



Planetary Health Report Card **(Healthcare Management):** *University of Chicago Illinois*



PUBLIC HEALTH

Master of Healthcare Administration

2024-2025 Contributing Team:

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Land acknowledgment:

I recognize and acknowledge that the University of Illinois sits on the land of multiple native nations. I acknowledge and honor the original peoples of the Chicagoland area – the Three Fires Confederacy, Potawatomi, Odawa and Ojibwe Nations, as well as other Tribal Nations that know this area as their ancestral homeland, including the Menominee, Ho-Chunk, Miami, Peoria, and Sac and Fox.

These lands were the traditional birthright of indigenous peoples who were forcibly removed and who have faced two centuries of struggle for survival and identity in the wake of dispossession. Let us acknowledge the ground on which we stand so that all who come here know that we recognize our responsibilities to the peoples of that land and that we strive to address that history so that it guides our work in the present and the future.

I further acknowledge that this land is the current home to one of the largest urban Native American communities in the United States. Native people are part of Chicago's past, present, and future, and it is our responsibility to acknowledge these Nations and to work with them as we move forward as a more inclusive institution.

[University of Illinois College of Medicine Land Acknowledgement](#)

Summary of Findings

Overall Grade	C+
Curriculum	D+
<ul style="list-style-type: none"> The University of Illinois-Chicago MHA program has some implementation of climate change and planetary health education built into their core curriculum course work. However, the program has not further built upon the connection of planetary health and human health and hospital operations. The core curriculum touches on how climate change can increase health disparities among populations in singular lectures but does not dive deep into strategies to improve or address such realities. Recommendations: The University of Illinois-Chicago MHA program should work to build elective or core coursework that directly addresses planetary health and its impact on health disparities. Through the implementation of this core coursework, the program will be able to introduce the connection to students as they begin their education within healthcare management. Upon implementation of such coursework, UIC can also work on introducing a faculty member that will oversee the incorporation of planetary health and sustainable healthcare. 	
Interdisciplinary Research	A-
<ul style="list-style-type: none"> The University of Illinois-Chicago has a diverse background in research which allows faculty and students the opportunity to participate in various types of planetary research. With CACHET, the institution has resources and faculty that support multidisciplinary climate health research. Additionally, with the Center of Climate and Health Equity and The Children's Environmental Health Initiative, UIC can lead research initiatives that will involve the Chicago-land community to making a lasting impact in climate change and health disparities. This approach allows community members, especially those impacted by environmental justice issues, to share their insights on best practices and effective, respectful engagement with their communities. The UIC Department of Planning, Sustainability, and Project Management has a website that informs the public about upcoming events, internships, educational opportunities, and funding options. Lastly, UIC has hosted one conference in the last year that discussed and highlighted climate change and the impact that it has on health disparities. Recommendations: UIC has a diverse and large background in climate health and planetary health. While the UIC Department of Urban Planning and Policy hosted the UIC Urban Forum: Chicago Futures, UIC should work on expanding their involvement in other conferences relating to planetary health. Additionally, UIC should increase their partnership ins national or international planetary health or ESH/ESV organizations. 	
Community Outreach and Advocacy	D+
<ul style="list-style-type: none"> The University of Illinois-Chicago engages within the community in many ways, but these topics are usually not related to environmental or planetary health. However, through the establishment of the Center for Climate and Health Equity, UIC has more opportunity to branch out within the community while focusing on climate change and the environment. They also have newsletters that aim to update members and faculty on the steps they are taking when it comes to climate change and planetary health Recommendations: Due to the strong existing relationship to UI Health, UIC should work to increase education for current health professional students and patients on the impact of climate change on health disparities. This should include automatic subscriptions to existing newsletter and development of shareable material for patients that visit our partnering hospital. 	
Support for Student-Led Initiatives	A
<ul style="list-style-type: none"> The University of Illinois-Chicago provides a variety of experiences for students to become involved in 	

work regarding sustainability and planetary health. This support to students is shown through a plethora of opportunities such as grants for sustainability projects (Sustainability Fund), related research (Great Lakes Center for Occupational and Environmental Health, etc.), student groups (EcoVolunteers), speakers (Health Justice Speakers Bureau), cultural exhibits, and other experiences related to planetary health.

- **Recommendations:** While UIC has many opportunities for students to get involved in, the School of Public Health (where the MHA program resides) seems to lack involvement opportunities directly related to healthcare sustainability topics. It would be helpful to have a student organization directly related to this topic to have more student experiences in the intricacies of sustainability in healthcare. Additionally, the UIC MHA program does not currently have a student liaison that works to make curriculum changes for sustainability. This might be an important change in making sustainability a focus in the MHA curriculum.

Campus Sustainability

C

- The University of Illinois-Chicago encourages some campus-wide sustainability initiatives such as the occurrence of reusable containers, campus wide recycling, some composting, and guidelines for supply chain.
- **Recommendations:** There is much to improve with the University of Illinois at Chicago's implementation of sustainability initiatives. Additionally, the University appears to still be invested in fossil fuel companies without concrete plans to stop.

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 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) medical school campus sustainability.

Healthcare management:

Healthcare management professionals work hard to ensure their organizations keep people healthy. But people need more than just good healthcare. They also need healthy environments. Healthcare managers are critically important collaborators in safeguarding planetary health. Through the choices they make, their organizations can lead by example in transitioning to more sustainable practices and advocating for environmental health in the communities they serve.

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 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 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.
- **Healthcare Management 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 healthcare management 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 healthcare management 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 students are taught to ask during medical encounters that elicit 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 life course, 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 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.
- **Core Curriculum:** This refers to taught material that is delivered to the entire cohort of students in one year.
- **Clerkship / Outreach:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.
- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).
- **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).

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.

Completed in 2022 a Literature Review by Metric is available for the 2022 medicine report card metrics. We are in the process of updating this review and making it more applicable to all the disciplines. However, the review serves as a rough 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 health professional 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.*

Healthcare administration is a highly interdisciplinary industry with core areas such as operations, strategy, finances, supply chain, and infrastructure. Its execution within a health system has immediate and long-term effects on quality of care and patient outcomes. As the next generation of healthcare leaders, healthcare administration students will ultimately be significant sources of influence for sustainability and climate change initiatives within their health systems. Therefore, a curriculum that is well-versed in planetary health and sustainability is essential for preparing students for the unique challenges of managing hospitals facing the impact of climate change and creating health systems with minimal planetary harm.

Curriculum: Planetary Health

1.1 Does your Master's curriculum address the impact of planetary health and climate change on health system operations, finances, service lines, emergency preparedness*, or any other element of a health system?

*Public health emergency preparedness (PHEP) is the capability of the public health and health care systems, communities, and individuals to prevent, protect against, quickly respond to, and recover from health emergencies, particularly those whose scale, timing, or unpredictability threatens to overwhelm routine capabilities.

Reference: Nelson C, Lurie N, Wasserman J, Zakowski S. Conceptualizing and defining public health emergency preparedness. Am J Public Health. 2007 Apr;97 Suppl 1(Suppl 1):S9-11. doi: 10.2105/AJPH.2007.114496. Epub 2007 Apr 5. PMID: 17413078; PMCID: PMC1854988.

This topic was **fully addressed** by the **core** curriculum. (2 points)

This topic was **partially addressed** by the **core** curriculum. (1 points)

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

Score Assigned:

1

Score explanation: The UIC MHA curriculum currently only partially addresses the impact of planetary health and climate change on health systems operations and emergency preparedness. The UIC MHA curriculum includes a course, HPA 419: Public Health Foundations, that offers a lecture on environmental health and its impact on human health. This lecture addresses some topics to be considered in health system operations as an administrator to reduce waste and to be aware of potential emergencies and health impacts due to climate change.

1.2 Did your Master's curriculum offer elective courses (student-selected modules) to engage

students in Education for Sustainable Healthcare or Planetary Health in the past year?	
Several elective courses were offered to master's students on ESH or planetary health. (2 points)	
Some elective courses were offered to master's students on ESH or planetary health. (1 points)	
No elective courses were offered to students (0 points)	
Score Assigned:	0
Score explanation: At this time, the UIC MHA program does not currently offer any elective courses in the Master's curriculum to engage students in Education for Sustainable Healthcare or Planetary Health.	

1.3 Does your Master's curriculum address the impacts of extreme weather events or changing weather patterns on healthcare systems, such as but not limited to severe thunderstorms, storm surges, drought, or excessive heat?	
The Master's curriculum addresses at least two of the above in the core curriculum. (2 points)	
The Master's curriculum addresses at least one or a relative alternative of the above in the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	1
Score explanation: The UIC MHA curriculum currently addresses the topic of extreme weather in general and its effects on human health and healthcare operations in a lecture on environmental health in the course HPA 419: Public Health Foundations through required reading and lecture material.	

1.4 Does your Master's curriculum address the relationships between community health, food and water security, ecosystem health*, and climate change?	
*: the state or condition of an ecosystem in which its dynamic attributes are expressed within the normal ranges of activity relative to its ecological state of development" (van Andel and Aronson, 2006)	
This topic was explored in depth by the core curriculum. (2 points)	
This topic was briefly covered in the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	1
Score explanation: The UIC MHA program currently offers a lecture in a required course, HPA 419: Public Health Foundations, that addresses environmental health concerns due to climate	

change in community health and the importance of sustainability practices in securing clean water for the community.

1.5 Does your Master's curriculum address the outsized impact of climate change on marginalized populations such as those with low socio-economic status, women (including reproductive health), communities of color, indigenous communities, children, homeless populations, and older adults?

This topic was explored **in depth** by the **core** curriculum. (2 points)

This topic was **briefly** covered in the **core** curriculum. (1 point)

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

Score Assigned:

2

Score explanation: Yes, the UIC MHA program has one required course, HPA 419: Public Health Foundations, with a lecture on environmental health that discusses the outsized impact of climate change on those with low-socioeconomic status and children's increased rates of asthma

1.6 Does your Master's curriculum address the unequal regional health impacts of climate change globally?

Yes, the **core** curriculum covers the unequal regional health impacts of climate change. (1 point)

No, this topic was **not** covered. (0 points)

Score Assigned:

1

Score explanation: The UIC MHA curriculum offers one lecture in a required course, HPA 419: Public Health Foundations, that addresses how impacts on the climate shift from a local to a global issue and how wealthy communities are often less affected than less wealthy communities due to resources.

1.7 Does your Master's curriculum address the environmental and health co-benefits of a plant-forward (plant-based) diet, especially one that is locally sourced?

Yes, the **core** curriculum covers the environmental and health co-benefits of a plant-based diet AND includes the benefits of locally sourced food. (2 points)

Yes, the **core** curriculum covers the environmental and health co-benefits of a plant-based diet but does NOT include the benefits of locally sourced food. . (1 point)

No, this topic was **not** covered. (0 points)

Score Assigned:	0
<i>Score explanation: No, currently, the curriculum does not address the environmental and health co-benefits of a plant-forward diet, especially one that is locally sourced.</i>	

1.8 Does your Master's curriculum address the carbon footprint of healthcare systems via Scopes 1 ("Direct emissions from sources owned or controlled by the organization"), 2 (Indirect emissions purchased energy), or 3 (All other indirect emissions including those within the supply chain) per the Greenhouse Gas Protocol?	
Two or more emission scopes were covered in the core curriculum. (2 points)	
Only one emission scope was covered in the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	1
<i>Score explanation: UIC MHA students take HPA 419 which is a core curriculum class that highlights Public Health Foundations. One class lecture covers the effects of the hospital environmental footprint where direct sources of emissions in hospitals settings were highlighted. However, Scope 2 and Scope 3 were not discussed directly or thoroughly.</i>	

1.9 Does your Master's curriculum introduce strategies to have conversations with physicians or other healthcare providers about the health effects of climate change?	
Yes, the core curriculum covers strategies to have conversations regarding the health effects of climate change. (1 point)	
No, this topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation: Currently, the UIC MHA curriculum has not introduced strategies that initiate conversations with physicians or other health providers about the effects of climate change.</i>	

1.10 Does your Master's curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?	
Yes, the core curriculum covers important human-caused environmental threats relevant to the institution's surrounding community. (1 point)	
No, this topic was not covered. (0 points)	

Score Assigned:	0
<i>Score explanation: No, the UIC MHA program curriculum does not address the important human-caused environmental threats that are relevant to the surrounding community.</i>	

1.11 Does your Master's curriculum emphasize the importance of Indigenous knowledge and value systems as essential components of planetary health systems?	
Yes , the core curriculum emphasizes the importance of Indigenous knowledge and value systems. (1 point)	
No , this topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation: The UIC MHA program does not emphasize the importance of Indigenous Knowledge and value systems as essentials components of planetary health systems.</i>	

1.12 Does your Master's curriculum cover these components of sustainable management practice in the core curriculum? (1 point each)	Score
HR: Leveraging environmental sustainability to attract and retain talent (e.g. through employer branding and employee resource groups). (1 point)	0
Facilities: Incorporating environmental sustainability considerations into facilities master planning? (1 point) <i>Examples of facilities master planning: Equipment, access, information technology, systems and processes, sustainability initiatives, and staff</i>	1
Governance: Incorporating environmental sustainability and climate resilience considerations into enterprise risk management? (1 point)	1
Finance: Financing mechanisms for supporting environmental sustainability practices (e.g. green bonds, green revolving funds). (1 point)	0
Leadership & Policy: Organizational advocacy in regional, national, and global healthcare policies (e.g. ATACH/WHO). (1 point)	0
Law: Legal and regulatory frameworks involving measuring and reporting of environmental footprints (e.g. SBTi, TCFD)? (1 point)	0
IT: The environmental footprint associated with information systems / AI? (1 point)	0
Quality: Expectations of emerging accreditation standards associated with measuring, reporting, and reducing emissions. (1 point)	1

Community Health: Integrating climate considerations into community reliance planning. (1 point)	1
<i>Score explanation: Currently, the UIC MHA program has core course work HPA 419: Foundations of Public Health and HPA 417: Quality Management in Health Services which covers community health, quality, governance, and facilities and their connection with environmental sustainability. These topics are taught through lectures and guest speakers.</i>	

Curriculum: Administrative Support for Planetary Health

1.13 Is your Master's curriculum currently in the process of implementing or improving Education or Sustainable Healthcare (ESH)/planetary health education?	
Yes, the curriculum team are in the process of actively including ESH / Planetary Health (2 points)	
No, but this is something that is being considered. (1 point)	
There are no current plans or considerations of including ESH / Planetary Health. (0 points)	
Score Assigned:	1
<i>Score explanation: The UIC MHA program is in the process of improving ESH and planetary health education through increased participation in planetary health education and initiatives. Through this participation, the program will work to increase topics within the curriculum.</i>	

1.14 How well are the aforementioned planetary health/Education or Sustainable Healthcare topics integrated longitudinally into the core curriculum?	
Planetary Health / ESH are very well integrated longitudinally into the curriculum (2 points)	
Planetary Health / ESH are well integrated but there is room for improvement. (1 point)	
Planetary Health / ESH are poorly integrated into the longitudinal curriculum. (0 points)	
Score Assigned:	0
<i>Score explanation: The UIC MHA program is currently working on implementing more curriculum relating to planetary health but has not integrated any longitudinal topics.</i>	

1.15 Does your Master's curriculum assign a faculty member to oversee the incorporation of planetary health and sustainable healthcare as a theme throughout the program?
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Yes, there is an assigned faculty to develop ESH / Planetary Health education. (1 point)	
There is no assigned member of staff. (0 points)	
Score Assigned:	0
<i>Score explanation: Currently, the UIC MHA curriculum does not have an assigned faculty member that oversees the incorporation of planetary health and sustainable healthcare.</i>	
Section Total (12 out of 32)	
37.5%	

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, 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: Faculty from the University of Illinois School of Public Health participate in research through the [ChicAgo Center for Health and EnvironmenT](#) (CACHET). With equal partnership with University of Chicago and UIC, CACHET promotes multidisciplinary environmental health research and its relation to health disparities within the Chicago-land area. CACHET is broken into five focus groups which include (i) Air, Water, and Soil Pollution (ii) Biomarkers of Exposure, Susceptibility and Risk (iii) Enviornmental Carcinogenesis (iv) Endocrine and Metabolic Diseases (v) Economic and Social Determinants of Enviornmental Effects and Policy. UIC School of Public Health faculty members engage in research and hold leadership positions within CACHET.

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:

Faculty from the University of Illinois School of Public Health participate in research through the [ChicAgo Center for Health and Environment](#) (CACHET). With equal partnership with University of Chicago and UIC, CACHET promotes multidisciplinary environmental health research and its relation to health disparities within the Chicago-land area. CACHET is broken into five focus groups which include (i) Air, Water, and Soil Pollution (ii) Biomarkers of Exposure, Susceptibility and Risk (iii) Environmental Carcinogenesis (iv) Endocrine and Metabolic Diseases (v) Economic and Social Determinants of Environmental Effects and Policy. UIC School of Public Health faculty members engage in research and hold leadership positions within CACHET.

UIC is also home to programs such as the [Children's Environmental Health Initiatives](#) and [Community Research on Climate & Urban Science Project](#). With the resources from [CACHET](#) and the newly inaugurated [Center for Climate and Health Equity](#), UIC is moving towards further studying the relationship between climate change and health disparities in Chicago.

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:

2

Score explanation:

UIC has recently inaugurated [The Center for Climate and Health Equity](#). This National Institute of Health funded center is moving to establish environmental health related research and community engagement activities which will address health impacts of climate change. The center is pushing to increase partnerships within the city of Chicago to further understand climate change impacts down to the neighborhood level. They plan to move away from the traditional narrative where communities are seen as passive recipients of decisions. The center is working to involve the community's input when it comes to making research decisions.

The [Children's Environmental Health Initiative](#) (CEHI) is an existing program at UIC which overlooks several research projects that focus on environmental research and the specific impact

these hazards have on children. CEHI works with community members to further understand the gaps and ask questions where the input is used back to making research decisions.

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

There is an **easy-to-use, adequately comprehensive** website that **centralises** various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)

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

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

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

Score Assigned:

2

Score explanation:

The university has a [Planning, Sustainability, and Project Management](#) website that attempts to be the centralized platform to highlight planetary health and environmental research. The website details the mission, vision, and focus groups that is set by UIC. It also has the Climate Commitment Action Plan attached and detailed within the website. However, the website does not adequately highlight all the environmental and planetary health research that the institution does.

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 [UIC Urban Forum: Chicago Futures](#) was hosted in April 2024 by the UIC Department of Urban Planning and Policy. The department gathered leaders from Chicago's planning, policy, nonprofit, and arts communities to discuss strategies for tackling climate change, increasing income inequality, and health disparities.

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

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

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

Score Assigned:

0

Score explanation:

No, the institution is not members of a national or international planetary health or ESH organizations.

Section Total (14 out of 17)

82.5%

Back to Summary Page [here](#)

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 colour. Institutions should partner with local communities affected by climate change and pollution to share information about environmental health threats, advocate together for change, and provide opportunities for students to be a part of this work.

3.1. Does your <u>institution</u> partner with community organisations to promote planetary and 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 has participating in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	3
<i>Score explanation:</i> UIC has recently inaugurated The Center for Climate and Health Equity . This National Institute of Health funded center is moving to establish environmental health related research and community engagement activities which will address health impacts of climate change. The center will work to “gather experts from public health, medicine, engineering, urban planning and biological sciences to measure these health impacts and test nature-based interventions such as green infrastructure to minimize the consequences of climate change on humans.” This new center has a mission to “support ongoing community-academic partnerships and build capacity for climate and health work across Chicago.”	

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

The institution has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	
The institution/medical school have not offered such community-facing courses or events. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> <i>While the UIC School of Public Health does have existing community engagement initiatives that work with education the community, but these community-facing courses do not focus on planetary health.</i>	

3.3. Does your <u>institution</u> have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?	
Yes, all students regularly receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)	
Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to some courses . (1 point)	
Students do not receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	1
<i>Score explanation:</i> <i>The Office of Planning, Sustainability, and Project Management has links to subscribe to newsletters that are created by UIC. These newsletters include “Greenlights” and “UIC Today – Sustainability” which are highlight and update on what UIC’s progress on its climate commitment and sustainability initiatives (including funding and scholarship details). However, students and faculty members are not automatically subscribed to these newsletters and must subscribe to manually through the website.</i>	

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

Score Assigned:	0
<i>Score explanation:</i> UIC does not engage in educational activities that target post-graduate individuals and ensuring that their knowledge and skills stay up to date in planetary health and sustainable healthcare during their professional career.	

3.5. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about environmental health exposures?	
Yes, the medical school or all affiliated hospitals have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated medical centres have accessible educational materials for patients. (0 points)	
Score Assigned:	1
<i>Score explanation:</i> UIC's pediatric clinics offer accessible materials on the dangers of lead exposure in the environment. The Great Lakes Center for Reproductive and Children's Environmental Health , associated with the UIC School of Public Health, also provides resources on a range of environmental exposures in several languages.	

3.6. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about the health impacts of climate change?	
Yes, the medical school 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:	0
<i>Score explanation:</i> UIC does not have accessible materials for patients that directly discusses the effects of climate change and their impact on health.	

Section Total (5 out of 14)	35.7%
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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, **neither** the medical school or the institution offer opportunities or support for sustainability initiatives or QI projects. (0 points)

Score Assigned:

2

Score explanation: The University of Illinois at Chicago offers a student-led [Sustainability Fund](#) that helps fund student projects related to sustainability. All UIC students, student organizations, faculty, and staff can apply for this funding. The funding can be applied to any project that helps create a sustainable environment on campus that has a positive impact on students. The project must align with the university's [Climate Commitment Action Plan](#).

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 these 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 Illinois at Chicago offers opportunities for students to do research related to the [Great Lakes Center for Occupational and Environmental Health](#) in collaboration with the World Health Organization. They address topics including healthcare waste reduction.

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 medical school, 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: The University of Illinois at Chicago has a website titled "[Teaching and Learning: Get Involved with Sustainability at UIC](#)" that offers information on courses with sustainability topics and information on getting funding for sustainability projects. Additionally, the School of Public Health has a [website that outlines various environmental health](#) research opportunities including the Center for Climate Health Equity, the Chicago Center for Health and Environment, and the Pediatric Environmental Health Specialty Unit all with contacts listed.

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 medical school 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 University of Illinois at Chicago has a student organization named the [Terra Society](#) which is involved in understanding the environment and climate change. All students are welcome to join and engage in discussion on these topics.

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:	0
Score explanation: The University of Illinois at Chicago does not currently have a student liaison representing sustainability interests at this time.	

4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	Score
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	1
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<p>Score explanation: The University of Illinois at Chicago Sustainability Fund works with the UIC Heritage Garden which is an urban agriculture project on campus. Students can learn to maintain the garden and learn about green practices.</p> <p>The UIC School of Public Health has a “Health Justice Speakers Bureau” which is a group of community leaders that routinely speak in curricular classes at the School of Public Health. Some of these leaders have focus topics related to sustainability and the environment.</p> <p>The University of Illinois at Chicago’s Office of Diversity, Equity, and Inclusion put on a webinar program titled “Crossing Latinidades: Climate and Environmental Justice Webinar” on how those in the Latine community experience unequal impacts of pollution and climate change.</p> <p>There was an exhibition in May of 2024 called “Climates of Inequality Exhibition” which discussed how seven different communities in Chicago have been harshly affected by climate change leading to inequitable outcomes.</p> <p>The University of Illinois at Chicago has a student group, EcoVolunteers, who help to encourage sustainability across campus and volunteer in initiatives that help reduce harmful environmental impacts such as by planting trees and plants around the campus community.</p>	

The University of Illinois at Chicago has an [Outdoor Adventure Program](#) that offers students opportunities like hiking, climbing, and wilderness medicine courses.

Section Total (13 out of 15)

86.7%

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 medical schools, clinics, and hospitals must set the standard for sustainable practices, and show other sectors what is possible when it comes to minimising environmental impact.*

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> UIC Office of Sustainability is known as the Department of Planning, Sustainability, and Project Management. This department overlooks project and manages the mission, vision, and groups that will assist UIC reach their Climate Commitment Action Plan. On the individual departments, UI Health Hospital have a volunteer department call the Hospital Green Team. Volunteers work as direct engagement and assist UIC in reaching their Climate Action Goal.</p>	

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

Score explanation:
UIC plans to reach carbon neutrality by 2050.

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:
Steam energy on west campus makes up <20% of energy

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

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

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

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

Sustainability is **not considered** in the construction of new buildings. (0 points)

Score Assigned:

2

Score explanation: The University of Illinois at Chicago's Energy Use Procedures include standards set for all new buildings on campus. [All new construction projects](#) or major renovations have to meet the LEED Gold certification in energy and environmental design. [Old buildings](#) have temperature requirements to conserve energy usage and lighting and water usage guidelines.

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 University of Illinois at Chicago makes public transportation easily available to students through partnership with the Chicago Transit Authority (CTA). They offer a student pass called the [UPASS](#) that students can buy for a flat rate and use for transportation all semester. Additionally, the UIC campus has [Divvy](#) bike stations for students to rent bikes and accessible bike lanes around campus.

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 medical school. (0 points)

Score Assigned:

2

Score explanation: The University of Illinois at Chicago offers both a recycling program and a composting program on campus. The UIC Student Center East offers [composting](#) to consumers and in the prep kitchens. Additionally, every building on campus has [recycling](#) bins and there are outdoor recycling bins as well.

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

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

There are sustainability guidelines for food and beverages, but they are insufficient or optional . The institution is engaged in efforts to increase food and beverage sustainability. (2 points)	
There are sustainability guidelines for food and beverages, but they are insufficient or optional . The institution is not engaged in efforts to increase food and beverage sustainability. (1 point)	
There are no sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	2
<i>Score explanation: The University of Illinois at Chicago currently has some criteria when making decisions about food and beverage selections. For example, the University Dining Services attempts to use locally sourced suppliers to improve sustainability. University Dining Services also has reusable containers for purchase at two dining locations on campus.</i>	

5.8. Does the <u>institution</u> apply sustainability criteria when making decisions about supply procurement?	
Yes, the institution has adequate sustainability requirements for supply procurement and is engaged in efforts to increase sustainability of procurement. (3 points)	
There are sustainability guidelines for supply procurement, but they are insufficient or optional . The institution is engaged in efforts to increase sustainability of procurement. (2 points)	
There are sustainability guidelines for supply procurement, but they are insufficient or optional . The institution is not engaged in efforts to increase sustainability of procurement. (1 point)	
There are no sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	2
<i>Score explanation: The University of Illinois at Chicago currently has some sustainability when making decisions about supply improvement and is trying to improve. For example, the University has a Landfill Waste Reduction Policy such as purchasing paper with a 30% post-consumer recycled content. The University is actively trying to improve their sustainability efforts in supply procurement with their Climate Action Implementation Plan that contains plans to reduce waste of different supply materials such as lab equipment.</i>	

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: The University of Illinois at Chicago has guidelines to reduce use of bottled water at events under the [Landfill Waste Reduction Policy](#). The University recommends to replace it with tap water whenever possible.

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: The University of Illinois at Chicago's Climate Commitment Action Plan contains an initiative called the [Lab Supply Inventory and Sharing Program](#) which advocates for inventories and shared lab storage to reduce buying products already owned.

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:

0

Score explanation: The University has not made any mention of divesting from fossil-fuel companies at this campus and there has not been organized advocacy at the Chicago campus thus far.

Section Total (16 out of 32)

50%

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 the 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 UIC School of Public Health, MHA Program

The following table presents the individual section grades and overall institutional grade for the UIC School of Public Health, MHA Program on this health-management-school-specific Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(12/32) \times 100 = 37.5\%$	D+
Interdisciplinary Research (17.5%)	$(14/17) \times 100 = 82.4\%$	A-
Community Outreach and Advocacy (17.5%)	$(5/14) \times 100 = 35.7\%$	D+
Support for Student-led Planetary Health Initiatives (17.5%)	$(13/15) \times 100 = 86.7\%$	A
Campus Sustainability (17.5%)	$(16/32) \times 100 = 50\%$	C
Institutional Grade	$(0.375 \times 0.3 + 0.824 \times 0.175 + 0.357 \times 0.175 + 0.867 \times 0.175 + 0.5 \times 0.175) = 55.84\%$	C+