



Planetary Health Report Card (Medicine):

*University of New England
College of Osteopathic Medicine*



2023-2024 Contributing Team:

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Summary of Findings

| | |
|---|----|
| Overall | C- |
| <u>Curriculum</u> | D |
| <ul style="list-style-type: none"> • UNECOM incorporates some discussions of planetary health into the pre-clerkship curriculum, but lacks integration longitudinally. Some faculty mentioned effects of climate change on health and disease processes; there were no direct learning objectives related to the material, including but not limited to: climate change, environmental impacts on health, pollution and toxins, or weather patterns. • Recommendations: Students will present specific points in the curriculum to be improved upon to the Academic Curriculum Advising Committee following the final publishing of this report. Students will present suggested learning objectives based on their findings in the report to incorporate themes of planetary health into the curriculum. | |
| <u>Interdisciplinary Research</u> | D |
| <ul style="list-style-type: none"> • The UNE Planetary and Sustainability Council engages in interdisciplinary research and hosts conferences to engage students in health research. However, the school lacks a process that gives communities impacted by environmental injustice a voice in the research agenda. • Recommendations: UNECOM should push for more sustainability research and create a process that allows community members impacted by climate change, the ability to make decisions regarding the school's research agenda. The recently established Sustainability Committee within UNECOM's student government association may be a good asset in establishing these opportunities. | |
| <u>Community Outreach and Advocacy</u> | D+ |
| <ul style="list-style-type: none"> • UNE has community outreach opportunities that relate to planetary health, partnering with local groups to present their perspectives to the student body. However, there is little independent initiative from UNECOM alumni, and no dedicated communication within the medical school for planetary health-related matters. • Recommendations: Expand efforts in the medical school to encourage students to commit to planetary health as part of their practice, by offering events that educate community members about how they might combat the health effects of a changing environment. Send out communications that include career paths and research related to sustainability and the environment in the medical field as part of the COMPass newsletter or a new communication. | |
| <u>Support for Student-Led Initiatives</u> | B |
| <ul style="list-style-type: none"> • UNE COM offers support to student research and involvement in planetary health, but there remains little student involvement overall in planetary health at COM. • Recommendations: Support for student-led initiatives mostly comes from the wider University rather than the Medical School. Continued collaborative efforts with the UNE Planetary Health Council and Environmental Council are recommended. | |
| <u>Campus Sustainability</u> | C |
| <ul style="list-style-type: none"> • UNE committed to achieving carbon neutrality by 2040, and is crafting a third Climate Action Plan - which will outline the institution's path to carbon neutrality. The new HBACHS building is planned to have sustainability features, but is not net-zero. Most of the current classrooms do not utilize renewable practices. • Recommendations: UNECOM designates a staff member to sustainability efforts. COM could partner with the Sustainability Office and the Carbon Monitoring Task Force to further promoting these efforts. | |

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 medical school’s institutional priorities do not reflect the urgency of this danger to human health.

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

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

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “the health of human civilization and the state of the natural systems on which it depends.” For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of medical school education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term “planetary health” to satisfy the metric.
- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimizes the use of healthcare services.
- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:
 1. Describe how the environment and human health interact at different levels.
 2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
 3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.
- **Medical School vs. Institution:** When “medical school” is specified in the report card, this only refers to curriculum and resources offered by the School of Medicine and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when “institution” is specified in the report card, we are referring to the university more

broadly. Any resource reasonably accessible by medical students, no matter where in the institution the resource comes from or if it is specifically targeted for medical students, can meet this metric.

- **Environmental history (Metric #19 in Curriculum Section):** This is a series of questions providers are taught to ask during medical encounters that elicits patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mold after flooding. Key components include place of residence over the lifecourse, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution.
- **Elective:** The word "elective" refers to an optional course or lecture series that a medical student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.
- **Clerkship:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations or placements.

Other considerations:

- If there are more than one "tracks" at your medical school with two different curricula (for example, Harvard Medical School has a Pathways and HST curriculum track), you can choose to fill out a report card for each track, or fill out just one report card and average the scores received by each track in cases where the scores are different (see the 2021 Harvard or Oxford report cards as examples).

Added to our resources in 2022, the Planetary Health Report Card [Literature Review by Metric](#) collates the evidence behind each of the metrics in the Planetary Health Report Card. It serves as a collection of references for further learning and a resource for those advocating for increased planetary health engagement at their institutions.

Planetary Health Curriculum

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

Curriculum: General

| 1.1. Did your <u>medical school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year? | |
|--|---|
| 3 | Yes, the medical school has offered more than one elective whose primary focus is ESH/planetary health in the past year. |
| 2 | Yes, the medical school has offered one elective whose primary focus is ESH/planetary health in the past year. |
| 1 | The medical school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health. |
| 0 | No, the medical school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. |
| <p><i>Score explanation: Elective courses are not part of the curriculum at UNECOM, and students are not encouraged to enrol in classes outside of the medical school. You can elect to attend presentations which are organised and sponsored by clubs, but these are not accredited by the school.</i></p> | |

Curriculum: Health Effects of Climate Change

| 1.2. Does your <u>medical school</u> curriculum address the relationship between extreme heat, health risks, and climate change? | |
|---|--|
| 3 | This topic was explored in depth by the core curriculum. |
| 2 | This topic was briefly covered in the core curriculum. |
| 1 | This topic was covered in elective coursework. |
| 0 | This topic was not covered. |
| <p><i>Score explanation: While infectious diseases were correlated to specific regions, the connection between climate change and the outcome was not talked about.</i></p> | |

1.3. Does your medical school curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?

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

Score explanation: In the OMK1 genetics lecture “Genetic Diversity and Next Generation Sequencing - Part I” environmental factors such as air pollution and geographic setting are discussed as major players in disease development and susceptibility to health issues. Additionally, in the same lecture, the concept of “Bottleneck Effect” is defined as the reduction of genetic diversity with reduction in population size by chance. Natural disasters were listed as examples of catastrophic events that may cause drastic changes in population size and subsequently changes in frequencies of alleles and genotypes of disease processes.

1.4. Does your medical school curriculum address the impact of climate change on the changing patterns of infectious diseases?

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

Score explanation: The effects of climate on the spread of infectious disease was covered during Microbiology lectures. The first lecture of the course started off by introducing the idea of the “Epidemiological triangle” which talks about the connection between the pathogen, the host, and the environment the disease is prevalent in. The concept of the environment includes the climate, population, pollution, and social structure all which are affected by housing quality, sanitation, water, prevention services, changes in activity patterns, etc. We were also taught that when thinking about the host you have to consider the host's characteristics, age, prior exposure, susceptibility, co-infection, etc. along with the interventions the host is facing. The idea of the environment the host is in, the characteristics and interventions the environment and host is facing all impact the way the disease is present in the population. This is a concept that is looked at when we talk about multiple diseases. For example, in a lecture on “Blood and Cardiac Infections”, Chagas Disease vector kissing bugs were identified as having increased prevalence in the southern states due to the changing climate.

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

| | |
|---|--|
| 3 | This topic was explored in depth by the core curriculum. |
| 2 | This topic was briefly covered in the core curriculum. |

| | |
|--|---|
| 1 | This topic was covered in elective coursework. |
| 0 | This topic was not covered. |
| <p><i>Score explanation: UNECOM didactic lectures cover respiratory health in depth, however the effects of climate change and air pollution are merely listed as risk factors and receive little to no elaboration or discussion. In one lecture covering respiratory illnesses, the increased pollution in densely populated areas was discussed as a risk factor for developing certain diseases. In the genetics lecture “Genetic Diversity and Next Generation Sequencing - Part I” environmental factors such as air pollution and geographic setting are listed as major players in disease development and susceptibility to health issues.</i></p> <p><i>In the OMKII pulmonary unit, air pollution is listed as a risk factor for COPD, Asthma, and Neoplasm, in the following lectures: “Pulmonary Function Testing,” “COPD,” “Asthma,” and “Neoplasms of the Lung and Pleura”.</i></p> | |

| 1.6. Does your <u>medical school</u> curriculum address the cardiovascular health effects of climate change, including increased heat? | |
|---|--|
| 3 | This topic was explored in depth by the core curriculum. |
| 2 | This topic was briefly covered in the core curriculum. |
| 1 | This topic was covered in elective coursework. |
| 0 | This topic was not covered. |
| <p><i>Score explanation: This topic was not included as a learning objective.</i></p> | |

| 1.7. Does your <u>medical school</u> curriculum address the mental health and neuropsychological effects of environmental degradation and climate change? | |
|---|--|
| 3 | This topic was explored in depth by the core curriculum. |
| 2 | This topic was briefly covered in the core curriculum. |
| 1 | This topic was covered in elective coursework. |
| 0 | This topic was not covered. |
| <p><i>UNECOM has a dedicated learning objective which states that students must “Explain the principles of multifactorial inheritance and the impact of environmental factors on trait variation.” However, this objective does not address mental health or neurophysiological effects specifically.</i></p> | |

| 1.8. Does your <u>medical school</u> curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change? | |
|--|--|
| 3 | This topic was explored in depth by the core curriculum. |
| 2 | This topic was briefly covered in the core curriculum. |

| | |
|--|---|
| 1 | This topic was covered in elective coursework. |
| 0 | This topic was not covered. |
| <p><i>Score explanation: As part of the core Nutrition curriculum, students are required to understand the challenges that produce food insecurity and to identify resources available to patients with food insecurity. In the Microbiology curriculum, access to clean water is defined as a risk factor for contracting and developing certain infectious diseases.</i></p> | |

| | |
|--|--|
| <p>1.9. Does your <u>medical school</u> curriculum address the outsized impact of climate change on marginalized populations such as those with low SES, women, communities of color, Indigenous communities, children, homeless populations, and older adults?</p> | |
| 3 | This topic was explored in depth by the core curriculum. |
| 2 | This topic was briefly covered in the core curriculum. |
| 1 | This topic was covered in elective coursework. |
| 0 | This topic was not covered. |
| <p><i>Score explanation: Per OMK/OCS1 and OMK/OCS2 course learning objectives, this objective is not covered.</i></p> | |

| | |
|--|--|
| <p>1.10. Does your <u>medical school</u> curriculum address the unequal regional health impacts of climate change globally?</p> | |
| 3 | This topic was explored in depth by the core curriculum. |
| 2 | This topic was briefly covered in the core curriculum. |
| 1 | This topic was covered in elective coursework. |
| 0 | This topic was not covered. |
| <p><i>Score explanation: Per OMK/OCS1 and OMK/OCS2 course learning objectives, this objective is not covered.</i></p> | |

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

| | |
|---|--|
| <p>1.11. Does your <u>medical school</u> curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides)?</p> | |
| 3 | This topic was explored in depth by the core curriculum. |
| 2 | This topic was briefly covered in the core curriculum. |
| 1 | This topic was covered in elective coursework. |

| | |
|---|------------------------------------|
| 0 | This topic was not covered. |
| <p><i>Score explanation: Per OMK/OCS1 and OMK/OCS2 course learning objectives, this objective is not covered.</i></p> <p><i>There was one elective lecture hosted by the Integrative Medicine Club that focused on the impacts of PFAS and other pollutants on fertility.</i></p> <p><i>In the lecture “Lower respiratory tract infections” in OMKI it was noted that exposure to irritants, such as pollution and chemicals may cause acute bronchial irritation, however there was no association with the effects on reproductive health specifically.</i></p> | |

| 1.12. Does your <u>medical school</u> curriculum address important human-caused environmental threats that are relevant to the university’s surrounding community? | |
|---|--|
| 3 | This topic was explored in depth by the core curriculum. |
| 2 | This topic was briefly covered in the core curriculum. |
| 1 | This topic was covered in elective coursework. |
| 0 | This topic was not covered. |
| <p><i>Score explanation: The Center for the Advancement of Interprofessional Education and Practice (CAIEP) provides lectures during the school year to supplement our coursework. Attendance to at least three of these lectures is mandatory, but it is up to each student to decide which events to attend. Each semester, at least one event is hosted in collaboration with the UNE Planetary Health Council. This year, these events included:</i></p> <p><i>September 2023 - “Exposing Forever Chemicals: PFAS Contamination in Maine” focusing on agricultural, economic and policy implications on PFAS contamination in the state of Maine.</i></p> <p><i>February 2024 - “The Effects of Pharmaceutical Waste on Human and Planetary Health”</i></p> | |

| 1.13. To what extent does your <u>medical school</u> emphasize the importance of Indigenous knowledge and value systems as essential components of planetary health solutions? | |
|---|--|
| 3 | Indigenous knowledge and value systems are integrated throughout the medical school’s planetary health education |
| 2 | Indigenous knowledge and value systems as essential components of planetary health solutions are included briefly in the core curriculum. |
| 1 | Indigenous knowledge and value systems as essential components of planetary health solutions are included in elective coursework. |
| 0 | This topic was not covered. |
| <p><i>Score explanation: CAIPE collaborated with other members of indigenous community to put together various elective events for Indigenous Peoples' Day. There was a forum for everyone to honor Native American people and their ancestors for the impact they've had on our nation across many generations. For example, one of the events was a talk by a citizen of the Penobscot Indian Nation. He talked about his debut short story collection, recounting what it means to be Penobscot in the twenty-first century and what it means to live, to survive, and to persevere after tragedy. There was also a screening of Dawnland, a documentary that tells the story of indigenous child removal in the US.</i></p> | |

Apart from these there was also an event which gave students the opportunity to participate in Cherokee Bodywork and the heritage of osteopathy.

1.14. Does your medical school curriculum address the outsized impact of anthropogenic environmental toxins on marginalized populations such as those with low SES, women, communities of color, children, homeless populations, Indigenous populations, and older adults?

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

Score explanation: Per OMK/OCS1 and OMK/OCS2 course learning objectives, this objective is not covered.

Curriculum: Sustainability

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

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

Score explanation: In the OMK1 curriculum at UNECOM, a lecture on nutrition covers this topic by discussing how plant-based diets may be considered by some individuals for a variety of reasons, including health and environmental.

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

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

Score explanation: Per OMK/OCS1 and OMK/OCS2 course learning objectives, this objective is not covered.

| 1.17. Does your <u>medical school</u> curriculum cover these components of sustainable clinical practice in the <u>core</u> curriculum? (points for each) | |
|---|---|
| 2 | The health and environmental co-benefits of avoiding over-medicalisation, over-investigation and/or over-treatment |
| 2 | The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfill this metric. |
| 1 | The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. |
| 1 | Environmental impact of surgical healthcare on planetary health and the climate crisis, and how can it be mitigated |
| 1 | The impact of anaesthetic gases on the healthcare carbon footprint and ways to reduce anesthesia environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions |
| 1 | The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. |
| 1 | Waste production within healthcare clinics and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) |
| | <i>Score explanation: As part of first-year introduction to the management of hypertension in the nutrition curriculum, the objective “describe the recommendations for lifestyle management of hypertension” was included as a key learning objective. Also as a part of the “Introduction to Nutrition” lecture the idea of preventative medicine along with lifestyle medicine was introduced. Both of these were talked about to the impact of other medical interventions and lifestyle modifications the provider should be promoting in order to help reduce the prevalence of many diseases. As part of the evidence-based-medicine curriculum, students were introduced to the concept of over-medicalization and over-prescription as part of a lecture on “Diagnostic Tests and Screening”</i> |

Curriculum: Clinical Applications

| 1.18. In training for patient encounters, does your <u>medical school’s</u> curriculum introduce strategies to have conversations with patients about the health effects of climate change? | |
|---|---|
| 2 | Yes, there are strategies introduced for having conversations with patients about climate change in the core curriculum. |
| 1 | Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework. |
| 0 | No, there are not strategies introduced for having conversations with patients about climate change |

Score explanation: Per OMK/OCS1 and OMK/OCS2 course learning objectives, this objective is not covered.

1.19. In training for patient encounters, does your medical school's curriculum introduce strategies for taking an environmental history or exposure history?

| | |
|---|--|
| 2 | Yes, the core curriculum includes strategies for taking an environmental history. |
| 1 | Only elective coursework includes strategies for taking an environmental history. |
| 0 | No, the curriculum does not include strategies for taking an environmental history. |

Score explanation: In the OCS1 pre clerkship curriculum at UNECOM, a lecture on gathering an in-depth social history includes asking about occupation and occupational exposures as well as household composition and environment as components of a patients' personal 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?

| | |
|---|--|
| 4 | Yes, the medical school is currently in the process of making major improvements to ESH/planetary health education. |
| 2 | Yes, the medical school is currently in the process of making minor improvements to ESH/planetary health education. |
| 0 | No, there are no improvements to planetary health education in progress. |

Score explanation: Learning objectives do not specify these as key points in the UNECOM pre-clerkship curriculum, however the Center to Advance Interprofessional Education and Practice (CAIEP) develops discussions around climate change which are optional to attend, such as "Exposing Forever Chemicals: PFAS Contamination in Maine," and "Pharmaceutical Waste and Planetary Health" which both had main contributions from the medical school. In addition, the medical school's Student Government Association recently formed a Sustainability Council which aims to promote and integrate planetary health principles and practices into UNECOM.

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

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

Score explanation: Per OMK/OCS1 and OMK/OCS2 course learning objectives, this objective is not covered in the core curriculum. Relevant topics are addressed in various elective discussion panels.

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

1 **Yes, the medical school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare**

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

Score explanation: In the past there has been a faculty member at UNECOM who collaborated closely with the institution's planetary health group, but this position has not been filled this academic year, nor was it filled last academic year (2022/2023).

Section Total (20 out of 72)

20

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Are there additional curriculum resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.

Interdisciplinary Research

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

| 2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>medical school</u> ? | |
|--|---|
| 3 | Yes, there are faculty members at the medical school who have a primary research focus in planetary health or healthcare sustainability. |
| 2 | Yes, there are individual faculty members at the medical school who are conducting research related to planetary health or healthcare sustainability, but it is not their primary research focus. |
| 1 | There are planetary health and/or healthcare sustainability researchers at the institution , but none associated with the medical school. |
| 0 | No, there are no planetary health and/or healthcare sustainability researchers at the institution or medical school at this time. |
| <p><i>Score explanation: There are many labs at UNE that engage in research focusing on climate change and environmental health, however there lacks support for creating healthcare research sustainability projects. The Office of Research and Scholarship has been unsuccessful in providing the Planetary Health Council (PHC) with a list of researchers with planetary health-centered projects, despite several attempts to access this information.</i></p> | |

| 2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u> ? | |
|---|--|
| 3 | There is at least one dedicated department or institute for interdisciplinary planetary health research. |
| 2 | There is not currently a department or institute for interdisciplinary planetary health research, but there are plans to open one in the next 3 years. |
| 1 | There is an Occupational and Environmental Health department , but no interdisciplinary department or institute for planetary health research. |
| 0 | There is no dedicated department or institute. |
| <p><i>Score explanation: UNE North is a signature interdisciplinary center at the University of New England that convenes faculty, professional staff, and students to partner with stakeholders from across the global North to address critical social, environmental, healthcare, and economic challenges in the</i></p> | |

North Atlantic and the Arctic regions. Some information for UNE North mentions research opportunities however that information is not clear or easily accessed for students.

2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your medical school?

| | |
|---|--|
| 3 | Yes, there is a process in which community members impacted by climate and environmental injustice have decision-making power in the climate + environmental research agenda. |
| 2 | Yes, there is a process in which community members impacted by climate and environmental injustice advise the climate + environmental research agenda. |
| 1 | No , but there are current efforts to establish a process for community members to advise or make decisions on the research agenda. |
| 0 | There is no process, and no efforts to create such a process. |

Score explanation: There are currently no efforts for sustainability research in the research department at UNECOM.

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

| | |
|---|---|
| 3 | There is an easy-to-use, adequately comprehensive website that centralizes various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. |
| 2 | There is a website that attempts to centralize various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. |
| 1 | The institution has an Office of Sustainability website that includes some resources related to health and the environment. |
| 0 | There is no website. |

Score explanation: UNE has a website dedicated to Planetary Health and Sustainability at UNE, which lists research, accreditations, and events. This site also includes links to ways to get involved with student sustainability initiatives including resources, and Planetary Health Council leadership contact information.

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

| | |
|---|--|
| 4 | Yes, the medical school has hosted at least one conference or symposium on topics related to planetary health in the past year. |
|---|--|

| | |
|---|--|
| 3 | Yes, the institution has hosted at least one conference or symposium on topics related to planetary health in the past year. |
| 2 | Yes, the institution has hosted a conference on topics related to planetary health in the past three years. |
| 1 | The institution has not hosted any conferences directly, but they have provided financial support for a local planetary health event. |
| 0 | No, the institution has not hosted a conference on topics related to planetary health in the past three years. |

Score explanation: The University of New England has not hosted any conferences or symposiums related to planetary health. The UNE Planetary Health Council has hosted several lectures covering relevant topics, however these are typically 1-2 hours and dispersed across the academic calendar.

2.6. Is your medical school a member of a national or international planetary health or ESH organization?

| | |
|---|---|
| 1 | Yes, the medical school is a member of a national or international planetary health or ESH organization |
| 0 | No, the medical school is not a member of such an organization |

Score explanation: While the UNE institution is a member of the Planetary Health Alliance, the medical school is not listed as an independent member. UNECOM is a member of the Partners for World Health Initiative, which limits the impact on the environment by diverting medical supplies and materials from landfills; lowers healthcare costs by lowering disposal fees; and provides healthcare resources to those in need. Additionally, the UNECOM SGA Sustainability Committee is a national chapter affiliate of Medical Students for a Sustainable Future.

| | |
|------------------------------------|----------|
| Section Total (5 out of 17) | 5 |
|------------------------------------|----------|

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Are there additional research resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.

Community Outreach and Advocacy

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

| 3.1. Does your medical school partner with community organizations to promote planetary and environmental health? | |
|--|--|
| 3 | Yes, the medical school meaningfully partners with multiple community organizations to promote planetary and environmental health. |
| 2 | Yes, the medical school meaningfully partners with one community organization to promote planetary and environmental health. |
| 1 | The institution partners with community organizations, but the medical school is not part of that partnership. |
| 0 | No, there is no such meaningful community partnership. |
| <p><i>Score explanation: UNECOM is a member of the Partners for World Health Initiative, which limits the impact on the environment by diverting medical supplies and materials from landfills; lowers healthcare costs by lowering disposal fees; and provides healthcare resources to those in need.</i></p> | |

| 3.2. Does your medical school offer community-facing courses or events regarding planetary health? | |
|---|---|
| 3 | The medical school offers community-facing courses or events at least once every year. |
| 2 | The medical school offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. |
| 1 | The institution has offered community-facing courses or events, but the medical school was not involved in planning those courses or events. |
| 0 | The institution/medical school have not offered such community-facing courses or events. |
| <p><i>Score explanation: This past fall, UNE professional programs participated in the Maine Health Fair in Portland, Maine. Physical Therapy, Dental Medicine, and the PHC/Public Health all had booths for participants to visit. With regard to the medical specifically, while UNECOM engages with the surrounding community in a variety of constructive ways, UNECOM involvement and participation in planetary health efforts remains to be initiated.</i></p> | |

3.3. Does your medical school have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?

| | |
|---|---|
| 2 | Yes, all students regularly receive communication updates dedicated to planetary health and/or sustainable healthcare. |
| 1 | Yes, planetary health and/or sustainable healthcare topics are sometimes included in communication updates. |
| 0 | Students do not receive communications about planetary health or sustainable healthcare. |

Score explanation: The bi-weekly COMpass publication occasionally includes information pertaining to sustainability and environmentalism.

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

| | |
|---|---|
| 2 | Yes, the institution or main affiliated hospital trust offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. |
| 1 | Yes, the institution or main affiliated hospital trust offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers |
| 0 | There are no such accessible courses for post-graduate providers |

Score explanation: UNE does not have a main affiliated hospital trust. There are no such resources available to post-graduates according to the Environmental Council at UNE.

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

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

Score explanation: UNECOM does not have a primary affiliated hospital or health care facility.

3.6. Does your medical school or its affiliated teaching hospitals have accessible educational materials for patients about the health impacts of climate change?

| | |
|---|---|
| 2 | Yes, the medical school or all affiliated hospitals have accessible educational materials for patients. |
|---|---|

| | |
|---|---|
| 1 | Some affiliated hospitals have accessible educational materials for patients. |
| 0 | No affiliated hospitals have accessible educational materials for patients. |
| <i>Score explanation: UNECOM does not have a primary affiliated hospital or health care facility.</i> | |

| | |
|------------------------------------|----------|
| Section Total (4 out of 14) | 4 |
|------------------------------------|----------|

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Are there additional community engagement and advocacy resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.

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 medical school or your institution offer support for medical students interested in enacting a sustainability initiative/QI project? | |
|---|---|
| 2 | Yes, the medical school or institution <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum. |
| 1 | The medical school or institution encourages sustainability QI projects (to fulfill clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, but there is no student funding available and there is no requirement to participate. |
| 0 | No, neither the medical school or the institution offer opportunities or support for sustainability initiatives or QI projects. |
| <p><i>Score explanation: UNE offers a project proposal process through the UNE Environmental Council, which aids and assists in advocating for project funding through the President's office or specific departments. Additionally, the newly formed UNECOM SGA Sustainability Committee offers support for these sorts of projects, though none have requested support and or funding as of yet. At this time, there is no specific student funding readily available for these types of efforts. Funding resources are available to medical students to complete research projects, which can include sustainability initiatives, but are not specifically designated to such efforts and such projects have not been completed.</i></p> | |

| 4.2. Does your institution offer opportunities for medical students to do research related to planetary health and/or sustainable healthcare? | |
|---|---|
| 2 | The institution has a specific research program or fellowship for students interested in doing planetary health/sustainable healthcare research. |
| 1 | There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these require student initiative to seek these out and carry them out in their spare time. |
| 0 | There are no opportunities for students to engage in planetary health/sustainable healthcare research. |
| <p><i>Score explanation: While UNE and UNECOM have implemented an initiative to increase research opportunities for medical students, there are no specific efforts or opportunities in place for planetary health and/or sustainable healthcare projects. Inquiry placed to the UNECOM Office of Research and Scholarship provided that there is "no information concerning sustainability" available.</i></p> | |

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

| | |
|--|--|
| 2 | The medical school has a webpage with specific information related to planetary health or sustainable healthcare that includes up-to-date information on relevant initiatives and contact information of potential mentors. |
| 1 | There is a medical school webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the medical school, but it lacks key information. |
| 0 | There is no medical-school specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. |
| <p><i>Score explanation: While the UNE Planetary Health Council has a website with planetary health information, and the College of Osteopathic Medicine has a website with research projects, there is no direct overlap or collaboration. However, if the medical school were to create projects and identify mentors involved in planetary health research, those opportunities can be easily available to students on the “Student Research Opportunities” section of the school website in collaboration with UNE Planetary Health Council.</i></p> | |

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

| | |
|---|---|
| 2 | Yes, there is a student organization with faculty support at my medical school dedicated to planetary health or sustainability in healthcare. |
| 1 | Yes, there is a student organization at my medical school dedicated to planetary health or sustainability in healthcare but it lacks faculty support . |
| 0 | No, there is not a student organization at my institution dedicated to planetary health or sustainability in healthcare. |
| <p><i>Score explanation: In July 2023, a newly formed committee was created within UNECOM's Student Government Association: the Sustainability Committee. This committee is supported by UNECOM SGA, administration and faculty. It aims to incorporate sustainability efforts and practices into the UNECOM curriculum and practices. As a newly formed entity this committee is associated with Medical Students for a Sustainable Future, and is open to, but has not yet been involved in, support for student scholarship, advocacy, and planetary health engagements.</i></p> | |

4.5. Is there a student liaison representing sustainability interests who serves on a medical school or institutional decision-making council to advocate for curriculum reform and/or sustainability best practices?

| | |
|---|--|
| 1 | Yes, there is a student representative that serves on a medical school or institutional decision-making council/committee. |
|---|--|

| | |
|---|--|
| 0 | No, there is no such student representative. |
| <p><i>Score explanation: The UNECOM SGA Sustainability Committee Co-Chairs serve as student representatives on the UNE Environmental Council (campus sustainability) and Planetary Health Council (education and outreach about the intersections of human and environmental health). Neither of these groups serve as “decision-making” bodies, however they both hold significant advocacy powers. Additionally, these representatives serve as national liaisons to Medical Students for a Sustainable Future, which helps advocate for curriculum reforms and provide research opportunities to medical students oriented around planetary health and sustainability.</i></p> | |

| 4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each) | |
|---|---|
| 1 | Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects. |
| 1 | Panels, speaker series, or similar events related to planetary health that have students as an intended audience. |
| 1 | Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts. |
| 1 | Cultural arts events, installations or performances related to planetary health that have students as an intended audience. |
| 1 | Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts. |
| 1 | Wilderness or outdoors programs (e.g., that organize hiking, backpacking, kayaking, or other outings for students) |
| <p><i>Score explanation:</i></p> <ul style="list-style-type: none"> • <i>There is a student and faculty maintained community garden on the UNE Biddeford campus.</i> • <i>UNE’s Planetary Health Council provides speaker and event series including topics like “Eat Like a Climavore” and “Resilience and Adaptation for a Changing World” among others.</i> • <i>CAIEP and the PHC provide opportunities to hear from members of local groups and their experience with a changing environment.</i> • <i>Art installations which explore themes of environmentalism and interdependence with nature are frequently on display in the UNE Ketchum Library gallery.</i> • <i>There is substantial undergraduate participation in volunteer events like park and beach clean ups and outdoor trips.</i> • <i>There is a substantial supply of rental outdoor equipment that is free and accessible to all UNE and COM students, as well as a UNECOM Wilderness Medicine Club that sponsors outdoor events and trips, such as AWLS, and community service opportunities.</i> | |

| | |
|-------------------------------------|-----------|
| Section Total (10 out of 15) | 10 |
|-------------------------------------|-----------|

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Are there additional student-led initiative resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.

Campus Sustainability

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

| 5.1. Does your <u>medical school</u> and/or <u>institution</u> have an Office of Sustainability? | |
|---|--|
| 3 | Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital and/or medical school. |
| 2 | There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of medical school and/or hospital sustainability. |
| 1 | There are no salaried sustainability staff , but there is a sustainability task force or committee |
| 0 | There are no staff members or task force responsible for overseeing campus sustainability |
| <p><i>Score explanation: UNE has an Office of Sustainability with a full-time Associate Director of Sustainability - whose responsibilities are targeted to the institution as a whole. There is no specific position for the medical school.</i></p> | |

| 5.2. How ambitious is your <u>institution/medical school</u> plan to reduce its own carbon footprint? | |
|--|--|
| 5 | The institution/medical school has a written and approved plan to achieve carbon neutrality by 2030 |
| 3 | The institution/medical school has a written and approved plan to achieve carbon neutrality by 2040 |
| 1 | The institution/medical school has a stated goal of carbon neutrality by 2040 but has not created a plan to reach that goal or the plan is inadequate |
| 0 | The institution/medical school does not meet any of the requirements listed above |
| <p><i>Score explanation: The University of New England signed the Carbon Commitment (a pledge of climate neutrality) with a stated goal of 2040. The Climate Action Plans provide a roadmap to achieve this goal through a combination of energy efficiency measures, renewable energy purchases, waste reduction, and alternative transportation.</i></p> | |

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

| | |
|---|---|
| 3 | Yes medical school buildings are 100% powered by renewable energy |
| 2 | Medical school buildings source >80% of energy needs from off-site and/or on-site renewable energy. |
| 1 | Medical school buildings source >20% of energy needs from off-site and/or on-site renewable energy. |
| 0 | Medical school buildings source <20% of energy needs from off-site and/or on-site renewable energy. |

Score explanation: UNECOM occupies the Alford Center for Health Sciences, Leonard Hall, and Stella Maris Hall buildings on the Biddeford Campus. These three buildings are served by the primary electrical loop, which are under an electrical contract (11/1/23 - 10/31/27) for which 100% Green-e certificates have been purchased. These RECs originate from 100% wind power. Those buildings are also served by central heating plants that burn propane, a nonrenewable source. The medical plans to move to a new facility in Portland by 2025. The energy sources for this facility have not yet been finalized at this time.

5.4. Are sustainable building practices utilized for new and old buildings on the medical school campus, with design and construction of new buildings and remodeling of old buildings conforming to a published sustainability rating system or building code/guideline?

| | |
|---|---|
| 3 | Yes, sustainable building practices are utilized for new buildings on the medical school campus and the majority of old buildings have been retrofitted to be more sustainable. |
| 2 | Sustainable building practices are utilized for new buildings on the medical school campus, but most old buildings have not been retrofitted . |
| 1 | Sustainable building practices are inadequately or incompletely implemented for new buildings. |
| 0 | Sustainability is not considered in the construction of new buildings. |

Score explanation: Current UNECOM occupied buildings on the Biddeford Campus have not been retrofitted for sustainable building practices. However, the new HBACHS building under construction on the Portland Campus that UNECOM will occupy starting in the Summer/Fall of 2025 have significant sustainability features including: heat pumps, heat recovery units, mass timber, natural lighting, daylight dimming and occupancy sensors on lighting controls, solar shading, revegetation of surrounding area, electric vehicle charging capacity, water efficient fixtures, and high performance building envelope.

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

| | |
|---|--|
| 2 | Yes, the medical school or institution has implemented strategies to encourage and provide environmentally-friendly transportation options such as safe active transport, public transport, |
|---|--|

| | |
|---|--|
| | or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. |
| 1 | The medical school or institution has implemented some strategies to provide environmentally-friendly transportation options, but the options are unsatisfactorily accessible or advertised. |
| 0 | The medical school or institution has not implemented strategies to encourage and provide environmentally-friendly transportation options. |

Score explanation: The medical school has not implemented alternative transportation strategies. The institution offers free bus passes to all students on three public transit organizations which service all of southern Maine. The Institution also offers EV charging stations for a low annual price of \$40. Carpool/ridesharing coordination is offered through GoMaine and promoted by the UNE Office of Sustainability. However, UNE promotes these resources rather than the medical school.

In the 2023 Transportation Survey from the institution, 77% of the 259 responses collected admit to commuting alone to campus 100% of the time by private vehicle. This report provides insight into the lack of use of public transport, and could be utilized by the medical school to promote environmentally-friendly transportation methods.

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

| | |
|---|---|
| 2 | Yes, the medical school has both compost and recycling programs accessible to students and faculty. |
| 1 | The medical school has either recycling or compost programs accessible to students and faculty, but not both. |
| 0 | There is no compost or recycling program at the medical school. |

Score explanation: The university offers single-sort recycling stations throughout its campuses to capture waste made of glass, paper, metal, and plastics (#1-7). Additionally food waste is collected in our dining facilities (back-of-house) for composting off campus. Food waste generated by residential students can be collected for off-campus composting through a membership based program offered free to students.

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

| | |
|---|---|
| 3 | Yes, the medical school has adequate sustainability requirements for food and beverages, including meat-free days or no red-meat, and is engaged in efforts to increase food and beverage sustainability. |
| 2 | There are sustainability guidelines for food and beverages, but they are insufficient or optional . The medical school is engaged in efforts to increase food and beverage sustainability. |

| | |
|---|--|
| 1 | There are sustainability guidelines for food and beverages, but they are insufficient or optional . The medical school is not engaged in efforts to increase food and beverage sustainability. |
| 0 | There are no sustainability guidelines for food and beverages. |

Score explanation: The institution contracts with Parkhurst Dining to provide food services on campus. Sustainability and quality were primary considerations in the RFP vetting process for the contract. 17% of all of the food used in school meals is produced by local farms and food vendors. Composting is implemented in the food preparation facilities. Reusable plates and utensils are provided in dining halls. Parkhurst also regularly provides education and resources about sustainability through their "clean plate" program and their annual Local Vendor Fair and other programs.

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

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

Score explanation: There is no sustainability criteria for procurement of materials. Employees are allowed to purchase from any supplier.

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

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

Score explanation: Through collaboration between the newly formed UNECOM Student government association's Sustainability Committee and the former Social Committee, recommendations for sustainability measures at UNECOM events have been taken into effect. These include the elimination of single use water bottles at the Chilibowl and COM-olympic events - replaced with large water coolers and students are encouraged to bring reusable water bottles. Additionally, the Interprofessional Gala will utilise reusable and or recyclable utensils, dish and drink wears at this year's event to reduce waste and single-use-plastics.

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

| | |
|---|---|
| 2 | Yes, the medical school has programs and initiatives to assist with making lab spaces more environmentally sustainable. |
| 1 | There are guidelines on how to make lab spaces more environmentally sustainable, but not programs or initiatives. |
| 0 | There are no efforts at the medical school to make lab spaces more sustainable. |
| <p><i>Score explanation: There are no current guidelines in place through the medical school, however there are some efforts by the institution. The University of New England's Environmental Health and Safety Department have resulted in the formation of a "Green Labs" committee to begin looking at this topic and to ascertain interest in conducting a "freezer challenge" for all teaching and research laboratories.</i></p> | |

| 5.11. Does your <u>institution's</u> endowment portfolio investments include fossil-fuel companies? | |
|---|--|
| 4 | The institution is entirely divested from fossil fuels and has made a commitment to reinvest divested funds into renewable energy companies or renewable energy campus initiatives. |
| 3 | The institution is entirely divested from fossil fuels. |
| 2 | The institution has partially divested from fossil fuel companies or has made a commitment to fully divest , but currently still has fossil fuel investments. |
| 1 | The institution has not divested from fossil-fuel companies, but faculty and/or students are conducting organized advocacy for divestment. |
| 0 | Yes, the institution has investments with fossil-fuel companies and there have been no efforts to change that. |
| <p><i>Score explanation: As of December 2020, UNE Board of Trustees voted to adopt a carbon-reduced portfolio for the University's endowment, affecting a change to ~22% of the total portfolio. Information regarding the details of the institution's endowment, and the results of this change is difficult to locate. It is currently unclear what, if any, progress has been made or quantified.</i></p> | |

| | |
|-------------------------------------|-----------|
| Section Total (16 out of 32) | 16 |
|-------------------------------------|-----------|

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Are there additional sustainability resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.

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 New England College of Osteopathic Medicine

The following table presents the individual section grades and overall institutional grade for the University of New England College of Osteopathic Medicine on this medical-school-specific Planetary Health Report Card.

| Section | Raw Score % | Letter Grade |
|---|---|--------------|
| Planetary Health Curriculum (30%) | $(20/72) \times 100 = 27.8\%$ | D |
| Interdisciplinary Research (17.5%) | $(5/17) \times 100 = 29.4\%$ | D |
| Community Outreach and Advocacy (17.5%) | $(5/14) \times 100 = 35.7\%$ | D+ |
| Support for Student-led Planetary Health Initiatives (17.5%) | $(10/15) \times 100 = 66.7\%$ | B |
| Campus Sustainability (17.5%) | $(16/32) \times 100 = 50\%$ | C |
| Institutional Grade | $(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 40.9\%$ | C- |

Report Card Trends

Section Overview

This graph demonstrates trends in overall and section grades for the years in which The University of New England College of Osteopathic Medicine has participated in the Planetary Health Report Card initiative.

Planetary Health Report Card Trends for UNECOM

