



---

# Planetary Health Report Card (Medicine):

*University of New England  
College of Osteopathic Medicine*

---



2024-2025 Contributing Team:

- Students: Sree Gurralla and Maggie Frazier
- Faculty Mentors: Kin Ly and Alethea Cariddi

\*Primary Contact: Maggie Frazier, [mfrazier8@une.edu](mailto:mfrazier8@une.edu)

Land acknowledgment:

UNECOM would like to recognize the Wabanaki confederacy as their land stretches from midland Maine to Quebec.

## Summary of Findings

<b>Overall Grade</b>	<b>C</b>
<b>Curriculum</b>	<b>D</b>
<ul style="list-style-type: none"> <li>University of New England College of Osteopathic Medicine does include some discussion of planetary health in the curriculum, but it lacks integration longitudinally. While some faculty mentioned the effect of climate change on health, there were no direct learning objectives related to the material.</li> <li><b>Recommendations:</b> Because there is a lack of integration of key topics relating to planetary health throughout the curriculum, students will present specific points in the curriculum that could be improved upon to the Academic Curriculum Advising Committee.</li> </ul>	
<b>Interdisciplinary Research</b>	<b>C</b>
<ul style="list-style-type: none"> <li>The University of New England supports the Planetary Health Council and Sustainability committee, who engages in interdisciplinary research. UNE and UNE North also 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.</li> <li><b>Recommendations:</b> UNECOM could push for more sustainability research and create a process that allows impacted community members the ability to make decisions regarding the school's research agenda.</li> </ul>	
<b>Community Outreach and Advocacy</b>	<b>C-</b>
<ul style="list-style-type: none"> <li>University of New England has community outreach opportunities that relate to planetary health, partnering with local groups to present their perspectives to the student body. Although there are opportunities to learn about the unique relationships that these local groups have with the environment, there is a lot of room to expand these efforts into becoming more collaborative. There is little independent initiative from the medical school and their alumni, and no dedicated communication within the medical school for planetary health related matters.</li> <li><b>Recommendations:</b> 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.</li> </ul>	
<b>Support for Student-Led Initiatives</b>	<b>A</b>
<ul style="list-style-type: none"> <li>The University of New England College of Osteopathic Medicine offers support to student research and involvement in planetary health. There are available resources to pursue initiatives; however, there is little student involvement overall in planetary health at COM.</li> <li><b>Recommendations:</b> Support for student-led initiatives mostly comes from the wider University rather than the Medical School. More involvement from the medical school, as in a chapter for Medical Students for a Sustainable Future or collaborative efforts with the UNE Planetary Health Council are recommended.</li> </ul>	
<b>Campus Sustainability</b>	<b>C</b>
<ul style="list-style-type: none"> <li>In 2008, The University of New England committed to achieving carbon neutrality by 2040 by signing the Carbon Commitment. Additionally, UNE COM is moving to a newly built facility. While this new building (the HBACHS building) is planned to have impressive sustainability features, it will not bring the institution closer to the goal of carbon neutrality as it is not a net-zero building.</li> <li><b>Recommendations:</b> It is recommended that the medical school designates a specific staff member to sustainability, and students could pursue a staff member to fill this role. Additionally, COM could partner with the Sustainability Office and the Carbon Monitoring Task Force to assist in these plans.</li> </ul>	

# Statement of Purpose

*Planetary health is human health.*

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

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

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

# Definitions & Other Considerations

## Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “the health of human civilisation and the state of the natural systems on which it depends.” For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of health professional education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term “planetary health” to satisfy the metric.
- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.
- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:
  1. Describe how the environment and human health interact at different levels.
  2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
  3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.
- **Medical School/Department vs. Institution:** When “Medical school” is specified in the report card, this only refers to curriculum and resources offered by the School/department of Medicine and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when “institution” is specified in the report card, we are referring to the university more broadly including all of its campuses. Any resource reasonably accessible by medical students, no matter where in the institution the resource comes from or if it is

specifically targeted for medical students, can meet this metric.

- **Environmental history (Metric #19 in Curriculum Section):** This is a series of questions students are taught to ask during medical encounters that elicits patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mould after flooding. Key components include place of residence over the lifecourse, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution. Please be as specific as possible when providing evidence for this metric.
- **Elective:** The word "elective" refers to an optional course or lecture series that a student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.
- **Core Curriculum:** This refers to taught material that is delivered to the entire cohort of students in one year.
- **Clerkship / Outreach:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.
- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).
- **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 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

<b>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?</b>	
Yes, the medical school has offered <b>more than one</b> elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered <b>one</b> elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does <b>not</b> have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a <b>lecture</b> on planetary health. (1 points)	
No, the medical school has <b>not</b> offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	0
<i>Score explanation: Elective courses are not part of the curriculum at UNECOM, and students are not encouraged to enroll in classes outside of the medical school.</i>	

## Curriculum: Health Effects of Climate Change

<b>1.2. Does your <u>medical school</u> curriculum address the relationship between extreme heat, health risks, and climate change?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<i>Score explanation: As part of the OMKI course, 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</i>	

*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 prevalence of the disease is a concept that is looked at when discussing 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. In lectures on respiratory illnesses, increased pollution in densely populated areas was discussed as a risk factor for developing certain diseases.*

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

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

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

Score Assigned:

2

*Score explanation: 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?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

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

Score Assigned:

2

*Score explanation: The 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?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

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

Score Assigned:

2

*Score explanation: The effects of climate change on respiratory health was covered in a OMK1 genetics and microbiology lecture. In block 2, we discussed phenotypes and the effects of environmental factors such as air pollution and access to clean food/water effects on an individual's genetic makeup. In block 3, we discussed lower respiratory tract infections and how an individual's risk of contracting bacterial infections increases with air pollution.*

**1.6. Does your medical school curriculum address the cardiovascular health effects of climate change, including increased heat?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

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

Score Assigned:

0

*Score explanation: This topic was not covered.*

**1.7. Does your medical school curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

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

Score Assigned:

0

*Score explanation: This topic was not covered.*

**1.8. Does your medical school curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

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

Score Assigned:

2

*Score explanation: As part of the core Nutrition curriculum, students are required to understand the challenges which 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.*

**1.9. Does your medical school curriculum address the outsized impact of climate change on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

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

Score Assigned:

0

*Score explanation: This topic was not covered.*

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

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

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

Score Assigned:

0

*Score explanation: This topic was not covered.*

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

**1.11. Does your medical school curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides)?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

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

Score Assigned:

0

*Score explanation: This topic was not covered.*

**1.12. Does your medical school curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

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

Score Assigned:

2

*Score explanation: The 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 each student can decide which lecture to attend..*

*Each semester, at least one event is hosted in collaboration with the UNE Planetary Health Council. Although the students get to choose among a group of topics, most of which talk about various environmental threats, attendance to at least one of these talks is mandatory for OMS2 students and attendance to at least three of them is required for OMS1.*

**1.13. To what extent does your medical school emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

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

Score Assigned:

0

*Score explanation: This topic was not covered.*

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

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

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

Score Assigned:

0

*Score explanation: This topic was not covered.*

***Curriculum: Sustainability***

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

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<i>Score explanation: In UNECOM's OMKI curriculum, three lectures on nutrition covered this topic by discussing how plant-based diets may be considered by some individuals for a variety of reasons, including health and environmental. In addition to these lectures we had a physician speak at a mandatory OMSI on doctoring session about the benefits of vegetarian/vegan diet on an individuals health and health of the planet.</i>	

<b>1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation: This topic was not covered.</i>	

<b>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)</b>	<b>Score</b>
The health <b>and</b> environmental <b>co-benefits</b> of <b>avoiding</b> over-medicalisation, over-investigation and/or over-treatment (2 points)	0
The environmental impact of <b>pharmaceuticals</b> and over-prescribing as a cause of climate health harm. Alternatively teaching on <b>deprescribing</b> where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	0
The health <b>and</b> environmental <b>co-benefits</b> of <b>non-pharmaceutical management</b> of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	0
Environmental impact of <b>surgical</b> healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0
The impact of <b>anaesthetic</b> gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	0

The impact of <b>inhalers</b> on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	0
<b>Waste production</b> within healthcare <b>clinics</b> and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	0
<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 but they did not discuss the environmental benefits of these changes.</i>	

**Curriculum: Clinical Applications**

<b>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?</b>	
Yes, there are strategies introduced for having conversations with patients about climate change in the <b>core</b> curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in <b>elective</b> coursework. (1 points)	
No, there are <b>not</b> strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	0
<i>Score explanation: This topic was not covered.</i>	

<b>1.19. In training for patient encounters, does your <u>medical school’s</u> curriculum introduce strategies for taking an environmental history or exposure history?</b>	
Yes, the <b>core</b> curriculum includes strategies for taking an environmental history. (2 points)	
Only <b>elective</b> coursework includes strategies for taking an environmental history. (1 point)	
No, the curriculum does <b>not</b> include strategies for taking an environmental history. (0 points)	
Score Assigned:	2
<i>Score explanation: For OMSI the OCS curriculum has a lecture on gathering an in-depth social history including asking about occupation and occupational exposures as well as household composition and environment as components of a patients’ personal history.</i>	

**Curriculum: Administrative Support for Planetary Health**

**1.20. Is your medical school currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?**

Yes, the medical school is currently in the process of making **major** improvements to ESH/planetary health education. (4 points)

Yes, the medical school is currently in the process of making **minor** improvements to ESH/planetary health education. (2 points)

No, there are **no** improvements to planetary health education in progress. (0 points)

Score Assigned:

2

*Score explanation: 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 each student can decide which lecture to attend. Each semester, at least one event is hosted in collaboration with the UNE Planetary Health Council. Although the students get to choose among a group of topics, most of which talk about various environmental threats, attendance to at least one of these talks is mandatory for OMS2 students and attendance to at least three of them is required for OMS1. Each year different topics regarding planetary health and environmental threats are covered. Although CAIEP has been a requirement in previous years, there have been more lectures on the importance of sustainability in healthcare in the past year.*

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

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

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

Planetary health/ESH is not integrated and is primarily addressed in **(a) standalone lecture(s)**. (2 points)

There is **minimal/no** education for sustainable healthcare. (0 points)

Score Assigned:

0

*Score explanation: Available lectures/talks covering planetary health/education for sustainable healthcare topics are optional and are not required or included in curriculum.*

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

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

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

Score Assigned:

0

*Score explanation: UNECOM does not have faculty dedicated to overseeing or integrating planetary/environmental curriculum.*

**Section Total (19 out of 72)**

**26.4%**

Back to Summary Page [here](#)



# Interdisciplinary Research

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

<b>2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?</b>	
Yes, there are faculty members at the <b>institution</b> who have a <b>primary</b> research focus in planetary health <b>or</b> sustainable healthcare. (3 points)	
Yes, there are individual faculty members at the <b>institution</b> who are conducting research <b>related</b> to planetary health or healthcare sustainability, <b>OR</b> are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the <b>institution</b> , but not specifically associated with healthcare. (1 point)	
No, there are <b>no</b> planetary health and/or sustainability researchers at the <b>institution</b> at this time. (0 points)	
Score Assigned:	1
<i>Score explanation: There are many labs at UNE that engage in research focusing on climate change and environmental health. More recently there has been more collaboration/inclusivity between UNE and UNECOM which has allowed us to share more information regarding labs/research engaged in sustainable or environmental research practices.</i>	

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

*Score explanation: UNE North is a signature interdisciplinary center at the UNE 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 North Atlantic and the Arctic regions. UNE North hosts conferences and workshops in addition to providing research opportunities 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 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:

0

*Score explanation: There is currently no process by which individuals of highly impacted communities can give input about research at UNE*

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

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

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

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

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

Score Assigned:

3

*Score explanation: In addition to UNE North which provides conferences and research opportunities regarding planetary health and sustainability in healthcare, UNE has a website dedicated to sustainable efforts with various opportunities for research and events. This website includes links that help connect students with sustainability initiatives and Planetary Health Council leadership information.*

<b>2.5. Has your <u>institution</u> recently hosted a conference or symposium on topics related to planetary health?</b>	
Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)	
Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)	
Yes, the <b>institution</b> has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)	
The <b>institution</b> has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)	
No, the <b>institution</b> has not hosted a conference on topics related to planetary health in the past three years. (0 points)	
Score Assigned:	1
<i>Score explanation: UNE COM has not hosted any conferences on topics of planetary health in the past but UNE has opportunities for conferences outside of the medical school through the UNE Planetary Health Council. Additionally UNE North continues to cover topics related to planetary health. These conferences include UArctic assembly and 42 degrees North: The New England Forum For Arctic Collaborations.</i>	

<b>2.6. Is your <u>institution</u> a member of a national or international planetary health or ESH/ESV organisation?</b>	
Yes, the institution is a member of a national or international planetary health or ESH/ESV organisation. (1 points)	
No, the institution is <b>not</b> a member of such an organisation. (0 points)	
Score Assigned:	1
<i>Score explanation: UNECOM is a member of the Planetary Health Alliance and 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.</i>	

<b>Section Total (9 out of 17)</b>	<b>52.9%</b>
------------------------------------	--------------

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.

<b>3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?</b>	
Yes, the <b>institution</b> meaningfully partners with <b>multiple</b> community organisations to promote planetary and environmental health. (3 points)	
Yes, the <b>institution</b> meaningfully partners with <b>one</b> community organisation to promote planetary and environmental health. (2 points)	
The <b>institution</b> does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is <b>no</b> such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>Score explanation: UNE North is a signature interdisciplinary center at UNE that collaborates to build sustainable communities across the Atlantic and North Atlantic regions. These collaborations include UNE staff and students with regional and global partners to foster innovative solutions to health, environmental and economic challenges. UNE Center of excellence in Public Health partners with Maine’s Health departments, non-profits, and health service providers. . They focus on substance use prevention, nutrition education, policy, and provide additional support through their flagship programs SNAP-Ed and AHEC.</i></p>	

<b>3.2. Does your <u>institution</u> offer community-facing courses or events regarding planetary health?</b>	
The <b>institution</b> offers community-facing courses or events at least once every year. (3 points)	
The <b>institution</b> 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 <b>institution</b> has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	
The <b>institution</b> has not offered such community-facing courses or events. (0 points)	

Score Assigned:	2
<i>Score explanation: PHC in collaboration with CAIPE provides events that are not community facing, most of which talk about various environmental threats. These events provide opportunities to hear from members of local groups and their experience with a changing environment.</i>	

<b>3.3. Does your <u>institution</u> have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?</b>	
Yes, all students <b>regularly</b> 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 <b>some courses</b> . (1 point)	
Students <b>do not</b> receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	1
<i>Score explanation: The COMpass publication occasionally includes information pertaining to sustainability and environmentalism. Planetary health is included in UNE's strategic plan and core values. A focus of UNE is to work towards a higher education in advancing lives of individuals and improving local communities. One of UNE's primary values is to maintain sustainable practice and continue to pursue research that reveals important discoveries and lifesaving cures for disease, helps us understand the natural world, and explores the nature of the human experience.</i>	

<b>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?</b>	
Yes, the <b>institution</b> or <b>main affiliated hospital trust</b> offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)	
Yes, the <b>institution</b> or <b>main affiliated hospital trust</b> offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers. (1 point)	
There are <b>no</b> such accessible courses for post-graduate providers. (0 points)	
Score Assigned:	0
<i>Score explanation: There are no such resources available to postgraduates at UNE.</i>	

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

Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)

**Some** affiliated hospitals have accessible educational materials for patients. (1 point)

**No** affiliated hospitals have accessible educational materials for patients. (0 points)

Score Assigned:

0

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

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

Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)

**Some** affiliated hospitals have accessible educational materials for patients. (1 point)

**No** affiliated hospitals have accessible educational materials for patients. (0 points)

Score Assigned:

0

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

**Section Total (6 out of 14)**

**42.9%**

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.*

<b>4.1. Does your <u>institution</u> offer support for students interested in enacting a sustainability initiative/QI project?</b>	
Yes, the <b>institution</b> <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. (2 points)	
The <b>institution</b> encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, <b>but</b> there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution <b>does not</b> offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	1
<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 UNE COM 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>	

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

*Score explanation: UNE provides a variety of research opportunities that are related to planetary health and sustainable health care. Additionally UNE provides programs such as the Summer Sustainability Fellowship which pairs UNE students and recent UNE graduates with local municipal, business, and non-profit community partners (host organizations) to collaborate on specifically designed sustainability projects.*

**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 institution and/or contact of information of potential mentors.**

The institution has a webpage with specific information related to planetary health or sustainable healthcare/vetcare that includes up-to-date information on relevant initiatives and contact information of potential mentors. (2 points)

There is an institution webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the institution, but it lacks key information. (1 point)

There is **no institution** specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. (0 points)

Score Assigned:

2

*Score explanation: 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 also a "Student Research Opportunities" section of the school website in collaboration with the UNE Planetary Health Council which gives all students access to the resources.*

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

Yes, there is a student organisation **with faculty support** at my institution dedicated to planetary health or sustainability in healthcare. (2 points)

Yes, there is a student organisation at my institution dedicated to planetary health or sustainability in healthcare but it **lacks faculty support**. (1 point)

No, there is **not** a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)

Score Assigned:

2

*Score explanation: UNE COM's Student Government Association: the Sustainability Committee. This committee is supported by UNE COM 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.*

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

Yes, there is a student representative that serves on a department or institutional decision-making council/committee. (1 points)

No, there is no such student representative. (0 points)

Score Assigned: 1

*Score explanation: The UNEvCOM 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.*

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><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li><i>There is a student and faculty maintained community garden on the UNE Biddeford campus.</i></li> </ul>	

- *CAIEP and the PHC provide opportunities to hear from members of local groups and their experience with a changing environment.*
- *There are monthly events hosted in partnership with the Portland Needle Exchange as well as Partners for World Health through various medical school organizations. These events promote community awareness and education on various topics such as substance use, the impact of it on our community as well as the environment.*
- *Art installations which explore themes of environmentalism and interdependence with nature are frequently on display in the UNE Ketchum Library gallery.*
- *There are substantial undergraduate and medical students part of various organizations that participate in volunteer events like park and beach clean ups and outdoor trips.*
- *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*

**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.*

<b>5.1. Does your <u>institution</u> have an Office of Sustainability?</b>	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is <b>at least one designated staff member</b> for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but <b>no specific staff member</b> in charge of hospital sustainability. (2 points)	
There are <b>no salaried sustainability staff</b> , but there is a sustainability task force or committee. (1 point)	
There are <b>no</b> staff members <b>or</b> task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
<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>	

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

*achieve this goal through a combination of energy efficiency measures, renewable energy purchases, waste reduction, and alternative transportation.*

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

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

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

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

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

Score Assigned:

1

*Score explanation: 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 school plans to move to a new facility in Portland in 2025. The energy sources for this facility have not yet been finalized at this time.*

**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: UNE does use sustainable building practices, but they do not conform to a published sustainability rating system. The HBACHS building on Portland campus do not have solar panels - but use mass timber in half the building, which is a sustainable building materials*

*that sequesters carbon, and has heat pumps and very high efficiency systems and controls to conserve energy.*

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

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

The institution has implemented **some** strategies to provide environmentally-friendly transportation options, but the options are **unsatisfactorily** accessible or advertised. (1 point)

The institution has **not** implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)

Score Assigned:

1

*Score explanation: UNE offers free bus transit in Biddeford and Portland and South Portland systems with student/faculty/staff ID cards. We also offer a bike share program on Biddeford Campus. UNE provides EV charging stations on both campuses. Additionally UNE offers a carpool matching program.*

**5.6. Does your institution have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?**

Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)

The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)

There is **no** compost or recycling program at the institution. (0 points)

Score Assigned:

2

*Score explanation: 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 institution apply sustainability criteria when making decisions about the campus**

<b>food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?</b>	
Yes, the institution has <b>adequate</b> sustainability requirements for food and beverages, including meat-free days or no red-meat, and <b>is engaged</b> in efforts to increase food and beverage sustainability. (3 points)	
There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b> . The institution <b>is engaged</b> in efforts to increase food and beverage sustainability. (2 points)	
There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b> . The institution is <b>not</b> engaged in efforts to increase food and beverage sustainability. (1 point)	
There are <b>no</b> sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	3
<i>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 annual Local Vendor Fair and other programs.</i>	

<b>5.8. Does the <u>institution</u> apply sustainability criteria when making decisions about supply procurement?</b>	
Yes, the institution has <b>adequate</b> sustainability requirements for supply procurement <b>and is engaged</b> in efforts to increase sustainability of procurement. (3 points)	
There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The institution is <b>engaged</b> in efforts to increase sustainability of procurement. (2 points)	
There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The institution is <b>not engaged</b> in efforts to increase sustainability of procurement. (1 point)	
There are <b>no</b> sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	0
<i>Score explanation: There is no sustainability criteria for procurement of materials. Employees are allowed to purchase from any supplier</i>	

<b>5.9. Are there sustainability requirements or guidelines for events hosted at the institution?</b>	
Every event hosted at the institution <b>must</b> abide by sustainability criteria. (2 points)	
The institution <b>strongly recommends or incentivizes</b> sustainability measures, but they are <b>not required</b> . (1 point)	

There are <b>no</b> sustainability guidelines for institution events. (0 points)	
Score Assigned:	1
<i>Score explanation: Through collaboration between the UNECOM Student government association's Sustainability Committee and the newly formed Nutrition Club, recommendations for sustainability measures at UNECOM events have been taken into effect. For example there was a learning kitchen that was hosted by the two collaborators for incoming students to teach them about eating clean for a greener planet.</i>	

<b>5.10. Does your <u>institution</u> have programs and initiatives to assist with making lab spaces more environmentally sustainable?</b>	
Yes, the institution has <b>programs</b> and <b>initiatives</b> to assist with making lab spaces more environmentally sustainable. (2 points)	
There are <b>guidelines</b> on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are <b>no</b> efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	0
<i>Score explanation: There are no current guidelines in place through the medical school, however there are some efforts by the institution.</i>	

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

*have a carbon free fund but we also have funds like the S&P 500 fund which includes some energy companies.*

**Section Total (17 out of 32)**

**53.1%**

Back to Summary Page [here](#)



# Grading

## Section Overview

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

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

## Planetary Health Grades for the UNE COM School of Medicine

The following table presents the individual section grades and overall institutional grade for the UNE COM on this medical-school-specific Planetary Health Report Card.

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$19/72 \times 100\% = 26\%$	D
<b>Interdisciplinary Research (17.5%)</b>	$9/17 \times 100\% = 52.94\%$	C
<b>Community Outreach and Advocacy (17.5%)</b>	$6/14 \times 100\% = 42.86\%$	C-
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$13/15 \times 100\% = 86.67\%$	A
<b>Campus Sustainability (17.5%)</b>	$17/32 \times 100\% = 53.13\%$	C
<b>Institutional Grade</b>	$(26.39 \times 0.3 + 52.94 \times 0.175 + 42.86 \times 0.175 + 86.67 \times 0.175 + 53.13 \times 0.175) = 49.15$	C

# Report Card Trends

## Section Overview

This graph demonstrates trends in overall and section grades for the years in which UNE COM has participated in the Planetary Health Report Card initiative.

