core** curriculum. (2 points)

This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)

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

Score Assigned:

0

*Score explanation: At present, this topic is not covered in Semester 1 and Semester 2 curriculum. However, health effects of climate change and air pollution will likely be expanded upon in Year 2, during which a majority of the One Health modules are taught. Carbon emissions are mentioned infrequently throughout the curriculum, and explicit harms are not expanded upon.*

**1.7. Does your veterinary school curriculum address the relationship between animal welfare and the effects of environmental degradation and climate change?**

This subject was addressed **in depth** by the **core** curriculum. (3 points)

This subject was **moderately** addressed by the **core** curriculum. (2 points)

This subject was addressed <b>briefly</b> in the <b>core</b> curriculum, <u>or</u> in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation: While the concept of “overgrazing” in ruminants and equine animals is frequently discussed in Gastrointestinal Systems and Principles of Behavior and Animal Behavior, it is discussed from a nutritional/welfare perspective. Lecture material does not connect this behavior with environmental degradation, or expand on environmental consequences of overgrazing.</i>	

<b>1.8. Does your veterinary school curriculum address how animal health is impacted by climate-related changes in water availability and quality?</b>	
This subject was addressed <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This subject was <b>moderately</b> addressed by the <b>core</b> curriculum. (2 points)	
This subject was addressed <b>briefly</b> in the <b>core</b> curriculum, <u>or</u> in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation: At present, this topic is not covered in Semester 1 and Semester 2 curriculum. However, health effects of climate-related changes in water quality and availability will likely be expanded upon in Year 2, during which a majority of the One Health modules are taught.</i>	

<b>1.9. Does your veterinary school curriculum address how climate change can threaten the production, quality, and access to food for animals?</b>	
This subject was addressed <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This subject was <b>moderately</b> addressed by the <b>core</b> curriculum. (2 points)	
This subject was addressed <b>briefly</b> in the <b>core</b> curriculum, <u>or</u> in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation: At present, the curriculum does not address the impact of climate change on production, quality and access to food for animals. However, this topic is addressed in the core curriculum of Year 2 in VMED02620 Population Medicine, Public Health and Food Safety.</i>	

**1.10. Does your veterinary school curriculum address the outsized impact of *climate change* on marginalized populations (e.g., low SES, women, communities of color, Indigenous communities, children, unhoused populations, and older adults) and indirectly the animals in their care?**

This subject was addressed **in depth** by the **core** curriculum. (3 points)

This subject was **moderately** addressed by the **core** curriculum. (2 points)

This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)

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

Score Assigned:

0

*Score explanation: Students at Shreiber School of Veterinary Medicine understand the dire need for accessible care, particularly for marginalized communities. Students have established a Community Engagement Club dedicated to addressing the needs of those struggling to access care for a multitude of reasons. However, at this time specific instruction on the impact of climate change on these vulnerable populations is not addressed in the curriculum, only touched upon during extra-curricular activities such as clubs.*

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

This subject was addressed **in depth** by the **core** curriculum. (3 points)

This subject was **moderately** addressed by the **core** curriculum. (2 points)

This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)

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

Score Assigned:

0

*Score explanation: This topic is not covered in Year 1 of the SSVM curriculum, but is covered in depth in the core curriculum of Year 2 in VMED02620 Population Medicine, Public Health and Food Safety and the Global Health elective.*

**1.12. Does your veterinary school curriculum address how climate change can affect inherently vulnerable animal populations (e.g., endangered species, immunocompromised species, fragmented wildlife populations)?**

This subject was addressed **in depth** by the **core** curriculum. (3 points)

This subject was **moderately** addressed by the **core** curriculum. (2 points)

This subject was addressed <b>briefly</b> in the <b>core</b> curriculum, <u>or</u> in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation: At present, the effect of climate change on inherently vulnerable animal populations is not explicitly addressed. However, this subject is addressed in depth in subsequent years of the curriculum, specifically during One Health modules covering One Health, One Welfare, and Environmental Sustainability.</i>	

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

<b>1.13. Does your veterinary school curriculum address the health effects of anthropogenic toxins (e.g., pollution, pesticides) on animal health?</b>	
This subject was addressed <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This subject was <b>moderately</b> addressed by the <b>core</b> curriculum. (2 points)	
This subject was addressed <b>briefly</b> in the <b>core</b> curriculum, <u>or</u> in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	1
<i>Score explanation: The health effects of anthropogenic toxins on animal health is addressed by non-core learning experiences such as student-faculty research collaborations via the Veterinary Summer Scholars Program (VSSP). A faculty member, Dr. Elena Contreras, will conduct research addressing the impact of ammunition-based lead on backyard chickens, and bald eagle morbidity and mortality. In VMED01917 Foundations of Veterinary Biomedical Research, one lecture details how marine mammals act as indicators of toxic algal blooms and other persistent pollutants in oceans.</i>	

<b>1.14. Does your <u>veterinary school</u> curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?</b>	
This subject was addressed <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This subject was <b>moderately</b> addressed by the <b>core</b> curriculum. (2 points)	
This subject was addressed <b>briefly</b> in the <b>core</b> curriculum, <u>or</u> in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0

*Score explanation: The Shreiber School of Veterinary Medicine DVM program does not address anthropogenic environmental threats relevant to the Rowan University surrounding community at this time. Climate related threats to the community are highlighted in the Gloucester County Glassboro Borough Health Community Planning Report provided on [NJ.gov](http://NJ.gov).*

**1.15. Does your veterinary school curriculum address the outsized impact of anthropogenic environmental toxins on marginalized populations such as those with low SES, women, communities of color, children, homeless populations, Indigenous populations, and older adults and indirectly the animals in their care?**

This subject was addressed **in depth** by the **core** curriculum. (3 points)

This subject was **moderately** addressed by the **core** curriculum. (2 points)

This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)

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

Score Assigned:

0

*Score explanation: Students participating in One Health electives in Year 2 and beyond have the opportunity to travel to Uganda with a One Health faculty member and conduct a class project. However, it is unclear if the elective addresses the outsized impact of anthropogenic environmental toxins on marginalized populations, and may be addressed solely in lecture material.*

### ***Curriculum: Sustainability***

**1.16. Does your veterinary school curriculum address educating clients on environmental and health co-benefits of a healthy animal's diet (e.g., seaweed in ruminant diets to reduce methane emissions, the difference between CO<sub>2</sub> emissions in production of dry vs. wet dog food)?**

This subject was addressed **in depth** by the **core** curriculum. (3 points)

This subject was **moderately** addressed by the **core** curriculum. (2 points)

This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)

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

Score Assigned:

1

*Score explanation: In VMED01521 Gastrointestinal System, there are multiple lectures detailing how to educate clients on dietary needs, how to read pet food labels and nutritional requirements. It is briefly mentioned that dry food (kibble) is more sustainable than canned wet food due to its lower carbon footprint and less packaging waste. However, sustainability in relation to feeding techniques/pet food choices is not addressed further.*

<b>1.17. Does your <u>veterinary school</u> curriculum address the carbon footprint of vetcare systems?</b>	
This subject was addressed <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This subject was <b>moderately</b> addressed by the <b>core</b> curriculum. (2 points)	
This subject was addressed <b>briefly</b> in the <b>core</b> curriculum, <u>or</u> in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation: In current lecture materials the carbon footprint of vetcare systems is not specifically addressed, but may be implemented in subsequent courses as the inaugural class progresses through the existing curriculum.</i>	

<b>1.18. Does your <u>veterinary school</u> curriculum cover these components of sustainable clinical practice in the <u>core</u> curriculum? (points for each)</b>	<b>Score</b>
The health <b>and</b> environmental <b>co-benefits</b> of <b>avoiding</b> over-medicalization, over-investigation and/or over-treatment. (2 points)	0
The environmental impact of <b>pharmaceuticals</b> and over-prescribing as a cause of climate health harm. Alternatively teaching on <b>deprescribing</b> where possible and its environmental and health co-benefits would fulfil this metric. (2 points)	0
The health <b>and</b> environmental <b>co-benefits</b> of <b>non-pharmaceutical management</b> of conditions where appropriate such as exercise, physical therapy, mental stimulus, and enrichment. (1 point)	0
Environmental impact of <b>surgical</b> vetcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0
The impact of <b>anesthetic</b> gases on the vetcare carbon footprint and ways to reduce anesthesia environmental impacts, such as total intravenous anesthesia or choosing less environmentally harmful anesthetic gas options with reduced greenhouse gas emissions. (1 point)	0
The impact of <b>veterinary-medicine-produced toxins</b> on the environment (e.g., barbiturates from buried animals, drugs used in food animals). (1 point)	0
<b>Waste production</b> within vetcare <b>clinics</b> and strategies for reducing waste in clinical activities (e.g., single use items in the inpatient or outpatient setting). (1 point)	0
Total Score Assigned:	0
<i>Score explanation: Much of these topics are not addressed until Semesters 5 and 6, which encompasses a set of courses in the curriculum dedicated to surgical instruction: Small Animal Medicine and Surgery I &amp; II, Large Animal Medicine and Surgery I &amp; II, and Anesthesia/Surgery Procedures I &amp; II. Clinical clerkships in Semesters 7-9 include Anesthesia and Small Animal</i>	

*Medicine to expand on this training effectively. However, they have not yet been offered to the inaugural class.*

**1.19. To what extent does your veterinary school emphasize the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?**

Indigenous knowledge and value systems are **integrated throughout** the veterinary school's planetary health education. (3 points)

Indigenous knowledge and value systems as essential components of planetary health solutions are included at a **moderate depth** in the core curriculum. (2 points)

Indigenous knowledge and value systems as essential components of planetary health solutions are included **briefly** in the core curriculum or in any depth in **elective** coursework. (1 point)

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

Score Assigned:

0

*Score explanation: At the time of this assessment, there is no explicit mention of Indigenous knowledge and value systems as essential components of planetary health solutions in the core curriculum or electives. However, the One Health module included in 'VMED01917 Foundations of Veterinary Biomedical Research' includes a lecture that highlights the interconnection of humans, animals, and the environment, which is highly representative of the holistic worldview often touted as a key aspect of Indigenous knowledge in planetary health.*

**1.20. Does your veterinary school curriculum address/demonstrate how to be environmentally sustainable in your hospital operations?**

This subject was addressed **in depth** by the **core** curriculum. (3 points)

This subject was **moderately** addressed by the **core** curriculum. (2 points)

This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)

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

Score Assigned:

1

*Score explanation: While students have not yet reached the point of clinical instruction within the teaching hospital, broad themes of sustainability are touched on in lecture as a preview of best practices in the clinic. For example, the As Low As Reasonably Achievable (ALARA) principle is repeatedly taught across modules when discussing how to obtain radiographs with very minimal radiation exposure. While briefly mentioned, it is also emphasized to use the most minimal dose of radiation needed to obtain a radiograph to minimize energy waste as well as radiation damage to the patient.*

**1.21. Does your veterinary school curriculum address the impact of climate change on access to veterinary care?**

This subject was addressed **in depth** by the **core** curriculum. (3 points)

This subject was **moderately** addressed by the **core** curriculum. (2 points)

This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)

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

Score Assigned: 0

*Score explanation: At the time of this assessment, SSVM does not address the impact of climate change on access to veterinary care. During Clinical Year Clerkships, the Shelter Medicine clerkship combines One Health and care accessibility initiatives in a variety of different settings to target different populations. However, the cause of the identified inaccessibility is not directly attributed to climate change.*

**Curriculum: Client Communication Applications**

**1.22. Does your veterinary school's curriculum introduce strategies to have conversations with clients about the health effects of climate change?**

Yes, a **comprehensive list of strategies** are introduced for having conversations with patients about climate change in the **core** curriculum. (2 points)

Yes, some strategies are introduced for having conversations with patients about climate change in the core coursework, or at any depth in elective coursework. (1 point)

No strategies introduced for having conversations with patients about climate change. (0 points)

Score Assigned: 0

*Score explanation: The SSVM curriculum does not yet have teaching in place regarding communication with clients about specific health effects of climate change.*

**1.23. In training for client encounters, does your veterinary school's curriculum introduce strategies for taking an environmental history or exposure history?**

Yes, the **core** curriculum includes a **comprehensive** exploration of strategies for taking an environmental history. (2 points)

Yes, the **core** curriculum includes **some strategies** for taking an environmental history (or in any depth in the elective curriculum). (1 point)

No, the curriculum does **not** include strategies for taking an environmental history. (0 points)

Score Assigned:	1
<p><i>Score explanation: In courses VMED01513 Professional Skills I and VMED01523 Professional Skills II, students are instructed on how to record a detailed medical history. Accounting the medical history includes asking clients about the pet's environment, including indoor/outdoor status of feline pets, or potential exposures of dogs that frequently go outside or perform swimming activities to microorganisms in bodies of water (ie. Heartworm, Leptosporosis). Creating a plan for treatment often includes recommendation of vaccines to prevent exposure; however, this training does not explicitly focus on the patient's exposure to human-caused environmental issues.</i></p>	

<p><b>1.24. Does your veterinary school's curriculum introduce strategies to discuss protection of animals from environmental harms? (e.g., disaster planning preparedness, animal management during smoke events)</b></p>	
<p>Yes, the <b>core</b> curriculum includes a <b>comprehensive</b> exploration of strategies for discussing protection of animals from environmental harms. (2 points)</p>	
<p>Yes, the <b>core</b> curriculum includes <b>some strategies</b> for discussing protection of animals from environmental harms. (1 point)</p>	
<p>No, the curriculum does <b>not</b> include strategies for discussing protection of animals from environmental harms. (0 points)</p>	
Score Assigned:	0
<p><i>Score explanation: The MS in One Health track includes instruction on Crisis Management and Emergency Preparedness in One Health, which discusses the protection of animals during environmental disasters. However, this elective is not offered until Semester 4.</i></p>	

***Curriculum: Administrative Support for Planetary Health***

<p><b>1.25. Is your <u>veterinary school</u> currently in the process of implementing or improving Education for Sustainable Vetcare (ESV)/planetary health education?</b></p>	
<p>Yes, the veterinary school is currently in the process of making <b>major</b> improvements to ESV/planetary health education. (4 points)</p>	
<p>Yes, the veterinary school is currently in the process of making <b>minor</b> improvements to ESV/planetary health education. (2 points)</p>	
<p>No, there are <b>no</b> improvements to planetary health education in progress. (0 points)</p>	
Score Assigned:	4
<p><i>Score explanation: As an emerging institution, the curriculum at SSVM is highly dynamic and constantly being improved, in addition to the construction of new laboratory facilities to conduct interdisciplinary research that integrates planetary health ideas from several principal investigators. Furthermore, SSVM anticipates unveiling a Master of Science program in One Health dedicated to planetary health education that will explore multiple themes of sustainability,</i></p>	

including a proposed elective titled ‘One Welfare and Sustainability in Veterinary Medicine’. This elective will explore the interconnections between animal welfare, environmental sustainability, human wellbeing, and the veterinarian’s role. The course delves into the ethical, practical, and societal implications of One Welfare within a veterinary context, using evidence-based frameworks, broaching topics such as biodiversity, sustainability and pet ownership and human-wildlife interaction. The MS in One Health course catalog also includes ‘Global Health’ which focuses on the global burden of diseases, and ‘Crisis Management and Emergency Preparedness in One Health’ which discusses the protection of animals during environmental disasters. The Global Health elective includes a class project and a research excursion in Uganda.

SSVM also offered a seminar series during which encompassed several different research clusters including but not limited to: Clinical Research, Educational Research, Artificial Intelligence (AI) Research, and One Health Research clusters. The One Health research cluster is a continued effort to inform students and faculty of discoveries in science and medicine in relation to human, animal, and environmental health.

In Semester 4, “Population Medicine, Public Health and Food Safety” is a 14-week module included in the core curriculum, emphasizing the importance of mandatory education surrounding planetary health. Themes of biosecurity and the preventive health management of populations are emphasized. One Health concepts prime students for their roles as veterinarians in various public health scenarios such as diagnosis and prevention of zoonotic diseases, food security, food safety, animal welfare and mitigation of antimicrobial resistance. Population medicine includes herd management education of both industry and non-industry livestock (beef, dairy, swine, small ruminants) and shelter medicine management. National and international food laws that regulate food safety are discussed alongside quality assurance in food production and food defense.

**1.26. How well are the aforementioned planetary health/Education for Sustainable Vetcare topics integrated longitudinally into the core curriculum?**

Planetary health/ESV topics are **well integrated** into the core veterinary school curriculum. (6 points)

**Some** planetary health/ESV topics are appropriately integrated into the core veterinary student curriculum. (4 points)

Planetary health/ESV 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:

2

*Score explanation: The core curriculum at SSVM contains many planetary health related concepts in Semesters 1 and 2 of Year 1. Content is primarily parsed from isolated lectures that cover concepts briefly, however the relation to environmental health and climate change is not frequently emphasized. There is ample opportunity to integrate planetary health concepts in additional courses throughout the core curriculum with a more significant level of breadth to ensure a broad range of coverage for planetary health discussions.*

**1.27. Does your veterinary school employ a member of faculty to specifically oversee and take**

<b>responsibility for the incorporation of planetary health and sustainable vetcare as a theme throughout the course?</b>	
Yes, the <b>veterinary school</b> has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
No, the <b>veterinary school</b> does <b>not</b> have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	0
<i>Score explanation: At present, there is only one One Health faculty member/instructor who is responsible for lectures on themes of sustainable vetcare and planetary health. However, this faculty member is not designated to oversee curricular integration, as One Health and Population Medicine are introduced in subsequent years of the program.</i>	

<b>1.28. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>moderately</b> addressed in the <b>core</b> curriculum. (2 points)	
This subject was addressed <b>briefly</b> in the <b>core</b> curriculum, <u>or</u> in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation: The SSVM curriculum frequently emphasizes the importance of increasing accessibility to care. However, the reasons why such barriers exist are attributed to environmental and structural determinants such as urban planning that blocks access to transportation or economic and social policies. These environmental and structural determinants of health are not addressed in the Year 1 curriculum.</i>	

<b>Section Total (16 out of 89)</b>	<b>18%</b>
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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.*

<b>2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?</b>	
Yes, there are faculty members at the <b>institution</b> who have a <b>primary</b> research focus in planetary health <b>or</b> sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the <b>institution</b> who are conducting research <b>related</b> to planetary health or healthcare sustainability, <b>OR</b> 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 <b>institution</b> , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are <b>no</b> planetary health and/or sustainability researchers at the <b>institution</b> at this time. (0 points)	
Score Assigned:	3
<p><i>Score explanation: Rowan University has several faculty members within the School of Earth and Environment that are investigating the intersection of planetary health and public health.</i></p> <p><i>Additionally, there is ongoing research at the Shreiber Veterinary School that is investigating the effects of microplastics in the canine microbiome and assessing the lead exposure in backyard chickens.</i></p>	

<b>2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u>?</b>	
There is <b>at least one</b> dedicated department or institute for interdisciplinary planetary health research. (3 points)	
There is <b>not currently</b> a department or institute for interdisciplinary planetary health research, but there are <b>plans</b> to open one in the next 3 years. (2 points)	
There is an <b>Occupational and Environmental Health department</b> , but no interdisciplinary department or institute for planetary health research. (1 point)	
There is <b>no</b> dedicated department or institute. (0 points)	

Score Assigned:	1
<p><i>Score explanation: While the broader Rowan University does have sustainability efforts in place at the School of Earth and Environment that houses education and research concerning climate change, sea level rise, ocean destabilization, environment and biodiversity, urbanization, and Earth through space and time. The School of Earth and Environment does not specifically include interdisciplinary planetary health research but there are courses, such as <a href="#">HLT 00303: Environmental Issues and Health</a>, dedicated to planetary health.</i></p> <p><i>Beginning in the Fall of 2026, students at the Shreiber School of Veterinary Medicine will be able to complete a Master of Science in One Health in order to “address complex health challenges at the intersection of human, animal, and environmental health”.</i></p>	

<p><b>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?</b></p>	
<p>Yes, there is a process in which community members impacted by climate and environmental injustice have <b>decision-making power</b> in the climate + environmental research agenda. (3 points)</p>	
<p>Yes, there is a process in which community members impacted by climate and environmental injustice <b>advise</b> the climate + environmental research agenda. (2 points)</p>	
<p><b>No</b>, but there are <b>current efforts</b> to establish a process for community members to advise or make decisions on the research agenda. (1 point)</p>	
<p>There is <b>no</b> process, and <b>no</b> efforts to create such a process. (0 points)</p>	
Score Assigned:	0
<p><i>Score explanation: A score of 0 was assigned because no formal process or documented efforts were identified at Rowan through which communities disproportionately impacted by climate change or environmental injustice provide input into or participate in decision-making related to the institution’s climate or environmental research agenda.</i></p>	

<p><b>2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?</b></p>	
<p>There is an <b>easy-to-use, adequately comprehensive</b> website that <b>centralises</b> various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)</p>	
<p>There is a website that <b>attempts to centralise</b> various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)</p>	
<p>The <b>institution</b> has an <b>Office of Sustainability website</b> that includes <b>some</b> resources related to health and the environment. (1 point)</p>	

There is <b>no</b> website. (0 points)	
Score Assigned:	2
<i>Score explanation: Rowan University compiles all things sustainable on their Sustainable@Rowan page. The site is not regularly maintained, but does link to many student resources including career information, faculty research, and current/future plans for sustainable initiatives.</i>	

<b>2.5. Has your <u>institution</u> recently hosted a conference or symposium on topics related to planetary health?</b>	
Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)	
Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)	
Yes, the <b>institution</b> has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)	
The <b>institution</b> has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)	
No, the <b>institution</b> has not hosted a conference on topics related to planetary health in the past three years. (0 points)	
Score Assigned:	0
<i>Score explanation: A score of 0 is assigned because Rowan has not hosted a conference on topics related to planetary health within the past 3 years.</i>	

<b>2.6. Is your <u>institution</u> a member of a national or international planetary health or ESH/ESV organisation?</b>	
Yes, the institution is a member of a national or international planetary health <b>or</b> ESH/ESV organisation. (1 point)	
No, the institution is <b>not</b> a member of such an organisation. (0 points)	
Score Assigned:	0
<i>Score explanation: A score of 0 is assigned as no evidence could be found that Rowan is a member of a national or international planetary health organization.</i>	

<b>Section Total (6 out of 17)</b>	<b>35%</b>
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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.

<b>3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?</b>	
Yes, the <b>institution</b> meaningfully partners with <b>multiple</b> community organisations to promote planetary and environmental health. (3 points)	
Yes, the <b>institution</b> meaningfully partners with <b>one</b> community organisation to promote planetary and environmental health. (2 points)	
The <b>institution</b> does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is <b>no</b> such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>Score explanation: Rowan University and Rowan-Virtua SOM both have community gardens that are managed by students and provide fresh produce to their respective local communities. Additionally, Rowan University's main campus hosts the West Campus Farm where tens of thousands of pounds of fresh fruit and produce are distributed to Rowan's on-campus food pantry and local communities organizations. SSVM has opened an on-campus food campus in addition to partnering with Philabundance's Fresh for All initiative, which provides weekly deliveries of fresh fruits and vegetables for students.</i></p> <p><i>South Jersey Climate News is a collaborative journalism initiative involving Rowan University students from the Department of Journalism and Atlantic Cape Community College. Since 2019, this student staffed project has been producing content about regional climate change impacts in southern New Jersey. Students develop and report on original stories covering issues ranging from sustainability at Rowan University, rising sea levels, regional droughts, forest fires, and expanding construction in nearby communities. Students are able to take an active part in keeping their communities informed while filling gaps in news deserts that lack traditional media coverage.</i></p>	

<b>3.2. Does your <u>institution</u> offer community-facing courses or events regarding planetary health?</b>
The <b>institution</b> offers community-facing courses or events at least once every year. (3 points)

The **institution** offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)

The **institution** has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)

The **institution** has not offered such community-facing courses or events. (0 points)

Score Assigned:

3

*Score explanation: Rowan University's School of Earth and Environment offers many community accessible events relating to planetary health, including the annual BioBlitz in celebration of Earth Day. BioBlitz allows students and community members to help identify biodiversity on the Rowan campus. Rowan student researchers and the facilities team then use the data to better understand and care for the local habitat. Other annual "Earth Week" events include Planetary Crisis Communication and Eco-Fest. Planetary Crisis Communication is a roundtable discussion in response to cuts in scientific research funding and environmental justice initiatives. Eco-Fest is led by the professor of Design & Environments course and is a week-long recognition of student-led projects related to creative climate advocacy, environmental education, and sustainability.*

**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: Rowan University sends all students and faculty a daily communication that includes information regarding sustainability practices, opportunities, and student organizations. A recent example includes a link to contribute articles for South Jersey Climate News.*

*At present, SSVM does not communicate with students about planetary health and current climate events outside of outreach from Rowan-Virtua SOM and potential planetary health collaborations.*

*Rowan-Virtua SOM communicates with students about planetary health and current climate events as appropriate. Recent examples include communication about local fires and the Los Angeles fires and how we can support any Rowan-Virtua members or families in the neighborhood impacted by the devastations.*

**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**

<b>professional career?</b>	
Yes, the <b>institution</b> or <b>main affiliated hospital trust</b> offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)	
Yes, the <b>institution</b> or <b>main affiliated hospital trust</b> offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers. (1 point)	
There are <b>no</b> such accessible courses for post-graduate providers. (0 points)	
Score Assigned:	1
<p><i>Score explanation: As SSVM is currently in its inaugural year, continuing education initiatives related to planetary health have not yet been implemented.</i></p> <p><i>In the fall of 2025, Rowan-Virtua SOM faculty, residents, staff, and students were offered to attend an IAMSE Webcast Seminar Series: “Environmental Disasters Affecting Health Professions Education...Surviving the Storm and After.” This was a series of five one-hour sessions presented by speakers from various universities and organizations. Sessions focussed on topics including environmental crisis and disasters, climate health in medical education, the role of education in addressing the climate crisis, and preparing physicians for planetary change.</i></p>	

<b>3.5. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about environmental health exposures?</b>	
Yes, the <b>institution</b> or <b>all affiliated hospitals</b> have accessible educational materials for patients. (2 points)	
<b>Some</b> affiliated hospitals have accessible educational materials for patients. (1 point)	
<b>No</b> affiliated medical centres have accessible educational materials for patients. (0 points)	
Score Assigned:	0
<p><i>Score explanation: Rowan-Virtua SOM and its affiliates provide patient and specialty specific educational materials as appropriate, however no environmental or climate change specific materials currently exist. Additionally, all affiliate clinics rely on the most up to date OSHA, EPA, and applicable professional organization guidelines when making recommendations or connecting patients to resources.</i></p>	

<b>3.6. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about the health impacts of climate change?</b>	
Yes, the <b>institution</b> or <b>all affiliated hospitals</b> have accessible educational materials for patients. (2 points)	
<b>Some</b> affiliated hospitals have accessible educational materials for patients. (1 point)	

<b>No affiliated hospitals have accessible educational materials for patients. (0 points)</b>	
Score Assigned:	2
<i>Score explanation: Rowan University has a library research guide specific to climate change that is accessible by students, faculty, providers, and patients.</i>	

<b>Section Total (10 out of 14)</b>	<b>71.4%</b>
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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:

1

*Score explanation: Rowan University has a variety of undergraduate degrees, minors, and graduate degrees that incorporate sustainability learning outcomes, including enacting sustainability initiatives or QI projects. A non-comprehensive list of these include: Civil and Environmental Engineering, Community and Environmental Planning, Environmental & Sustainability Studies, Environmental Science, Geographical Information Science (GIS), Geography, Health and Science Communication, Health Promotion & Wellness Management, Public Health and Wellness, and BS Management – Sustainability Management Concentration.*

*There are additional opportunities for sustainability initiatives and QI projects through Rowan University student groups including the Rowan Environmental Action League (REAL), GEO Club, South Jersey Climate News, Rowan University Student Planning Organization, Net Impact, US Green Building Council, and Rowan Progressives Environmental Working Group. These organizations all participate in their own unique sustainability initiatives ranging from helping students become LEED Green Associates to running a community garden.*

*At the medical student level, there is opportunity for third and fourth year students to participate in a capstone research project that can incorporate sustainability or planetary health.*

## 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 <b>require student initiative</b> to seek them out and carry them out in their spare time. (1 point)	
There are <b>no opportunities</b> for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	1
<p><i>Score explanation: Rowan University has a variety of undergraduate degrees, minors, and graduate degrees that incorporate planetary health and or sustainable healthcare. A non-comprehensive list is included in point 4.1. There are additional opportunities for research in this field at the Rowan Shreiber School of Veterinary Medicine; many research faculty adopt the “One Health” approach which combines planetary, human and animal health to research topics in this field. One such program is the Veterinary Summer Scholars Program where students are paired with research faculty to work on research topics during the summer.</i></p> <p><i>Rowan-Virtua SOM offers many opportunities for medical students to perform research in any category. One such program includes the six week Summer Medical Research Fellowship (SMRF) where students are encouraged to perform clinical or basic-science research. Students can choose to dedicate research to planetary and or sustainable healthcare but are required to identify a mentor and project on their own.</i></p>	

<b>4.3. Does the <u>institution</u> 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.</b>	
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 <b>no institution</b> specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. (0 points)	
Score Assigned:	1
<p><i>Score explanation: Rowan University compiles all things sustainable on their <a href="#">Sustainable@Rowan</a> page. The site is regularly maintained, connecting students to many resources including career information, faculty research, and current/future plans for sustainable initiatives.</i></p>	

<b>4.4. Does your <u>institution</u> have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?</b>
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Yes, there is a student organisation <b>with faculty support</b> 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 <b>lacks faculty support</b> . (1 point)	
No, there is <b>not</b> a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)	
Score Assigned:	1
<p><i>Score explanation: Rowan University has the GEO Club and the Rowan University Student Planning Organization (RUSPO). The GEO club is connected to the School of Earth and Environment and connects students with diverse environmentally focused interests, including planetary health. RUSPO focuses more on students interested in the intersection of urban planning and sustainability. Both organizations have faculty support, however, these are not located at the medical or veterinary school.</i></p> <p><i>Rowan-Virtua SOM has recently started a chapter of Medical Students for a Sustainable Future (MS4SF-Rowan-Virtua Chapter) as a student interest group. MS4SF-Rowan-Virtua Chapter is eligible for club status, where it will be assigned a faculty advisor, in April of 2027.</i></p> <p><i>Additionally, RV-SOM has Rowan Roots, a non-funded volunteer based club that boasts a 100ft 2 garden that works to grow and donate vegetables to local Camden County food banks, where many residents struggle with food insecurity and food deserts.</i></p>	

<b>4.5. Is there a student liaison representing sustainability interests who serves on a <u>department or institutional</u> decision-making council to advocate for curriculum reform and/or sustainability best practices?</b>	
Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 point)	
No, there is no such student representative. (0 points)	
Score Assigned:	1
<p><i>Score explanation: RV-SOM has a medical student representative that is involved with Rowan University's Sustainability Council. The Sustainability Council is led by Rowan University's sustainability fellow and aims to connect the greater university in sustainable efforts outlined by <a href="#">Rowan's Roadmap to Sustainability Masterplan</a>.</i></p>	

<b>4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)</b>	<b>Score</b>
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
<p><i>Score explanation: <a href="#">Rowan University</a> and <a href="#">Rowan-Virtua SOM</a> both have community gardens that are managed by students and provide fresh produce to their respective local communities. Additionally, Rowan University's main campus hosts the <a href="#">West Campus Farm</a> where tens of thousands of pounds of fresh fruit and produce are distributed to Rowan's on-campus food pantry and local communities organizations. The produce from the West Campus Farm is also used to produce hot sauce which is for sale to raise funds for student emergency scholarships.</i></p> <p><i>There are several examples of panels, speakers, and events in which students are encouraged to attend. A recent example is the talk "Impact of Nigral and Extranigral Neurodegeneration on Aerodigestive Discoordination in a Pesticide Model of Parkinson's Disease" held at Rowan-Virtua SOM. In addition, <a href="#">MS4SF-Rowan-Virtua Chapter</a> and the Student Pediatric Medical Association hosted a collaborative event where an attending paediatrician ran a case based learning experience about the impact of climate change on pediatric patients.</i></p> <p><i>Student organizations at the University are involved in community based events, including <a href="#">volunteering</a>, <a href="#">community hikes</a>, and other <a href="#">outdoor adventures</a>.</i></p>	

<b>Section Total (9 out of 15)</b>	<b>60%</b>
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# Campus Sustainability

***Section Overview:*** *This section evaluates the support and engagement in sustainability initiatives by the institution. The healthcare industry is a major contributor to greenhouse gas emissions as well as pollution that harms local, regional, and global ecosystems. While healthcare is, by nature, a resource-intensive endeavour, the healthcare sector is well poised to lead the world to a more sustainable future. This will involve scrutinising every aspect of how our systems operate, from where we source our energy, to how we build our infrastructure, to what companies we invest in. Our institutions, clinics, and hospitals must set the standard for sustainable practices, and show other sectors what is possible when it comes to minimising environmental impact.*

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is <b>at least one designated staff member</b> 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 <b>no specific staff member</b> in charge of hospital sustainability. (2 points)	
There are <b>no salaried sustainability staff</b> , but there is a sustainability task force or committee. (1 point)	
There are <b>no</b> staff members <b>or</b> task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	1
<i>Score explanation: In 2025, the <a href="#">Rowan University Sustainability Council (RUSC)</a> was launched under the direction of Dr. Garrett Broad, Provost Fellow for Sustainability. This body's mission is to serve as the primary mechanism for coordinating, advancing, and auditing sustainability protocols across the university.</i>	

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

*Score explanation: Rowan University instilled a framework to achieve carbon neutrality by 2029 in 2009. This plan was mentioned as needing updating in the 2020 Road Map confirming that this plan is now out of date. There is a current push to reevaluate and update a plan for carbon neutrality, however, no current actionable plan is in place.*

*In efforts to move towards an actionable plan, the University has contracted Siemens to perform an energy evaluation to initiate energy savings and begin developing a renewable energy strategy. Additionally, the Provost's Fellow in the Catalysts for Sustainability is working to complete the Sustainability Tracking, Assessment, and Rating System (STARS) Report to help provide a framework for future sustainability efforts.*

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

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

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

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

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

Score Assigned: | 0

*Score explanation: While a few campus buildings do have solar panels, their contribution is relatively low and the overall institutional buildings source a minimal amount of energy from renewable sources. Expansion buildings completed this year also do not prioritize the use of renewable energy.*

**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:	1
<p><i>Score explanation: Rowan University buildings are always designed to latest codes, however, there is no definitive sustainability goal considered. Buildings designed after 2020 were designed to meet LEED standards, but the certification was not applied for or granted.</i></p>	

<p><b>5.5. Has the <u>institution</u> implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?</b></p>	
<p>Yes, the institution has implemented strategies to encourage and provide <b>environmentally-friendly transportation options</b> such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)</p>	
<p>The institution has implemented <b>some</b> strategies to provide environmentally-friendly transportation options, but the options are <b>unsatisfactorily</b> accessible or advertised. (1 point)</p>	
<p>The institution has <b>not</b> implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)</p>	
Score Assigned:	1
<p><i>Score explanation: Score explanation: Rowan-Virtua's Stratford campus is located near the PATCO, a public transportation option in and out of Philadelphia and the surrounding NJ suburbs. While there are no travel stipends, incentives, or discounts, Rowan-Virtua SOM does advertise and encourage students to utilize this as a transportation option. Students are still expected to be able to travel to multiple campuses and clinical sites, which does require a car, throughout their medical education. Through Rowan University, students are able to purchase discounted monthly NJ Transit passes,</i></p>	

<p><b>5.6. Does your <u>institution</u> have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?</b></p>	
<p>Yes, the institution has <b>both</b> compost <b>and</b> recycling programs accessible to students and faculty. (2 points)</p>	
<p>The institution has <b>either</b> recycling <b>or</b> compost programs accessible to students and faculty, but not both. (1 point)</p>	
<p>There is <b>no</b> compost or recycling program at the institution. (0 points)</p>	
Score Assigned:	1
<p><i>Score explanation: Score explanation: Rowan University does offer both compost and recycling programs, however, Rowan-Virtua SOM only offers recycling bins on campus with no composting.</i></p>	

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

Yes, the institution has **adequate** sustainability requirements for food and beverages, including meat-free days or no red-meat, and **is engaged** in efforts to increase food and beverage sustainability. (3 points)

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

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

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

Score Assigned:

3

*Score explanation: Rowan University uses Gourmet Dining for all catering and dining contracts. Gourmet Dining has a clearly outlined commitment to sustainability including sustainable disposable products, responsible sourcing, sustainable seafood, a 30% reduction in beef across all menus (as compared to 2015), fair trade and eco certified coffee, local produce, and plant based meat alternatives offered at every station across campus. Additionally, Gourmet Dining works with the Food Recovery network to help reduce food waste.*

**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:

0

*Score explanation: There is not a set criteria for procurement, however, Rowan University has begun to make environmentally conscious decisions in housekeeping and dining. The director of housekeeping has switched all products to Green Seal or EcoLogo certified cleaning products. Another example of exercising environmentally conscious buying power is through the purchasing of 100% recycled copy paper.*

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?	
Every event hosted at the institution <b>must</b> abide by sustainability criteria. (2 points)	
The institution <b>strongly recommends or incentivizes</b> sustainability measures, but they are <b>not required</b> . (1 point)	
There are <b>no</b> sustainability guidelines for institution events. (0 points)	
Score Assigned:	0
<i>Score explanation: There are no current guidelines for event sustainability.</i>	

5.10. Does your <u>institution</u> have programs and initiatives to assist with making lab spaces more environmentally sustainable?	
Yes, the institution has <b>programs</b> and <b>initiatives</b> to assist with making lab spaces more environmentally sustainable. (2 points)	
There are <b>guidelines</b> on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are <b>no</b> efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	1
<i>Score explanation: There are not any current guidelines at the University or SOM level that enforce sustainable lab initiatives. However, there are many individual leaders of labs and student organizations that do actively engage in green initiatives including using reusable materials, making reagents, reducing their waste, and properly disposing of laboratory waste.</i>	

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

Score Assigned:	0
<i>Score explanation: Rowan University's endowment is managed by the Rowan University Foundation which has investments in index funds that include fossil fuel companies.</i>	

<b>Section Total (8 out of 32)</b>	<b>25%</b>
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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 Shreiber School of Veterinary Medicine:** The following table presents the individual section grades and overall institutional grade for the Shreiber School of Veterinary Medicine on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(16/89) \times 100 = 18\%$	F+
<b>Interdisciplinary Research (17.5%)</b>	$(6/17) \times 100 = 35\%$	D
<b>Community Outreach and Advocacy (17.5%)</b>	$(10/14) \times 100 = 71.4\%$	B
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(9/15) \times 100 = 60\%$	B
<b>Campus Sustainability (17.5%)</b>	$(8/32) \times 100 = 25\%$	D
<b>Institutional Grade</b>	$(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 39\%$	<b>D+</b>

# Report Card Trends

## Section Overview

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

## Planetary Health Report Card Trends for Shreiber School of Veterinary Medicine

