Planetary Health Report Card (Medicine) 2026:

University of Virginia

2025-2026 Contributing Team:

- Students: Sriram Amirneni*, Maximillian Brune*, John Lee*, Nicholas Underwood, Maya Parker, Selena Cheng, Nadia Sadanandan, Alexia Childress, Julia Frostholm, Kristin Briney, Gautam Chiang, Julia Kun, Kellyn McKee, Ryley Hernandez
- Faculty Mentors: Homan Wai, hwai@virginiaclinicians.org

*Primary Contact: Sriram Amirneni, sa9yy@virginia.edu; Maximillian Brune, aey7st@virginia.edu; John Lee, dav8tv@virginia.edu

Land acknowledgment:
Please join us in acknowledging the Monacan People as the traditional custodians of the land in and around the lands we are on today. Dispossessed from these lands and continuing to live with that legacy, we pay respects to their elders past and present. Our acknowledgment of the Monacan People reflects a commitment to respect and greater inclusion through a formal recognition of those who were here first and whose continued presence is important to our future.

We also acknowledge and pay respect to the individual lives of the African peoples and their descendants who were forced to dedicate their labor to the construction of what is now the University of Virginia. Scholars estimate that at least 5,000 enslaved Black enslaved laborers worked on the Grounds, with many in residence, starting with the construction of the Lawn in 1817 and lasting through the end of the Civil War in 1865. These enslaved people built and then sustained the everyday life of the University.

These acknowledgments are but one form of a public intervention, but serve a necessary step toward honoring the Monacan People and Enslaved Laborers. We reflect on the injustices committed to these native communities and enslaved peoples. We honor their stories, told and untold, and their descendants past, and leaders, present and emerging.
(Adapted from UVA's Land Acknowledgement statement)

Summary of Findings

Overall Grade	B

Curriculum	C+

- The curriculum of the University of Virginia (UVA) School of Medicine (SOM) currently contains the core components that allow for longitudinal learning in several key planetary health topics. There are opportunities both in the required curriculum and in elective coursework for preclinical and clinical students to expand their knowledge in the basics of planetary health and its effect on patients and specific organ systems. Opportunities are provided for planetary health advocacy through elective coursework. However, further changes are required to close gaps in important planetary health topics and to integrate learning more meaningfully into the curriculum to improve students' knowledge and shape their future practices.
- **Recommendations**: Integrate discussions of environmental and health co-benefits into topics such as high-value care, de-prescribing, and non-pharmacologic interventions that are already key threads in the curriculum. Discuss the impact of the healthcare system on climate change in relevant required coursework, for example, in intersessions preparing students for surgical rotations. Increase the emphasis on existing planetary health learning objectives in the preclinical curriculum, as is modeled in the pulmonary system. Finally, introduce content that fills gaps such as regional disparities in climate change impacts, the environmental and health co-benefits of a plant-based diet, and the importance of Indigenous knowledge and value systems in informing planetary health solutions.

Interdisciplinary Research	A

- UVA has engagement in planetary health research, conferences, and international societies and a central organization providing a platform for coordination among internal organizations and schools. Research activities addressing planetary health specifically are present, though limited.
- **Recommendations**: Increase the frequency and advertisement of planetary health workshops and symposia to increase participation, particularly within the School of Medicine.

Community Outreach and Advocacy	B-

- UVA holds multiple events for sustainability like Earth Month, which hosts different events that sometimes involve community organizations. UVA also has plans for land development with consideration of community input. UVA SOM primarily partners with one community organization but has also hosted a climate change and healthcare seminar. UVA Health partners with Practice Greenhealth to allow employees to obtain a sustainability certificate. The Inova Hospital in Fairfax provides online resources for patients discussing how climate impacts health, but UVA Health does not publish any materials. UVA SOM students do not receive regular communications updates related to planetary health or sustainable healthcare.
- **Recommendations**: Send regular communications updates on planetary health to students such as via newsletter and, using Inova Hospital in Fairfax as an example, UVA SOM should publish educational materials on climate and public health.

Support for Student-Led Initiatives	A-

- The UVA and its school of medicine have multiple planetary health initiatives for its community. There are opportunities available for students to seek funding for research projects and engagement in community service. Importantly, the UVAHealth system's Sustainability Committee gives students a voice in their meetings to steer institutional decisions regarding planetary health. New this past year, the contact information for mentors to our sustainability initiatives is posted on our website.
- **Recommendations:** UVA SOM could make more of an effort for additional avenues of funding for

research projects. Medical students have the opportunities to participate in a medical student research program their first summer, but only if faculty members post these projects. An improvement could be encouraging or incentivizing faculty members to post projects related to planetary health and human healthcare. The SOM could also host more events within the community that emphasizes how planetary health intersects with the health of our patients' communities.

Campus Sustainability	**B**

- UVA as an institution and the school of medicine have made strides in improving campus sustainability via a 2020-2030 Sustainability Plan and commitment to net-zero emissions by 2050. Carbon emissions have been reduced by 46% relative to the 2010 baseline. UVA has announced a pilot of all-electric buses and initiated a Sustainable Food Collaborative. UVA remains dedicated to reducing waste on campus via accessible recycling and composting, as well as significant support for Zero Waste events.
- **Recommendations**: There is still much to improve with the campus sustainability. The School of Medicine still acquires 30% of energy from steam. While energy efficiency improvements have reduced UVA's carbon footprint by 46% relative to a 2010 baseline, additional energy efficiency improvements through the Building Efficiency Program need to be undertaken to further reduce the load on Grounds, including the School of Medicine. A subsequent goal is to increase off-site solar or wind power for the University as a whole. In addition, UVA's endowment has yet to divest from fossil fuels and a clear commitment to do so is warranted.

Statement of Purpose

Planetary health is human health.

The Planetary Health Alliance describes planetary health as "a solutions-oriented, transdisciplinary field and social movement focused on analysing and addressing the impacts of human disruptions to Earth's natural systems on human health and all life on Earth." This definition is intentionally broad, intended to encompass the multitude of ways that the environment can affect health, including water scarcity, changing food systems, urbanisation, biodiversity shifts, natural disasters, climate change, changing land use and land cover, global pollution, and changing biogeochemical flows. The health of humanity is dependent on our environment, and our environment is changing rapidly and in disastrous ways. Although the World Health Organization has called climate change "the greatest threat to global health in the 21st century," many health professional school's institutional priorities do not reflect the urgency of this danger to human health.

As future health professionals, we must be prepared to address the impacts of human-caused environmental changes on our patients' health. This preparation is in the hands of the institutions providing our health professional training. It is imperative that we hold our institutions accountable for educating health professional students about the health impacts of climate change and other anthropogenic environmental changes, generating research to better understand health impacts and solutions, supporting related student initiatives, embracing sustainable practices as much as possible, and engaging with surrounding communities that are most affected by environmental threats. Because climate change and environmental threats disproportionately affect vulnerable populations (for example, communities of colour, older adults sensitive to health threats, and individuals in low-resource settings), these issues are inherently ones of equity and justice.

With the purpose of increasing planetary health awareness and accountability among health professional schools, we have created a Planetary Health Report Card that students internationally can use to grade and compare their institutions on an annual basis. This student-driven initiative aims to compare health professional schools nationally and internationally on the basis of discrete metrics in five main category areas: 1) planetary health curriculum, 2) interdisciplinary research in health and environment, 3) university support for student planetary health initiatives, and 4) community outreach centred on environmental health impacts 5) school campus sustainability.

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as "the health of human civilisation and the state of the natural systems on which it depends." For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional 'environmental health' examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of health professional education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term "planetary health" to satisfy the metric.

- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.

- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:

    1. Describe how the environment and human health interact at different levels.
    2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
    3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.

- **Medical School/Department vs. Institution:** When "Medical school" is specified in the report card, this only refers to curriculum and resources offered by the School/department of Medicine and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when "institution" is specified in the report card, we are referring to the university more broadly including all of its campuses. Any resource reasonably accessible by medical students, no matter where in the institution the resource comes from or if it is

specifically targeted for medical students, can meet this metric.

- **Environmental history (Curriculum Section):** This is a series of questions students are taught to ask during medical encounters that elicits patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mould after flooding. Key components include place of residence over the lifecourse, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution. Please be as specific as possible when providing evidence for this metric.

- **Elective:** The word "elective" refers to an optional course or lecture series that a student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.

- **Core Curriculum:** This refers to the taught material that is delivered to the entire cohort of students in one year.

- **Clerkship / Outreach:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.

- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).

- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.

- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.

- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.

- **Extractivism:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to the

historic seizing of natural resources, a practice which has developed business models tied to ecological degradation and loss of biodiversity.

- **Global South:** Nations that often have less economic and industrial development and are typically in the southern hemisphere. These nations have been found to be disproportionately impacted by the climate crisis.

- **Low socioeconomic status (SES):** An individual or geographical area that across a variety of socioeconomic factors (e.g., income, education, race/ethnicity) is considered vulnerable. This vulnerability has been correlated to more adverse health outcomes often as a consequence of encountering more barriers in accessing and receiving healthcare.

- **Low and Middle-Income Countries (LMIC):** Countries that have lower degrees of economic affluence.

- **Anthropogenic:** Created through human activity

- **Marginalized communities:** Groups excluded from mainstream economic, educational, social, and/or cultural experiences due to race, gender identity, sexual orientation, age, physical ability, language, and/or immigration status (Sevelius et al., 2020).

Scoring Matrix

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

Other considerations:

- If there are more than one “tracks” at your institution with two different curricula (for example, Harvard Medical School has a Pathways and HST curriculum track), you can choose to fill out a report card for each track, or fill out just one report card and average the scores received by each track in cases where the scores are different (see the 2021 Harvard or Oxford report cards as examples). Where possible please indicate the proportion of students that are on each track.

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

Planetary Health Curriculum

Section Overview: ***This section evaluates the integration of relevant planetary health topics into the medical school curriculum.*** *Today's health professional students will be on the frontlines of tackling the health effects of climate and other environmental changes. Therefore, it is critical that students are trained to understand the health effects of these changes, as well as planetary health issues and principles more broadly. Topics like the changing geography of vector-borne diseases, the health consequences of air pollution, environmental health inequities, and disaster response principles must be part of every medical school's core curriculum.*

Curriculum: General

1.1. Did your medical school offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the medical school has offered **more than one** elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered one elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does **not** have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a **lecture** on planetary health. (1 points)	
No, the medical school has **not** offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	2
Score explanation: UVA offers a two-week elective, Climate Change and Health, designed for fourth-year medical students. First introduced in 2022 through collaboration between students and faculty, the course has been offered annually and consistently reaches its capacity of 25 students. The curriculum features lectures by experts on topics ranging from infectious diseases to extreme weather events, complemented by self-directed learning and group discussions. The course concludes with a capstone project and an Advocacy Day, where students engage with Virginia state legislators.	

Curriculum: Health Effects of Climate Change

1.2. Does your medical school curriculum address the relationship between extreme heat, health risks, and climate change?
This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was briefly covered in the core curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: The pre-clerkship core curriculum at UVA includes a few learning objectives that briefly address the health risks associated with extreme heat and climate change. In the Intro to Mind, Brain, & Behavior (MBB): The Nervous System lecture, the associations between extreme temperature fluctuations and the incidence of strokes and migraines are highlighted. The Overview of the Cardiovascular System lecture discusses the link between climate change, extreme heat events, and the resulting shifts in cardiovascular disease epidemiology. In 2024, three new learning objectives that specifically mention extreme heat as a risk factor for developing acute kidney injury and chronic kidney disease were introduced. However, this content was not reflected in the lectures or in the associated lecture resources. *The required fourth-year Bedside to Community (B2C) course contains a lecture entitled One Year of Climate Change and Children's Health in Virginia that addresses the potential health consequences of climate change. Additionally, this topic is further explored in the fourth-year Climate Change and Health elective, specifically during a session on Extreme Heat and Severe Weather.*	

1.3. Does your medical school curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: The UVA core pre-clerkship curriculum addresses the health impacts of climate change and extreme weather through several lectures. The Life Cycle lecture briefly covers the risks posed by extreme weather events and pollution on the health of children. The physiologic changes that climate change can contribute to in the elderly were mentioned in a session called Aging and Loss. The role of extreme weather and pollution in the development of respiratory conditions, specifically asthma, was discussed in the Climate Change and Respiratory Health lecture. The impacts of extreme weather events on individual health is covered in depth in the fourth-year Climate Change and Health elective.	

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

This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: In the Cells, Blood, and Cancer pre-clerkship block, a lecture entitled Transfusion III: Adverse Events in Transfusion includes one learning objective that briefly explores the impact of vector-borne illnesses on the blood supply and how the geographical reach of these diseases is expanded by climate change. The Microbes and the Immune System block introduced a new learning objective in 2024 that addressed the influence of climate variables on tick-borne disease, as well as how their range has been modified by changing climates. Optional pre-class material on environmental factors influencing disease transmission including temperature, humidity, altitude, housing density, and air pollution were mentioned in relation to epidemic outbreaks, but this was not explicitly taught or discussed during the core required coursework. *This topic is covered extensively in the session entitled "Infectious Diseases" in the fourth-year Climate Change and Health elective.*	

1.5. Does your medical school curriculum address the respiratory health effects of climate change and air pollution?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: In the pre-clerkship pulmonary system block, the topic of climate change and respiratory health is explored extensively in a 50 minute lecture entitled, Climate Change and Pulmonary Disease. This session focuses exclusively on the science of climate change as well as its effects on respiratory health. The learning objective: "Explain how social and economic factors affect exposure to environmental triggers of asthma and recommend strategies to offset these disparities" was also covered in a lecture about the clinical approach to asthma. This topic is additionally covered in the Air Quality and Increasing Allergens session offered in the fourth-year elective titled "Climate Change and Health".	

1.6. Does your medical school curriculum address the cardiovascular health effects of climate change, including increased heat	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: In the pre-clerkship core curriculum, the Overview of the Cardiovascular System lecture had three slides discussing the effects of heat exposure on the cardiovascular system, the increasing frequency/intensity of extreme heat events due to climate change, and the relationship between extreme heat and cardiovascular mortality. The topic was further addressed in the Renal System block, in which two learning objectives discuss the impact of extreme heat events on the increased risk for pre-renal acute kidney injuries, rhabdomyolysis, and chronic kidney disease. Additionally, the required pre-clerkship Foundations of Medicine block featured a lecture, Aging and Loss, that briefly discussed why the elderly are more susceptible to exacerbations of cardiovascular disease caused by extreme heat.	

1.7. Does your medical school curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: The required core curriculum course Mind, Brain, and Behavior had multiple learning objectives and materials that discussed the impact of climate change on mental health and neurologic disease. One learning objective specifically addressed the mental health consequences of major weather events linked to climate change. However, these were covered very briefly in class. The topic is additionally covered in a lecture titled Mental Health and Stress-Related Disorders in the fourth year elective class.	

1.8. Does your medical school curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?
This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2

Score explanation: The pre-clerkship unit on gastroenterology has a single learning objective on the impact of climate change and pollution on food and water and the associated impact on children. However, it is only briefly touched on and does not have a lecture and/or inter-lecture thread focused on the relationship during the six weeklong course, despite numerous nutrition lectures that could readily integrate the topic. The topic is discussed more in depth during the fourth year elective "Climate Change and Health".

Relevant Learning Objectives:
Describe how the supply and safety of food and water is impacted by climate change and pollution and explain how this impact affects children's health and development. (Gastrointestinal System).

1.9. Does your <u>medical school</u> curriculum address the outsized impact of climate change on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3

Score explanation: The preclerkship curriculum at UVA contains several lectures that touch on the impact of climate change on various marginalized communities. The Foundations of Medicine block contains a lecture titled "Life Cycle" that covers how consequences of climate change such as extreme heat, increased rate of natural disasters, and air pollution impact children; a lecture titled "Aging and Loss" that covers the adverse effects of climate change on the elderly; and a lecture titled "Intro to Epidemiology" briefly discussing how the negative effects of climate change apply disproportionately to vulnerable populations. During the Gastrointestinal block there is a lecture titled "Global Malnutrition" that covers how children are greatly affected by the loss of food and water supplies with climate change. During the pulmonary block there is a lecture titled "Climate Change and Pulmonary Health" that touches on the impact of climate change to the elderly, children, racial/ethnic minorities, and those of low SES. Furthermore, the required Bedside to Community course that is taken at the beginning of the fourth year includes discussion of health equity and talks about how various marginalized communities are affected by climate change. This topic is also discussed throughout the "Climate Change and Health" elective that can be taken during the fourth year.

Relevant Learning Objectives:

Describe the broad range of health consequences of climate change and pollution on children. (Foundations of Medicine Lecture: Life Cycle)
Describe some of the biological changes that are believed to be responsible for aging; explain why the elderly are more susceptible to exacerbations of cardiovascular and pulmonary illness caused by heat and air pollution (climate change). (Foundations of Medicine Lecture: Aging and Loss)
Explain why climate change is a public health concern and how the science of epidemiology can help explain the relationship between climate change and health. (Foundations of Medicine Lecture: Intro to Epidemiology)
Describe how the supply and safety of food and water is impacted by climate change and pollution and explain how this impact affects children's health and development. (Gastrointestinal Lecture: Global Malnutrition)
Define climate change and identify how it affects vulnerable populations. (Pulmonology Lecture: Climate Change and Pulmonary Health)
Discuss the disproportional impact of climate change on vulnerable populations. (Climate Change and Health)

1.10. Does your <u>medical school</u> curriculum address the unequal regional health impacts of climate change globally?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1

Score explanation: The core pre-clerkship and clerkship curriculum do not directly address the unequal regional health impacts of climate change. During the block named "Microbes and the Immune System," there is a lecture titled "Tick Borne Diseases" that discusses how climate change is affecting the range of ticks and how that will impact regions affected by these larger ranges. However, there is no other direct discussion in the core curriculum about how various regions around the world are impacted by climate change. The unequal regional impacts of climate change are addressed directly in the fourth year elective "Climate Change and Health," with Day 6 dedicated to discussing vulnerable populations, including vulnerability by region, as well as a lecture about forced migration. The elective "Global Health, Human Rights, and the Social Determinants of Health" also has readings and a lecture regarding the health needs of climate migrants.

Relevant Learning Objectives:
Illustrate how tick borne illnesses are influenced by climate variables, and how their ranges have been modified by climate change (Microbes and the Immune System Lecture: Tick Borne Diseases)
Discuss the disproportional impact of climate change on vulnerable populations. (Climate Change and Health)
Discuss the impact of climate on human migration and international efforts to address the human rights of climate migrants. (Global Health, Human Rights, and the Social Determinants of Health)

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

1.11. Does your medical school curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides)?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: During the Endocrine/Reproductive System of the core preclerkship phase, there is a lecture titled "Birth Conditions with Prenatal Diagnostic Testing" that briefly discusses the impact of air pollution on fetal development and fetal/maternal outcomes. However, there is no other discussion of the effect of industry-related toxins on reproductive health. *Relevant Learning Objectives:* *Explain how air pollution can impact fetal development and fetal / maternal birth outcomes. (Endocrine/Reproductive System Lecture: Birth Conditions with Prenatal Diagnostic Testing)*	

1.12. Does your medical school curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: The One Year of Climate Change and Children's Health in Virginia lecture in the required Bedside to Community course for INOVA-based fourth year students briefly describes the different ways in which climate change affects health in Virginia's children. Additionally, the Climate Change and Health elective addresses the threads of environmental justice and the disproportionate impact of climate change on vulnerable populations locally and globally. Furthermore, there are the following related learning objectives for the elective and the lecture: 1. *Evaluate the current approaches to waste in health care systems.* 2. *Appraise where the UVA Health System is doing well and where it could improve.* 3. *Create opportunities to advocate for climate health solutions in your community.* 4. *Recognize the landscape of climate policy in Virginia and how you can elevate your impact, understanding the trusted and privileged role of the physician.* 5. *Name the criteria pollutants regulated by the Clean Air Act.* 6. *Trace pathways from climate change to common child health conditions seen in a pediatric office.* 7. *Define the role of the pediatrician within the context of a changing climate.*	

1.13. To what extent does your medical school emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
Score explanation: As a part of our Social Issues in Medicine course, there is an annual lecture on Indigenous health. While Indigenous knowledge as it pertains to planetary health was not explicitly covered, we discussed the negative impacts of US policies on tribal communities' diets and water supply. *Additionally, there was an optional lunchtime lecture with indigenous health professionals in which they discussed native knowledge systems on botanical medicine. However, this conversation also did not directly involve a discussion of planetary health solutions. This has remained true since the previous PHRC from last year.*	

1.14. Does your medical school curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: The Inequities in US Healthcare lecture was unfortunately not given in the Beside to Community course this past year, meaning this topic was not covered as thoroughly as it has been in the past. However, UVA SOM still technically meets the requirements by having the following learning objective in the GI block of the preclinical curriculum: 1. *"Describe how the supply and safety of food and water is impacted by climate change and pollution and explain how this impact affects children's health and development."* *While it does not cover the breadth of the impact of anthropogenic environment toxins on many vulnerable populations, it does provide some information about the impact pollution has on one specific vulnerable population. More about anthropogenic toxins is covered in the UVA Climate Change and Health Elective.*	

Curriculum: Sustainability

1.15. Does your medical school curriculum address the environmental and health co-benefits of a plant-based diet?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: *Although there was previously a learning objective in the core curriculum which asked students to "Explain what a plant-based diet is. Describe the benefits of a plant-based diet for health and society (e.g. impact on climate change) and the barriers to the option of a plant-based diet" within the cardiovascular system, this was used in 2023, but not again in 2024 or 2025. The environmental and health co-benefits of a plant-based diet were not covered elsewhere in the core curriculum. This topic is addressed in a 4th-year elective course (Climate Change and Health elective) in a pre-class reading entitled "Deforestation, Agriculture, and Diet Are Fueling the Climate Crisis" that explains the benefits of a plant-based diet.*	

1.16. Does your medical school curriculum address the carbon footprint of healthcare systems?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: This topic was not expressly covered in the preclinical curriculum. While the "Foundations of Clinical Medicine" course discusses the importance of trying to select high value care and keep in mind resource use and cost when ordering imaging and labs to work up patients, there could be a stronger emphasized tie to climate and global health concerns. In Phase 3 of the curriculum, M4s take a required Bedside to Community course in which this topic is briefly covered during the Climate Change, Health, and Physician Advocacy lecture. During this lecture, there are two slides that include a brief discussion of the magnitude of CO2 pollution and greenhouse gas emissions by the healthcare sector. Additionally, there are extra opportunities for M4s to further	

explore this topic in the Climate Change and Health elective. This elective includes independent learning activities and lectures on the science of climate change and sustainability in healthcare which address the impact of greenhouse gas emissions, the role of healthcare in contributing to pollution, and ideas for reducing emissions by healthcare systems.

1.17. Does your medical school curriculum cover these components of sustainable clinical practice in the core curriculum? (points for each)	**Score**
The health and environmental co-benefits of avoiding over-medicalisation, over-investigation and/or over-treatment (2 points)	0
The environmental impact of **pharmaceuticals** and over-prescribing as a cause of climate health harm. Alternatively teaching on **deprescribing** where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	0
The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	0
Environmental impact of **surgical** healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0
The impact of anaesthetic gases on the healthcare carbon footprint and ways to reduce anesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	**1**
The impact of **inhalers** on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	**1**
Waste production within healthcare **clinics** and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	0

Score explanation:
An emphasis on providing high-value care is present in many aspects of the curriculum – including a required lecture series for first-year medical students (M1s), an emphasis on lab costs and choosing high-value diagnostic tests in weekly cases in the preclinical curriculum, a required pre-recorded lecture for M3s, and others. However, none of these discussions address the environmental and health co-benefits of these practices. The environmental impacts of over-prescribing or lack of deprescribing are also not addressed in the core curriculum. The health benefits of the non-pharmacologic management of diseases is discussed in the core curriculum, but their health and environmental co-benefits are not. The environmental impact of surgical healthcare and its mitigation and waste production are not addressed in the core curriculum.

Lastly, the impact of anesthetic gasses on the healthcare carbon footprint is discussed in a required reading during the 3rd year of medical school during the Anesthesia rotation. The environmental effects of metered dose inhalers and the benefit of switching to dry powdered inhalers was discussed in a required Bedside to Community course required for all rising M4s.

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your medical school's curriculum introduce strategies to have conversations with patients about the health effects of climate change?	
Yes, there are strategies introduced for having conversations with patients about climate change in the **core** curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework. (1 points)	
No, there are **not** strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	1
Score explanation: The Climate Change and Health elective is available for 4th year students, which emphasizes how to talk to patients about the health effects of climate change. This elective is capped at 25 students. In the core curriculum, and specifically our main clinical skills practice course known as Foundations of Clinical Medicine (FCM), we do not spend much time covering this topic, and could benefit from a practice patient encounter simulation or other session to address these concerns. All students take this course early on in their training, which would improve access to this information.	

1.19. In training for patient encounters, does your medical school's curriculum introduce strategies for taking an environmental history or exposure history?	
Yes, the core curriculum includes strategies for taking an environmental history. (2 points)	
Only **elective** coursework includes strategies for taking an environmental history. (1 point)	
No, the curriculum does **not** include strategies for taking an environmental history. (0 points)	
Score Assigned:	2
Score explanation: In the Foundations of Clinical Medicine (FCM) course, which meets weekly in the afternoons, students are trained to take an environmental and exposure history as part of a complete social history. Students are trained to ask about occupation, living situation including whether that may be an incarcerated or group home setting, immigration status, and other relevant considerations as part of narrowing down a differential diagnosis. During our core rotations, if applicable, students would utilize elements of the exposure history.	

Curriculum: Administrative Support for Planetary Health

1.20. Is your medical school currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?
Yes, the medical school is currently in the process of making major improvements to ESH/planetary health education. (4 points)

Yes, the medical school is currently in the process of making **minor** improvements to ESH/planetary health education. (2 points)
No, there are **no** improvements to planetary health education in progress. (0 points)

Score Assigned:	2

Score explanation: Starting in 2023, there were major improvements in the integration of climate health topics into the curriculum with the approval of a Climate Health and Sustainable Healthcare curricular thread. At that time, a learning objective related to climate health was added to nearly every major system within the pre-clerkship curriculum, and this topic is addressed in required courses for clinical students and an elective for fourth year medical students (M4s). Since their initial implementation, however, only minor changes have been made to improve the presence and continuity of planetary health education in the curriculum. Additional efforts are required to improve students' planetary health knowledge. Specific areas of improvement are detailed in the sections above.

1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum?
Planetary health/ESH topics are **well integrated** into the core medical school curriculum. (6 points)
Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)
Planetary health/ESH is not integrated and is primarily addressed in **(a) standalone lecture(s).** (2 points)
There is **minimal/no** education for sustainable healthcare. (0 points)

Score Assigned:	4

Score explanation: In 2023, a climate curriculum thread was developed to ensure longitudinal and appropriately integrated ESH/planetary health materials into the core curriculum. This core objective has been achieved, with learning objectives, lectures, and learning materials related to the interaction between climate change, health, and healthcare have been added, removed and modified since that time. There is some discussion of climate change in most of the preclinical systems and in required courses at transition points for clinical students. Further information on the interactions between climate change and health can be explored by interested students in an elective for M4 students entitled "Climate Change and Health," which includes the opportunity to participate in a climate health advocacy day at the state legislature at the end of the course.

However, more work is needed to involve more robust and memorable discussions of relevant learning objectives in the preclinical and clinical curricula. Rather than single lectures, discussions, or readings within a system, we suggest that discussions of climate change, health, and healthcare occur throughout preclinical and clinical teachings as appropriate. For example, metrics on the CO2 equivalents associated with one diagnostic test versus another could be included along with cost information in weekly discussions of high-value care. Regular integration of climate health discussions into teachings would likely improve the knowledge base of students in this critical content area and would be more likely to inform students' future practices and advocacy.

1.22. Does your medical school employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?	
Yes, the medical school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
No, the **medical school** does **not** have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	1
Score explanation: As of 2025, there is an appointed Chair of the climate curriculum thread who is specifically responsible for overseeing curricular integration of ESH/planetary health topics into the curriculum.	

1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: The fourth year elective "Climate Change and Health" is designed to introduce students to the role of physicians in addressing the health impacts of climate change. This two-week course equips students with the knowledge and skills to advocate for changes in climate policy, culminating in an advocacy day with state lawmakers. Additionally, although not directly related to environmental health, the required two week 4th year course "Bedside to Community" emphasizes the structural determinants of health and asks students to develop a capstone project proposing an evidence-based solution to a specific structural barrier affecting patient or community health.	

Section Total (44 out of 75)	**58.7%**

Back to Summary Page here

Interdisciplinary Research

Section Overview: ***This section evaluates the quality and quantity of interdisciplinary planetary health research at the broader institution.*** *Interactions between health and the environment are complex and multifactorial. While climate change has been extensively studied from an environmental science perspective, planetary health is an emerging field. As leading health institutions with talented researchers and research resources, institutions should fund research studying the health effects of climate change and anthropogenic environmental toxins. This obligation is particularly strong because the public and policymakers are more attentive to climate change when its implications for human health are emphasised.*

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your institution?	
Yes, there are faculty members at the institution who have a primary research focus in planetary health or sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the **institution** who are conducting research **related** to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the **institution**, but not specifically associated with healthcare/vetcare. (1 point)	
No, there are **no** planetary health and/or sustainability researchers at the **institution** at this time. (0 points)	
Score Assigned:	3

Score explanation: The UVA Environmental Institute (EI) supports transdisciplinary research at the intersection of environmental changes and human well-being. The EI sponsors a number of studies conducted by faculty members across the University of Virginia, including at the School of Medicine. Current research conducted by School of Medicine faculty and supported by the EI includes the following projects:

- *Climate and Enteric Infectious Disease (EID) Risk and Vulnerability*
- *Climate and Health in Virginia: Investigating Underlying Causes of Climate-Related Diseases and Disparities*
- *Does Urban Green Space Mitigate Emergency Department Cases During Heat Waves?*
- *The Impact of Weather and Climate on Hospital and Emergency Department Admissions in Virginia*
- *Interdisciplinary Research Collaborative to Address Severe Pollution Effects on Population Health in the Kathmandu Valley, Nepal*
- *Modeling Community Health Resilience for Healthy Cities*
- *Understanding Climate Vulnerability to Foster Community Resilience in Urban East Africa*

Faculty listed in the Expert Directory of the EI are open to collaboration or have collaborated with other researchers on EI projects such as the ones listed above related to environmental resilience or sustainability research. In addition to the faculty involved with the EI, a number of faculty members at the School of Medicine engage in healthcare sustainability research.

Additionally, other researchers have been leading UVA Health in the SPRINGS Consortium, an international partnership led by the Amsterdam Institute of Global Health and Development and

Amsterdam UMC. The work aims to identify how climate change and shifting weather patterns have and will affect the burden and causes of childhood diarrhea and to understand the implications of these shifts for the prioritization of public health interventions.

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your institution?	
There is at least one dedicated department or institute for interdisciplinary planetary health research. (3 points)	
There is **not currently** a department or institute for interdisciplinary planetary health research, but there are **plans** to open one in the next 3 years. (2 points)	
There is an **Occupational and Environmental Health department**, but no interdisciplinary department or institute for planetary health research. (1 points)	
There is **no** dedicated department or institute. (0 points)	
Score Assigned:	3
Score explanation: UVA Environmental Institute (EI) is the primary department that works across schools, including UVA School of Medicine, to promote planetary health research. The mission of EI is to support interdisciplinary research and training that is both "great and good" at the intersection of environmental change and human well-being by connecting faculty, students, and citizens to create solutions for a more equitable, resilient, and sustainable future. *UVA Environmental Institute Website: https://environment.virginia.edu/* *Within the School of Medicine itself, there is not a specific department/center that promotes planetary health research.*	

2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?	
Yes, there is a process in which community members impacted by climate and environmental injustice have **decision-making power** in the climate + environmental research agenda. (3 points)	
Yes, there is a process in which community members impacted by climate and environmental injustice **advise** the climate + environmental research agenda. (2 points)	
No, but there are current efforts to establish a process for community members to advise or make decisions on the research agenda. (1 points)	
There is **no** process, and **no** efforts to create such a process. (0 points)	
Score Assigned:	1

Score explanation: The iTHRIV program (integrated Translational Health Research Institute of Virginia) helps to increase connections between researchers and community members. It provides a platform through which community members could provide impact on climate health related research via participation in the iTHRIV Community Advisory Board or "Community Engagement Studios." Additionally, iTHRIV is expanding opportunities for community groups to request iTHRIV resources and services in order to address specific research questions. However, to date, there has not been any specific community engagement tailored to populations impacted by environmental injustice.

2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?	
There is an easy-to-use, adequately comprehensive website that centralises various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)	
There is a website that **attempts to centralise** various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)	
The **institution** has an **Office of Sustainability website** that includes **some** resources related to health and the environment. (1 point)	
There is **no** website. (0 points)	
Score Assigned:	3
Score explanation: The UVA Sustainability website comprehensively includes information about events, student organizations, and funding opportunities related to sustainability (UVA Sustainability). The website also links to the Environmental Institute, which lists affiliated faculty involved in environmental health across a variety of disciplines (UVA's Environmental Institute | Environmental Institute | EI).	

2.5. Has your institution recently hosted a conference or symposium on topics related to planetary health?
Yes, the **institution** has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)
Yes, the institution has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)
Yes, the **institution** has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)
The **institution** has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)

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

Score Assigned:	4

Score explanation:
The University of Virginia's Environmental Institute hosted an annual Climate Collaborative Annual Symposium on January 24, 2025 (Climate Collaborative Annual Symposium | Environmental Institute | EI). However, this event did not have a strong healthcare focus and was not well-advertised within the healthcare arm of our institution.

Previous events with a healthcare focus have been hosted within the last 3 years, including a "Protecting Health in a Changing Climate: Rising Heat and Health in Virginia" conference on April 13-14th, 2024 hosted by The University of Virginia School of Nursing Continuing Education, Virginia Clinicians for Climate Change (VCCA), and the University of Virginia Environmental Institute and a Climate and Health Workshop (Climate and Health Research Workshop | Environmental Resilience Institute | ERI (virginia.edu)) in 2023 hosted by University of Virginia's Environmental Institute in collaboration with other institutions.

2.6. Is your institution a member of a national or international planetary health or ESH/ESV organisation?
Yes, the medical school is a member of a national or international planetary health or ESH organization (1 points)
No, the institution is **not** a member of such an organisation. (0 points)

Score Assigned:	1

Score explanation: The University of Virginia School of Medicine is a member of the SPRINGS project and the Global Consortium on Climate and Health Education (Global Member Network | Columbia University Mailman School of Public Health). UVA is also a member of Practice Greenhealth since 2022, a membership and networking organization for sustainable health care, and was recognized for efforts on reducing OR waste in 2024 - "Greening the OR Recognition Award." Additionally, they earned the Environmental Excellence Award in 2025. UVA Health was also recognized with the Joint Commission's Sustainable Healthcare Certification in 2025.

Section Total (15 out of 17)	**88.2%**

Back to Summary Page here

Community Outreach and Advocacy

Section Overview: ***This section evaluates a school's engagement in community outreach and advocacy efforts associated with planetary health.*** *Researching and teaching planetary health is necessary but not sufficient. It is critical that institutions also directly engage with communities most affected by environmental health harms. Although climate change is a problem largely created by those with power and resources, its impacts fall disproportionately on under-resourced populations and communities of colour. Institutions should partner with local communities affected by climate change and pollution to share information about environmental health threats, advocate together for change, and provide opportunities for students to be a part of this work.*

3.1. Does your institution partner with community organisations to promote planetary and environmental health?	
Yes, the **institution** meaningfully partners with **multiple** community organisations to promote planetary and environmental health. (3 points)	
Yes, the **institution** meaningfully partners with **one** community organisation to promote planetary and environmental health. (2 points)	
The **institution** does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is **no** such meaningful community partnership. (0 points)	
Score Assigned:	3
Score explanation: UVA sends students from UVA SOM to the Virginia Clinicians for Climate Action's annual summit and Climate Advocacy day where students can learn to talk to lawmakers in the state legislature about climate legislation. *UVA's Sustainability Office also hosted an Earth Month in April with events that collaborated with community organizations like the Botanical Garden of the Piedmont and Rivanna Conservation Alliance.* *UVA has Neighborhood Programs at Oak Lawn and Grove Street that entail community input for development based on community needs that will be coupled with UVA's needs. There are no final plans in place for either location, although improving community input has included the desire for an affordable grocery store with fruits and vegetables, a community garden, and a farmer's market.*	

3.2. Does your institution offer community-facing courses or events regarding planetary health?
The **institution** offers community-facing courses or events at least once every year. (3 points)
The **institution** offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)

The **institution** has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)
The **institution** has not offered such community-facing courses or events. (0 points)

Score Assigned:	3

Score explanation: UVA's Sustainability Office hosted an Earth Month in April with events like the One Healthcare EcoChallenge, a Carnival Market with local vendors, and more. These events were tailored to promote health, sustainability, and community well-being, and UVA promotes additional events from around the community for Earth Month to support local environmental organizations.

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:	0

Score explanation: The University of Virginia School of Medicine does not currently include regular coverage of planetary health or sustainable healthcare topics in its School of Medicine update communications that are sent to students or the broader school community. While UVA Health and the university do share sustainability news, such as awards for sustainable healthcare practices, sustainability goals, or operational initiatives, these appear primarily on specialized websites or separate newsletters rather than as consistent, integrated coverage in standard communications.

3.4. Does the institution or main affiliated hospital trust engage in professional education activities targeting individuals post-graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?
Yes, the **institution** or **main affiliated hospital trust** offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)
Yes, the **institution** or **main affiliated hospital trust** offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers. (1 point)
There are **no** such accessible courses for post-graduate providers. (0 points)

Score Assigned:	2

Score explanation: On May 8, 2025, the UVA School of Medicine hosted a seminar titled Climate Change and Healthcare. This seminar's primary focus was climate change and its health effects on humanity, and participants were eligible for continuing medical education (CME) credit. UVA employees are eligible to enroll in a four-hour online course to earn the Practice Greenhealth's Sustainability Program Fundamentals Certificate of Completion, although this series does not constitute continuing education credit. *The UVA School of Nursing originally held a yearly conference on climate change and health organized by the School of Nursing, Virginia Clinicians for Climate Action, and UVA Environmental Resilience Institute, without the involvement of the School of Medicine. The conference was discontinued in 2025.*

3.5. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about environmental health exposures?	
Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated medical centres have accessible educational materials for patients. (0 points)	
Score Assigned:	0
Score explanation: Although UVA has a comprehensive patient education library—ranging from diabetes care, dental health, and overall wellness—there are no patient materials available for education on environmental health exposures.	

3.6. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about the health impacts of climate change?	
Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	1
Score explanation: The UVA hospital does not have educational materials on the health impacts of climate change accessible for patients. However, the Inova Hospital in Fairfax has online resources regarding Climate Change and Health with patient materials included. These include "Healthy Climate Healthy Lungs," "Healthy Climate Healthy Heart," "Healthy Climate Healthy Children," and "Healthy Climate Healthy Seniors."	

Section Total (9 out of 14)	**64.3%**

Back to Summary Page here

Support for Student-Led Planetary Health Initiatives

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

4.1. Does your institution offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the institution *either* offers grants for students to enact sustainability initiatives/QI projects *or* sustainability QI projects are part of the core curriculum. (2 points)	
The **institution** encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, **but** there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	2
Score explanation: Since 2011, the GIFT (Green Initiatives Funding Tomorrow) Grant, funded by the Student Council's Sustainability Committee with assistance from the Office of the Dean of Students, has provided tens of thousands of dollars for student sustainability initiatives to solve sustainability challenges on Grounds through innovation and creativity. Additionally, the Jefferson Trust has funded several projects related to sustainability including solar and environmental education. The University of Virginia Environmental Institute also offers Spark Grants which provides seed funding for interdisciplinary teams who conduct solutions-focused research on specific sustainability-related issues. The Future Grants Program also provides up to $50,000 for projects centered around sustainable living as well as energy and infrastructure.	

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

Score explanation: The University of Virginia Environmental Institute offers interdisciplinary research programs related to planetary health and climate change. These include a ten-week Summer Internship Program on real-world applications of environmental research, the Decarbonization Corps Spring internship on the impact of carbon emissions, and the Environmental Futures Fellows program which offers grants up to $8,000 for sustainability research projects. However, while these programs are described as open to students of all disciplines, the language on the website describing these programs suggests they are more targeted for "undergraduate, Masters, and PhD students." Additionally, medical students are offered research projects through the Medical Student Summer Research Program their first-year which may include projects related to sustainability and planetary health, but this varies every year.

4.3. Does the institution have a webpage where students can find specific information related to planetary health and/or sustainable healthcare/vetcare activities and mentors within the institution? For example, projects achieved, current initiatives underway at the medical school and/or contact of information of potential mentors.	
The institution has a webpage with specific information related to planetary health or sustainable healthcare/vetcare that includes up-to-date information on relevant initiatives and contact information of potential mentors. (2 points)	
There is an institution webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the institution, but it lacks key information. (1 point)	
There is **no institution** specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. (0 points)	
Score Assigned:	2
Score explanation: UVA School of Medicine's Student Clinicians For Climate Action website has been active since 2022 and includes details on current initiatives, completed projects, and resources to local and national sustainability programs and organizations. Contact information for our faculty mentors is also on the Home page.	

4.4. Does your institution have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?	
Yes, there is a student organisation with faculty support at my medical school dedicated to planetary health or sustainability in healthcare. (2 points)	
Yes, there is a student organisation at my institution dedicated to planetary health or sustainability in healthcare but it **lacks faculty support.** (1 point)	
No, there is **not** a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)	
Score Assigned:	2

Score explanation: The Planetary Health Report Card is an undertaking spearheaded by the student group known as the Student Clinicians for Climate Action (SCCA). This group is passionate about advocating for planetary health and sustainable healthcare, and continues to pursue change most recently through the initial plans for creation of a community garden as well as a food waste donation program with our hospital cafeteria. We have an official faculty advisor, funding through the School of Medicine student government, and mentorship by the state group Virginia Clinicians for Climate Action. We also have registered Contracted Independent Organization status at UVA.

4.5. Is there a student liaison representing sustainability interests who serves on a department or institutional decision-making council to advocate for curriculum reform and/or sustainability best practices?	
Yes, there is a student representative that serves on a department or institutional decision-making council/committee. (1 points)	
No, there is no such student representative. (0 points)	
Score Assigned:	1
Score explanation: The UVA Health Systems Sustainability Committee has several student representatives. This committee meets monthly to review recent accomplishments, discuss ongoing efforts, clarify budgets, host guest speakers, and share local resources.	

4.6. In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	**Score**
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	0
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	0
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
Score explanation:	

The University offers programs related to organic agriculture and sustainable food systems through the Office for Sustainability such as a community garden and courses through Morven Farms. Morven Farms organizes several opportunities for medical students specifically during designated wellness weeks. The UVA Sustainable Food Collaborative also offers projects and grant-funded opportunities for students to become involved with food justice and food sustainability.

Infrequently, there are Medical Center Hour presentations that address planetary health. The School of Nursing frequently hosts a "Human Health in a Changing Climate" event with panelists and speakers. Additionally, there are guest speakers that introduce 3rd year students to planetary health and sustainability during intersession lectures.

There have not been events specifically integrating local environmental justice groups with healthcare professionals. There also have not been cultural events sponsored by either the medical school or the university to celebrate planetary health

The Student Clinicians for Climate Action partnered with a local botanical garden to host a volunteer opportunity assisting with seasonal clean up. Additionally, the School of Medicine has instituted a first year "Orientation Day of Service," which sends students to many local organizations, including gardens and food banks. Charlottesville boasts many local organizations such as the Rivanna Conservation Alliance willing to accept student participants, and the School of Medicine could improve its affiliation with these opportunities.

Several organizations, including the Wilderness Medicine Interest Group, Outdoor Adventures Club, and Ski Club, host outdoor programs such as hiking, climbing, and white water rafting. The UVA School of Medicine student government organizes community-building hikes and a beloved traditional weekend-long camping excursion for first-year students. Additionally, there is a wilderness medicine 4th year elective that incorporates hiking and other outdoor activities into its curriculum.

Section Total (12 out of 15)	**80%**

Back to Summary Page here

Campus Sustainability

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

5.1. Does your institution have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is **at least one designated staff member** for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but **no specific staff member** in charge of hospital sustainability. (2 points)	
There are **no salaried sustainability staff,** but there is a sustainability task force or committee. (1 point)	
There are **no** staff members **or** task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
Score explanation: UVA has an Office of Sustainability established in 2013 which supports university-wide sustainability efforts. A special projects coordinator and sustainability strategic planner are assigned to the health system. There is also a Sustainable Healthcare Fellow assigned to the Medical Center.	

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

Score explanation: UVA SOM is included in the 2020-2030 Sustainability Plan. The plan includes multiple goals, including reaching carbon neutrality by 2030 and being fossil fuel free by 2050, with strategic action plans that build off of the 2016-2020 Sustainability Plan. The UVA sustainability office releases summary and greenhouse gas reports to present quantitative details regarding the progress towards achieving these goals.

UVA Health earned the Joint Commission Sustainable Healthcare Certification. The goals of this certification include a 10% reduction in GHG emissions from Purchased Electricity and from Waste Disposal by the end of FY30. Anesthetic Gas Use is planned to decrease by 5% by the end of FY26 and 10% by FY27. A 3% reduction in GHG emissions from Fleet is planned by the end of FY27.

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: Most SOM buildings receive energy in the following forms: electricity, district chilled water, district heating water and steam, and/or natural gas. District chilled water is an efficient way to provide cooling to many buildings at the same time. Likewise, district heating water and steam are also pumped to many SOM buildings for heating. In the case of heating water and steam, the major inputs there are natural gas and coal from the UVA Main Heat Plant. About two thirds of the energy provided to SOM is electricity or chilled water (generated from electricity). UVA procures about 20% of its electricity from off-site solar facilities. This means that ~13% of the energy delivered to the SOM is renewable energy. The Main Heat Plant Fuel Conversion Project was approved by the UVA Board of Visitors in June 2025 with the goal of replacing coal heat input with natural gas and optimising the existing plant assets for a new fuel mix (gas, electricity, and oil). This project is estimated to reduce carbon and sulfur emissions and directly reduce greenhouse gas emissions by 16,900 metric tons of carbon dioxide equivalents per year.

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:	3

Score explanation: All new building projects are required to be LEED certified. Claude Moore Medical Education Building is one of 89 LEED projects at UVA. The library has been updated to be more energy efficient with lighting and HVAC systems. Several other buildings in which the SOM has space have also received energy efficiency upgrades, including Pinn Hall and MR-4. There is a large Smart Labs energy efficiency retrofit nearing completion at MR-4 which is one of the largest building-wide efficiency efforts to date at UVA, with a similar project now underway in the building MR-5. These projects will reduce energy usage by approximately 30% per building. UVA also has a building efficiency program that has invested over $6.3 million in new energy projects and efficiency surveys across the campus.

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

Yes, the institution has implemented strategies to encourage and provide **environmentally-friendly transportation options** such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)
The institution has implemented **some** strategies to provide environmentally-friendly transportation options, but the options are **unsatisfactorily** accessible or advertised. (1 point)
The institution has **not** implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)

Score Assigned:	2

Score explanation: The Charlottesville Area Transit (CAT) bus system offers free fares to UVA students in arrangement with the university. The institution also offers the University Transit System (UTS) for free, which is available for transportation to health system buildings. The CAT utilizes diesel-electric hybrid buses in their fleet. UVA's UTS system launched electric mini buses on their popular bus routes. The previously announced five all-electric buses are currently delayed with hopes to launch these larger buses soon. Additionally, the "Wahoo Commute" program, which incentivizes UVA staff and employees to utilize alternatives to single-occupancy transport, went live at the start of the 2024 academic year. In 2024, Parking and Transportation installed 45 bike rack hoops across Grounds to make micromobility devices like bikes and scooters an accessible alternative to commuting by car. UVA plans for full transit fleet electrification in the future, achieving carbon neutrality by 2030 and emissions-free by 2050.

5.6. Does your institution have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?	
Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)	
The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)	
There is **no** compost or recycling program at the institution. (0 points)	
Score Assigned:	2
Score explanation: UVA has recycling programs accessible to students and faculty including aluminum and other metals, cardboard, electronics, glass, plastics (1,2,4, & 5), and white and mixed office paper. Recycling is available in resident halls, educational buildings, and faculty offices. The UVA Office of Sustainability also assists in providing Zero Waste Events. *The Reusable Office Supply Exchange (ROSE) program store collects gently used office materials from UVA departments to provide to the local community for free, as well as to UVA employees. This reduces the need for UVA departments to buy new supplies. Monthly "pop-up" ROSE collections and giveaways are also hosted in the Medical Center. In addition, the Merci program serves to recycle medical supplies and provide unused supplies to local organizations.* *Compost has also been made more accessible for students and faculty. UVA partners with Black Bear Composting to collect compost on Grounds. Students and faculty can drop off compost at zero waste stations at various places on Grounds that are accessible 24/7. Compost bins are also available in certain dining locations, academic halls, and dorms. Composting in the medical center cafes is currently available to the public in the Orthopedics Center Good Grain cafe and is planned to expand to the West Cafe in 2026. Pipette tip boxes are also collected from labs, shredded, and turned into artwork by an innovative organization on Grounds called JunkLabz, founded by a biomedical engineering student.*	

5.7. Does the institution apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?	
Yes, the institution has a**dequate s**ustainability requirements for food and beverages, including meat-free days or no red-meat, and **is engaged** in efforts to increase food and beverage sustainability. (3 points)	
There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution **is engaged** in efforts to increase food and beverage sustainability. (2 points)	
There are sustainability guidelines for food and beverages, but they are **insufficient or optional.** The institution is **not** engaged in efforts to increase food and beverage sustainability. (1 point)	
There are **no** sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	2

Score explanation: The UVA Sustainable Food Collaborative has implemented food-related sustainability goals in UVA's 2020-2030 Sustainability Plan. Per the UVA Sustainability Annual Report, there has been a 38% reduction in reactive nitrogen losses to the environment since 2010. UVA's goal is increasing sustainable food and beverage purchases to 30% of the annual total by 2030, reducing the volume of food waste sent to landfills from dining operations and expanding composting and recycling initiatives for on-Grounds events by 2030, creating data-informed policies and programs to promote food equity and security at UVA, enhancing awareness of sustainable and equitable food systems, empowering individuals to make informed choices and engage in meaningful participation, collaborating with community-led food justice initiatives by offering support, skills, and resources to help advance their goals.

UVA also partners with Morven Programs and Kitchen Garden to increase the number of plant-based meals in UVA dine. The Sustainable Food Action plan also includes purchasing food from historically marginalized farmers of color and Black and Brown businesses. Altogether, UVA is striving to increase the amount of Virginia-grown and produced food.

In 2024, 14% of the University's food and beverage spend at UVA Dine and the University Medical Center combined was sustainable, per the Association for the Advancement of Sustainability in Higher Education (AASHE) STARS criteria.

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:	2

Score explanation:UVA has the Green Workplace Program which provides recommendations for UVA employees, including UVA health, to engage in sustainable supply procurement and receive a Green Workplace Certification. The guidelines for a Green Workplace include education and awareness, reminder signage, energy and water, waste reduction, social equity and health, and ongoing communications.

In addition to the Green Workplace Program, UVA's 2030 Sustainability Plan highlights their commitment to reducing single-use plastics on Grounds by not purchasing, selling or distributing certain single-use plastics when there are alternatives. These plastics include single-use plastic and polystyrene food service containers, single-use disposable plastic straws and cutlery, single-use plastic water bottles, and disposable plastic shopping bags. These regulations apply to purchases using University funds, all organizations associated with the university and/or operating on grounds, and all events on Grounds or University-owned buildings. Failure to do so may result in disciplinary action up to and including termination or expulsion in accordance with relevant

University policies. This Waste Minimization and Landfill Diversion policy applies to the Medical Center as well, although exceptions exist for patient care.

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?	
Every event hosted at the institution **must** abide by sustainability criteria. (2 points)	
The institution **strongly recommends or incentivizes** sustainability measures, but they are **not required.** (1 point)	
There are **no** sustainability guidelines for institution events. (0 points)	
Score Assigned:	1
Score explanation: UVA does not have a requirement for events on campus to abide by a sustainability criteria. However, there is substantial guidance and support for events to become Zero Waste. For example, there is a flyer on the sustainability website that illustrates the "Top 10 Tips" for hosting Zero Waste events with resources included. In addition, there is a Zero Waste Events Guide that provides step-wise instructions for organizations on campus to make their event Zero Waste, including how to obtain compostable wares and appropriate bins, as well as prevent contamination. Any organization can request Zero Waste Event services for an event using this form There is also a Zero Waste Training available that provides additional guidance for these events. In sum, although there is no mandatory sustainability requirement for events, there is clear, organized, and accessible guidance for groups to host Zero Waste events.	

5.10. Does your institution have programs and initiatives to assist with making lab spaces more environmentally sustainable?	
Yes, the institution has **programs** and **initiatives** to assist with making lab spaces more environmentally sustainable. (2 points)	
There are **guidelines** on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are **no** efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	2
Score explanation: UVA has a Green Labs Program that provides certifications for labs that abide with sustainability goals, addressing cold storage, chemicals and reagents, materials and refuse, electronics and appliances, and engagement. Their website has clear instructions on how to start the certification, as well as resources for how to make your lab more sustainable. One such resource is the Smart Labs program, which supports building enhancements that help target lab ventilation inefficiencies. There are friendly environmental lab challenges that encourage labs to take steps to be more sustainable, such as the International Freezer Challenge and the Shut the Sash competition. In addition, there is a Green Labs Working Group that all students and faculty are welcome to join.	

5.11. Does your institution's endowment portfolio investments include fossil-fuel companies?	
The institution is **entirely divested** from fossil fuels **and** has made a **commitment to reinvest divested funds** into renewable energy companies or renewable energy campus initiatives. (4 points)	
The institution is **entirely divested** from fossil fuels. (3 points)	
The institution has **partially divested** from fossil fuel companies **or** has made a **commitment to fully divest**, but **currently** still has fossil fuel investments. (2 points)	
The institution has **not divested** from fossil-fuel companies, but faculty and/or students are **conducting organised advocacy** for divestment. (1 point)	
Yes, the institution has investments with fossil-fuel companies and there have been **no efforts** to change that. (0 points)	
Score Assigned:	1
Score explanation: UVA's endowment has not divested from fossil fuels as of 2025. However, there is strong movement from the student body via the Divest UVA coalition calling for UVA's divestment from fossil fuels. The University Investment Management Co's (UVIMCO) Investor Responsibility Framework and Fossil Fuel Investment Principles demonstrate their formal commitment to net-zero emissions by 2050.	

Section Total (23 out of 32)	**71.9%**

Back to Summary Page here

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(44/75) x 100 = 58.7%	C+
Interdisciplinary Research (17.5%)	(15/17) x 100 = 88.2%	A
Community Outreach and Advocacy (17.5%)	(9/14) x 100 = 64.3%	B-
Support for Student-led Planetary Health Initiatives (17.5%)	(12/15) x 100= 80%	A-
Campus Sustainability (17.5%)	(23/32) x 100 = 71.9%	B
Institutional Grade	**(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 70.9%**	**B**

Report Card Trends

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