



Planetary Health Report Card (Medicine) 2026: *Albert Einstein College of Medicine*



Albert Einstein College of Medicine

2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	B-
Curriculum	B
<ul style="list-style-type: none"> Einstein has made significant progress in incorporating planetary health topics in its curriculum. They are mainly featured in an overview lecture in the Health Systems and Health Equity course, as well as topics dispersed throughout many of the preclinical systems courses. There is an active effort to more cohesively integrate planetary health topics within the preclinical curriculum, which was successful in 6 of the 10 systems courses. Recommendations: Gaps remain, particularly regarding the clinical portion of the curriculum. Students can be taught to discuss the health effects of climate change with patients and take an environmental history. 	
Interdisciplinary Research	C-
<ul style="list-style-type: none"> Einstein is home to a handful of faculty primarily engaged in PH research and has affiliations with additional researchers. Website development for environmental and global health is still underway, which will improve student access to resources. Recommendations: Einstein could consider holding a conference related to PH and implementing a process in which community members impacted by environmental injustice can provide input regarding the environmental research agenda. Instituting an interdisciplinary department could be a longer-term goal. 	
Community Outreach and Advocacy	C
<ul style="list-style-type: none"> Einstein has a preclinical Service-Learning course, which allows students to work with several PH-related organizations within the Bronx. Student groups partner with community organizations to promote environmental health. Einstein's affiliated hospitals have online educational materials about environmental health exposures. Recommendations: Einstein or affiliated hospitals should develop educational materials about the health effects of climate change. Einstein should consider offering PH courses for post-graduate providers, as well as regularly communicating with students about efforts and updates regarding sustainable healthcare. 	
Support for Student-Led Initiatives	A-
<ul style="list-style-type: none"> Einstein has several student-led groups dedicated to planetary health. Einstein Sustainability Club works closely with faculty and the newly established Department of Sustainability and Energy Management to integrate sustainability initiatives and opportunities into curricula and student life. Einstein also offers co-curricular planetary health programs, such as One Health or the Global Health Fellowship. An improvement includes an establishment of the Environmental Advocacy Committee, formed to establish communication between interested providers, faculty, and students to support related student- and provider-led projects and provide updates via newsletters. Recommendations: We recommend that the medical school increase support for students interested in sustainable initiatives, perhaps by creating a website that more directly connects students with available PH mentors or opportunities, and/or prioritizing grants for related research. 	
Campus Sustainability	B-
<ul style="list-style-type: none"> Under the Montefiore-Einstein Office of Energy and Sustainability, a new department of Sustainability and Energy Management dedicated to improving the environmental impact of campus practices was established at Einstein. Shuttle transportation and recycling services in student housing are two well-established efforts that can serve as foundations for more comprehensive sustainability programs. A composting system has been incorporated into student housing. Recommendations: There is still much to improve with the campus sustainability. While there are some goals 	

already in place, we strongly recommend introducing sustainable guidelines for events and daily campus life.

Statement of Purpose

Planetary health is human health.

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

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

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

Definitions & Other Considerations

Definitions:

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

specifically targeted for medical students, can meet this metric.

- **Environmental history (Curriculum Section):** This is a series of questions students are taught to ask during medical encounters that elicits patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mould after flooding. Key components include place of residence over the lifecourse, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution. Please be as specific as possible when providing evidence for this metric.
- **Elective:** The word "elective" refers to an optional course or lecture series that a student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.
- **Core Curriculum:** This refers to the taught material that is delivered to the entire cohort of students in one year.
- **Clerkship / Outreach:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.
- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).
- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.
- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.
- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.
- **Extractivism:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to

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

- **Global South:** Nations that often have less economic and industrial development and are typically in the southern hemisphere. These nations have been found to be disproportionately impacted by the climate crisis.
- **Low socioeconomic status (SES):** An individual or geographical area that across a variety of socioeconomic factors (e.g., income, education, race/ethnicity) is considered vulnerable. This vulnerability has been correlated to more adverse health outcomes often as a consequence of encountering more barriers in accessing and receiving healthcare.
- **Low and Middle-Income Countries (LMIC):** Countries that have lower degrees of economic affluence.
- **Anthropogenic:** Created through human activity
- **Marginalized communities:** Groups excluded from mainstream economic, educational, social, and/or cultural experiences due to race, gender identity, sexual orientation, age, physical ability, language, and/or immigration status (Sevelius et al., 2020).

Scoring Matrix

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

Other considerations:

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

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

Planetary Health Curriculum

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

Curriculum: General

1.1. Did your <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?	
Yes, the medical school has offered more than one elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered one elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health. (1 point)	
No, the medical school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	0
<i>Score explanation: Albert Einstein College of Medicine does not offer any elective courses on planetary health topics.</i>	

Curriculum: Health Effects of Climate Change

1.2. Does your <u>medical school</u> curriculum address the relationship between extreme heat, health risks, and climate change?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<i>Score explanation: Several lectures in the “Health Systems & Health Equity” course, which is a part of the M1 core curriculum, address the effects of extreme heat and climate change on health risk. A lecture entitled “Climate Justice and Health Equity” demonstrates how extreme heat is</i>	

linked to food insecurity and safety, heat-related injury, drought, and water quality. Another lecture called “Hospital-Based Sustainability Practices” presents on the connection between extreme heat and cerebrovascular disease, with a discussion of Montefiore’s efforts to reduce carbon emissions to combat rising temperatures.

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:

3

Score explanation: The “Health Systems and Health Equity” Course present this topic several times as part of the MI core curriculum. The lecture entitled “Climate Justice and Health Equity” dedicates several slides to this topic, discussing the effect of extreme weather events on both healthcare systems and individual health, citing Hurricane Maria as a recent example. Furthermore, multiple articles in the pre-session readings address this topic in depth, linked [here](#), [here](#), and [here](#).

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:

3

Score explanation: Einstein's MI core curriculum course "Health Systems & Health Equity" includes a lecture titled "Climate Change and Health Equity." Several slides in this lecture show that climate change has led to increased risk of vector-borne infectious disease such as malaria and dengue, using several graphics and illustrations. A slide in another lecture titled "Sustainability in Healthcare" lists diseases linked to changes in vector ecology due to climate change. Within the “Infectious Diseases” course in Einstein’s core curriculum, a lecture titled “Emerging Infectious” contains content on how climate change influences the way pandemics emerge, for example Malaria in the US. This lecture explains the multiple impacts climate change has on human health and cites applying a One Health lens to understand the impact of environmental change on healthcare-related infections. It also contains a slide noting that different pathogens emerge and re-emerge due to climate change, for example Dengue epidemic potential

due to climate change. Another lecture in this course called “Diarrheal Pathogens” mentions how the expansion of cholera is linked to climate change. A lecture titled Arbovirus also discussed how the distribution of these viruses is likely to expand due to climate change and includes a map of the distribution worldwide. A lecture on “Introduction to Fungi” cites climate change as one of the contributing factors to the rise of fungal disease. A lecture titled “Cryptococcus and dimorphic fungi” discusses how climate change effects endemic mycoses via a change in the geographic regions, increasing rates of the fungal infections, extreme weather events which promote growth and spread of fungal spores, and the migration of populations.

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

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

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

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

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

Score Assigned:

3

Score explanation: In the Health Systems and Health Equity course, a lecture titled "Climate Justice" mentions how air pollution contributes negatively to respiratory health, such as asthma, COPD, and allergies. Additionally, the required pre-session material, [NEJM module on climate change](#), discusses specific factors of pulmonary disease directly tied to climate change, providing several resources/articles on the topic.

In the Pulmonary System course, within lectures titled “Asthma 1 & 2” and “COPD 1 & 2,” there are a number of slides which identify air pollutants caused by industrial emissions and automobile exhaust as triggers of lung disease. These lectures also identify outdoor air pollution, indoor air pollution (from heating and cooking with biomass), pests, and occupational dust as environmental exposures that can increase risk of asthma and COPD. The asthma lectures also address avoidance of environmental exposures as a disease mitigation strategy.

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:

3

Score explanation: In the Cardiovascular Systems course, one lecture titled “Circulatory Failure and Shock” discusses the effects of heat stroke on cardiac function, highlighting the impact urban environments versus non-urban settings have on heat distribution. Another lecture titled “Hypertension” cites studies suggesting that environmental noise and air pollution as 2 major risk factors for negative impact on cardiovascular health, particularly in urban settings. It explains the pathophysiology and mechanistic pathways on how pollution leads to vascular inflammation and dysfunction that mediate the increase in blood pressure effects.

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:

3

Score explanation: Score explanation: In the Health Systems and Health Equity course, a lecture titled "Climate Change and Health Equity" briefly mentions that extreme weather events can impact mental health, but does not elaborate on the manifestations of these impacts further than simply stating that they exist. Additionally, the [NEJM module on climate change](#) (listed as required preparation for the lecture) discusses specific factors of mental health conditions to which climate change contributes, along with several resources/articles on the topic, but this information is not adequately integrated into the lecture.

In the Psychiatry section of the Neuroscience and Human Behavior course, lecture 2.02 (Depression, slide 16) includes a slide on planetary health and depression (courtesy of the Einstein Sustainability Club) citing examples of the increased prevalence of depression as a result of direct and indirect factors and events precipitated by climate change from studies, followed by a list of relevant readings recommended by the Einstein Sustainability Club. In the lecture on anxiety, session 2.04, for this course there is also a slide on climate change and anxiety: “distress about climate change and how it impacts the landscape and human existence”.

Additionally, lecture 1.26 titled “Dementia” of the Neurology course includes a slide (courtesy of the Einstein Sustainability Club) discussing how increased heat exposure can result in neuroinflammation and oxidative stress, associated w/ protein misfolding seen in various causes of dementia.

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:	3
<p><i>In the Health Systems and Health Equity course, the lecture titled "Climate Justice" contains several slides detailing the effect of climate change on immunologic, pulmonary, and cardiac diseases. One slides links climate change's impact on water quality and quantity to health more explicitly, as limited food and water access increase susceptibility to GI pathogens. The required pre-session readings for this lecture included the NEJM module on climate change which details climate-related health risks to each body system.</i></p> <p><i>In the Endocrine System course, a lecture titled "Treatment of Obesity" included a slide titled "Obesity, Malnutrition, and Climate Change." This slide links a 2019 report which states that obesity and climate change are driven by high consumption of cheap energy sources and the impacts of climate change (such as drought) can create food insecurity and ultimately malnutrition. It also states that solutions to obesity and malnutrition (such as improving food systems) would also address climate change.</i></p> <p><i>Lecture 2.07 in the GI course titled "Diarrhea" discusses how climate change leads to drought/floods which lead to poor sanitation/food nutrition issues, contributing to infectious/diarrheal illness, and by extension increased morbidity and mortality.</i></p>	

1.9. Does your <u>medical school</u> curriculum address the outsized impact of climate change on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation: Score explanation: In the Health Systems & Health Equity course, the lecture titled "Climate Justice" contains a few slides showing that climate change affects marginalized populations. One slide contains an image depicting how children, older adults, low-income communities, and communities of color are at higher risk for heat stroke, exposure to pollutants, and vulnerability during extreme weather events. The slide also adds suggestions for the mitigation of these risks. Another slide states that climate change is a social determinant of health which worsens and exacerbates existing inequalities for marginalized populations. This lecture included required readings (including the NEJM Module on Climate Change) and a prelecture assignment which detailed the impact that climate change has on vulnerable populations and the importance of focusing on these populations when trying to improve risks of climate change.</i></p>	

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:

3

Score explanation:

The Health Systems and Health Equity course, a part of Einstein's M1 core curriculum, has a Unit titled Climate/Sustainability & Healthcare in which there is a session on Climate Justice. This module features a required [New England Journal of Medicine interactive module](#) which details the impact of climate changes on both health on both an individual and systems level. The module includes a lecture titled "Climate Change and Health Equity," which address the unequal regional impacts of climate change globally. One lecture slide contains two images: the first shows the word map with countries enlarged or shrunk based on carbon usage, the other image shows the countries enlarged or shrunk based on mortality in regional distribution of four climate sensitive health consequences. Another slide states that the poorest one billion people only produce 3% of greenhouse gas emissions, however they are the most vulnerable to the effects of climate change. One of the readings offered after this session, entitled "Put equity first in climate adaptation" approach the ideation of climate change solutions from a global health equity lens.

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, microplastics)?

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, but the Einstein Sustainability Club plans to work with Reproduction Systems Course Leadership to implement this education into the curriculum going forward.

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:	3
<p><i>Score explanation: There is a first-year session where two courses, Health Systems Science & Health Equity and Service Learning, collaborated to offer greater perspective on the Bronx community from a climate change lens. After delivering a lecture on the history of the Bronx, facilitators led a session where students analysed environmental data of specific zip codes and how those findings reflect health outcomes. In another session of this course titled “Social/Structural Determinants of Health” there are multiple slides that focus on the neighborhood of the Bronx specifically—e.g. lack of green space, air quality, and lack of food access--and how it contributes to poor health of residents. The lecture mentions Air NYC, an asthma intervention and relief organization which aims to bolster health equity at the community level. This lecture speaks about the pollution gap and cites policy changes that can be made in the areas with the highest pollution levels to combat policies that exacerbate inequities.</i></p> <p><i>In the Pulmonary Systems course, a lecture entitled “COPD” addresses in depth the environmental exposures of air pollution, 1st and 2nd hand smoke, indoor air pollution from poorly ventilated buildings, occupational dusts and fumes. These topics were also addressed in the same course in a lecture titled “Asthma,” with an explanation of how these environmental exposures can contribute to asthma exacerbation/manifestations of disease.</i></p>	

1.13. To what extent does your <u>medical school</u> 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
<p><i>Score explanation: In the first block of a longitudinal course, Introduction to Clinical Medicine: Communication Skills, a small group discussion on Culturally Sensitive Medical interviewing presents a compelling opportunity to expand on the role of environment and spirituality in indigenous value systems to elicit a comprehensive explanatory model of illness and how illness should be explored in the context of one’s cultural and individual framework and understanding. However, despite exploring topics of indigenous knowledge and valuing these systems, it is not applied to planetary health solutions within this context.</i></p>	

1.14. Does your <u>medical school</u> curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women,
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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:	3
<p><i>Score explanation: One lecture in a course titled "Health Systems and Health Equity" in the first-year curriculum titled "Social/Structural Determinants of Health" addresses factors that lead to health disparities encompassed by social determinants of health. One slide addresses the lived environment and speaks of housing with an infestation that is located in the south Bronx which has high air pollution compared to other parts of the city. Another slide speaks of larger structural social and environmental systems and biases that affect the health of individuals and how physicians approach the visits. This lecture also speaks about "structural vulnerability" a topic that trains physicians to address an individual's risk for negative health outcomes through their interactions with SES, political, and cultural/normative hierarchies. In a lecture titled "The Bronx and Sustainability," several examples of local projects that are combating the outsized effects of environmental toxins are discussed in depth. First year students are also required to read the article "Put Equity First in Climate Adaptation" and watch a brief lecture called "Climate Change, Health and Health Equity" on YouTube, where topics such as pollution gaps experienced by marginalized communities are discussed. Students are required to complete a writing assignment discussing the pollution and climate gaps on more vulnerable communities and how they are more vulnerable to the effects of climate change versus less vulnerable communities. There is then a corresponding small group session to discuss this topic further in depth.</i></p>	

Curriculum: Sustainability

1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 point)	
Score Assigned:	3
<p><i>Score explanation: The environmental and related health benefits of a plant-based diet are mentioned several times throughout the preclinical curriculum. The Health Systems and Health Equity course included a lecture called "Climate Change and Health Equity," which simultaneously mentioned the co-benefits, specifically those to cardiovascular health, and the reduction of greenhouse gas pollution. Within the same course, in a lecture titled "Sustainability at Einstein/Montefiore," the speaker describes Montefiore's efforts to reduce the use of animal-based</i></p>	

meals and create more plant-based alternatives while alluding to the diet's health benefits. In the Cardiovascular System course, a lecture about cardiovascular disease and protective factors discussed the health benefits of a plant-based diet. In the Nutrition and Health elective course, plant-based diets were discussed, but not in the context of their environmental benefits.

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

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

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

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

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

Score Assigned:

3

Score explanation: Within the preclinical course "Health Systems and Health Equity," the lecture titled "Climate Justice" names hospitals as the largest contributor of healthcare's carbon footprint and briefly mentions actions to reduce this phenomenon. In the same course, a lecture titled "Sustainability at Einstein/Montefiore" describes the carbon footprint of healthcare systems in depth, highlighting energy and waste elimination and actions taken specifically by the Montefiore Health Network to manage and reduce its carbon footprint.

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)	Score
The health and environmental co-benefits of avoiding over-medicalisation, over-investigation and/or over-treatment (2 points)	2
The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	2
The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	1
Environmental impact of surgical healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	1
The impact of anaesthetic 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)	1
The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	0

Waste production within healthcare clinics and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	1
<p><i>Score explanation: In the Molecular and Cellular Foundations of Medicine (MCFM) course, a lecture within the Pharmacology module titled "Intro to Module 2 Pharmacology and Pathology" emphasizes the health and environmental harms of polypharmacy and the benefits of avoiding overtreatment. In this lecture, they also emphasized the benefits of non-pharmaceutical management and the importance of considering lifestyle changes before prescribing a drug. Additionally, in MCFM, a lecture titled "General and Local Anesthetics" mentions the environmental impact of different anesthetic gasses.</i></p> <p><i>In the Health Systems and Health Equity course, a lecture titled "Climate Justice" mentions the benefits of reduced meat consumption on health and the environment. Another lecture in this course, titled "Sustainability at Einstein/Montefiore," describes waste production at the institution and working on minimizing scope 1, 2, and 3 waste. This lecture also discussed the environmental impact of surgical care and how Montefiore is working to mitigate these impacts.</i></p>	

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies to have conversations with patients about the health effects of climate change?	
Yes, there are strategies introduced for having conversations with patients about climate change in the core curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework. (1 point)	
No, there are not strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	0
<i>Score explanation: The curriculum does not introduce strategies to have conversations with patients about the health effects of climate change.</i>	

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?	
Yes, the core curriculum includes strategies for taking an environmental history. (2 points)	
Only elective coursework includes strategies for taking an environmental history. (1 point)	
No, the curriculum does not include strategies for taking an environmental history. (0 points)	
Score Assigned:	0

Score explanation: Though students get passive exposure to a template used to conduct an environmental history including lead exposure, potential asthma exacerbators, and other factors in pediatrics clerkships, they are not given specific training for how to elicit this history. We are currently working with faculty in pediatrics and in Einstein's curriculum is in the Introduction to Clinical Medicine or Transition to Clerkship Courses to include a session on environmental history taking, although this is not formally in the curriculum yet.

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: Currently, improvements to ESH/planetary health education are being made on a class by class basis and are being driven by student advocacy with a focus on preclinical and systems courses. Planning is underway to make improvements in a more organized and consistent fashion, but has not yet taken shape. These efforts could benefit from the backing of an administrative faculty member who is designated the responsibility of planetary education development.

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:

4

Score explanation: Planetary health and ESH topics are covered broadly through three lectures in the Health Systems and Health Equity course. Additionally, planetary health/ESH topics are continuing to be integrated into multiple lectures, case conferences, and assessments in the organ systems courses throughout the preclinical curriculum. However, this integration could be more universal and would benefit from more formalization/curricular support. Right now, throughout the clinical curriculum, planetary health education exists only as part of the required Service Learning

course through opportunities to volunteer at sites and to educate the community on climate change and health at local health fairs. However, only a minority of students are exposed to this. Further integration throughout the clinical curriculum such as class-wide education of history taking and clinical skills related to planetary health/ESH could be more developed.

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: There is no assigned faculty that is responsible for overseeing curricular integration of planetary health and sustainable healthcare at our institution.

1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?

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

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

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

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

Score Assigned:

3

Score explanation: Several of the partnerships in our Service Learning course are environmental/sustainability-focused, including [Friends of Pelham Bay Park](#) and [Grassroots Grocery](#). In our Health Systems and Health Equity course, several policy/ advocacy sessions are offered covering a wide range of structural determinants of health topics, including a session titled “Climate Justice/Sustainability Policy” given by Dr. Rahee Nerurkar exploring the evolution of climate/sustainability policies from a local to national level and how physicians/students enact change. Furthermore, in the session titled Health Policy Workshops, multiple resources are linked for students to explore advocacy organizations. This included Climate Justice Policy resources to like the Be a Buddy program (Hunts Point) https://huntspoint.nyc/?page_id=1405 and WE ACT (Environmental Justice org) <https://weact.org/>

In the Bioethics course, students engage in conversation regarding ethical dilemmas and often discuss structural determinants of health and avenues for advocacy for patients and the community through dialogue with faculty leading the sessions.

Section Total (56 out of 75)	74.7%
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Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?	
Yes, there are faculty members at the institution who have a primary research focus in planetary health or sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the institution who are conducting research related to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the institution , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are no planetary health and/or sustainability researchers at the institution at this time. (0 points)	
Score Assigned:	3
<i>Score explanation: There are several faculty members who investigate the effects of pollutants on human health. Dr. H. Dean Hosgood is a Professor in the Department of Epidemiology and Population Health whose research studies how environmental exposures influence cancer susceptibility and develops the Household Air Pollution Consortium to collect data exploring the relationship between household air pollution and lung cancer death. Dr. Michael Aschner is a Professor of Molecular Pharmacology at Einstein whose research studies the effects of metals on the brain, such as the neurotoxicity of manganese.</i>	

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u>?	
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 point)	
There is no dedicated department or institute. (0 points)	
Score Assigned:	1
<i>Score explanation: The Albert Einstein College of Medicine does not have a dedicated department or institute for interdisciplinary planetary health research. However, there is an Environmental Health and Safety department that is dedicated to occupational and environmental health.</i>	

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 point)	
There is no process, and no efforts to create such a process. (0 points)	
Score Assigned:	0
<i>Score explanation: There is no such process and there are no known efforts to create such a process.</i>	

2.4. Does your <u>institution</u> 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:	0

Score explanation: There is no website with information about research related to health and the environment. However, this year Einstein created the Department of Sustainability and Energy Management, which is led by Anthony Giamella. Currently, there is an effort to develop a website including campus resources and research related to global health and the environment. Einstein's parent institution, Montefiore Einstein, has a website for its sustainability office (<https://montefioreeinstein.org/patient-care/about/sustainability>) which outlines the institution's sustainability progress and initiatives.

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: | 3

Score explanation: Einstein hosted a Healthcare Sustainability: Leading Change Through Innovation on April 23, 2025 at both the main hospital and medical school campuses in which Sustainability, Partnership, Environmental Advocacy, and Clinical Innovation and department-specific sustainability initiatives were discussed with the broader community and faculty

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/ESV organisation. (1 point)

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

Score Assigned: | 0

Score explanation: Albert Einstein College of Medicine is not a member of such organizations. Currently, there is consideration about this happening in the near future. However, Albert Einstein, as part of the Montefiore Einstein Health System, is a member in the New York State Energy

Research & Development Authority's Clean Green Campus. Additionally, as of 2025, Montefiore Einstein is a proud signatory of the NYSIF Climate Action Program, a statewide initiative encouraging employers to take measurable steps to reduce their carbon footprint and increase climate resilience.

Section Total (7 out of 17)

41.2%

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Community Outreach and Advocacy

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

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 participates in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>Score explanation: Einstein's curricular service-learning course includes environmental justice and sustainability sites as service learning opportunities. Every year, a group of pre-clinical students will volunteer with Friends of Pelham Parkway as part of their Service Learning requirement. Additionally, students can conduct their required service learning during clinical years at local sites including the Center for the Urban River at Beczak, Friends of Pelham Parkway, The James Baldwin Outdoor Learning Center, and the Bronx River Alliance. Additionally, students can engage in service at the Mosholu Montefiore Community Center aeroponics gardens, and the Einstein Sustainability Club frequently volunteers with the Bronx River Alliance.</i></p> <p><i>Previously, through the Food Justice and Medicine group, students have engaged in service work that included composting and bringing surplus produce to community fridges with Grassroots Grocery, which helped provide food security and reduced food waste. Also, Bronx One Policy Group, a health advocacy group at Einstein, has also worked with local groups in advocating for capping the Cross Bronx Expressway and making other changes to transit policy to address air pollution and its disproportionate burden on Bronx residents.</i></p>	

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 has not offered such community-facing courses or events. (0 points)	
Score Assigned:	3
<p><i>Score explanation: The Department of Family and Social Medicine hosts monthly Social Medicine Rounds, a lecture series for community members and medical school staff and students to discuss medical, economic and psychosocial issues impacting the health and wellness of the Bronx community. The rounds planning committee works to include climate-related discussion around each of its topics. Einstein also has successfully instituted its Service Learning course in which students have several opportunities to host community-facing education, workshops, health fairs, etc. As part of the service learning course, all students are required to participate in one health fair which happens every 6 weeks in which one topic of education is climate change. The specific service learning sites centered around environmental justice, such as the Center for the Urban River at Beczak and Friends of Pelham Parkway, particularly offer opportunities for students to host community-centered educational events on these topics</i></p>	

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:	0
<p><i>Score explanation: There is no regular coverage of planetary health or sustainability in newsletters or updates provided by school administrators directly to students. Only indirect forms of coverage exist. The Montefiore-Einstein Office of Energy and Sustainability has issued its Sustainability Report annually since 2024, which is publicly available online but not provided directly to students. The director of Montefiore-Einstein's Office of Energy & Sustainability also currently hosts monthly office hours open to the institution to discuss Montefiore's sustainability reports and ongoing initiatives.</i></p>	

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 providers. (1 point)

There are **no** such accessible courses for post-graduate providers. (0 points)

Score Assigned:

0

Score explanation: Our institution does not currently provide a full course for post-graduates to continue education in planetary health or sustainable healthcare. Two lectures intended to be a climate change curriculum for residents within the Pediatric Residency Program at Montefiore have been developed (about 120 min of lectures total). Otherwise, there are no resources provided or promoted by the institution that focus on ensuring knowledge and skills in these areas. While no full course exists, the Environmental Advocacy Committee newsletter goes out to interested physicians, students, and faculty to keep those up to date on projects, research, and upcoming events happening at Montefiore-Einstein. Grand Rounds Lectures at Montefiore offer opportunities for providers to learn about environmental change and create conversation over how they can make an impact through their practice. A Grand Rounds lecture given by Dr. Satchit Balsari titled “Human Health in Our Warming World” provided faculty with an overview of research on climate change and health and explores approaches to address health challenges facing those that are at-risk.

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

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

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

No affiliated medical centres have accessible educational materials for patients. (0 points)

Score Assigned:

1

Score explanation: The Children’s Hospital at Montefiore’s website includes information about [environmental illnesses](#). One suggestion for improvement is to make this page more accessible by including the link on other related pages (e.g. Asthma Center website, Sustainability at Montefiore website) or creating handouts that can be distributed to patients when appropriate. Additionally, through the longitudinal Service-Learning Course at the medical school, select students are tasked with educating community

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
<i>Score explanation: There are no known educational materials related to climate change or planetary health available to Montefiore's patients at its affiliated hospitals.</i>	

Section Total (7 out of 14)	50%
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Support for Student-Led Planetary Health Initiatives

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

4.1. Does your institution offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the institution <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 institution encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, but there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	1
<p><i>Score explanation: There are several avenues for students at Einstein to carry out sustainability QI projects. At Einstein, there is a longitudinal Impact course in which each student is required to carry out a project that results in a scholarly project. Built into this course, there is robust opportunity for faculty mentorship, which includes faculty in both the areas of QI and sustainability. Additionally, the Albert Einstein College of Medicine offers support for students interested in enacting sustainability/QI projects, via Einstein's newly-established Sustainability and Energy Management department led by Anthony Giamella, Manager – Energy and Sustainability. In addition, the institution is working in conjunction with the Montefiore Health System, Einstein's parent institution to establish a new multi-level, multi-disciplinary committee that will connect students with faculty to carry out such projects. While funding has not yet been made available, the Sustainability and Energy Management department is in active dialogue with the students to identify sustainability initiatives and secure funding.</i></p>	

4.2. Does your institution offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?	
The institution has a specific research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)	
There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these require student initiative to seek them out and carry them out in their spare time. (1 point)	

There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points)

Score Assigned:

2

Score explanation: Einstein offers a Global Health program to its students known as One Health, which is focused on interdisciplinary efforts in research, education, and clinical practice to unify and achieve the best healthcare outcomes for people, animals, and the environment. Einstein also offers a Global Health Fellowship involving clinical research with Dr. H. Dean Hosgood, studying the associations between air pollution and several cancers as well as non-malignant respiratory and cardiometabolic outcomes. Einstein and Montefiore also have several faculty and staff members with expertise in sustainability and planetary health who are willing to mentor student 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 medical school and/or contact of information of potential mentors.

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

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

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

Score Assigned:

0

Score explanation: Einstein does not have a web page consolidating information related to planetary health/sustainable healthcare activities or contact information of potential mentors. However, the Einstein Sustainability Club is currently working with faculty to develop this resource.

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
<p><i>Score explanation: The Einstein Sustainability Club, supported by two faculty mentors, is affiliated with Medical Students for a Sustainable Future and has a mission to develop planetary health as an institutional priority with an emphasis on benefiting the patients of the local Bronx Community. Plant-based at Einstein is also a student-led and faculty-supported group with one of their aims being to share the environmental benefits of a plant-based diet.</i></p>	

4.5. Is there a student liaison representing sustainability interests who serves on a <u>department or institutional</u> decision-making council to advocate for curriculum reform and/or sustainability best practices?	
Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 point)	
No, there is no such student representative. (0 points)	
Score Assigned:	1
<p><i>Score explanation: Einstein's WellMed program promotes overall student wellbeing and advocates for each of several individual aspects of wellness which includes a pillar of environmental wellness. The program has a student representative that works with the Office of Student Affairs to organize and advertise events related to wellness, some of which focus on sustainability.</i></p>	

4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	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

Score explanation: There are multiple student groups and service-learning opportunities for students to get involved with community gardens, clean-up events, and volunteer at local farmer’s markets. It is very accessible to get involved with different Sustainability projects at Einstein and in the Bronx community. Einstein Sustainability Club continues to partner with a local organization, the Bronx River Alliance, which protects and restores the Bronx River. Einstein School of Medicine also hosts related events with partnering organizations such as Friends of Pelham Parkway. The Einstein Garden Club, in partnership with Bronx Green-Up from the NY Botanical Garden hosted a Compost workshop in June 2025. The Bronx Community Garden club supports the community and students interested in gardening and sustainable initiatives in agriculture, growing and providing fresh produce from the garden on Einstein’s campus to the Bronx community and student-led free clinic. They maintain the garden and host community events and produce donation to the student-led free clinic ECHO and other community organizations.

In the Spring of 2026, the student club Einstein Innovation Group (EIG) is launching the first school-sponsored case competition across multiple institutions titled “Reimagining Interdisciplinary Social Entrepreneurship (RISE)” which focuses on addressing social determinants of health in the Bronx by partnering with community organizations. Over 10 days, teams will take on a surprise community challenge and deliver a pitch to a live judging panel on March 15, 2026. The teams work with community organizations to create solutions for social issues, which include urban environmental impacts on health.

In the Climate/Sustainability & Healthcare lectures in the Health Systems and Health Equity course we learned about the ways healthcare professionals and institutions can partner with their community to promote sustainability. Montefiore, Einstein’s parent institution hosted a session called the Human Health in Our Warming World for its Medicine Grand Rounds in March 2025.

Within Einstein’s Impact course, a Global Health Faculty panel is offered for students to attend and includes a talk on the interdisciplinary planetary health project One Health.

The climbing club at Einstein helps organize some outdoor outings. The OSA also organized an apple picking trip and a ski trip for many students this year. The Einstein Cycling Club organized a group ride in the summer 2025 along the Bronx River Parkway.

Section Total (12 out of 15)	80%
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Campus Sustainability

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

5.1. Does your institution have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
<i>Score explanation: Albert Einstein College of Medicine has an office of Energy and Sustainability. There is a newly appointed Manager of Energy and Sustainability at the College of Medicine, along with a director of Energy and Sustainability at Montefiore-Einstein. There are multiple full-time staff that are dedicated to implement sustainability into Einstein education and research operations, administration, and engagement.</i>	

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

Score explanation: The institution as aligned itself with state and local frameworks joining the NYSIF climate action pledge through we they have committed to achieving net-zero emissions by 2050 and a 50% reduction in emission by 2030. This plan has been published in the 2025 Sustainability Report issued by the institution.

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: Einstein buildings and infrastructure do not utilize renewable energy in a substantial way.

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: Although there has not been a new building on campus, over the past year the institution has implemented recommendations from energy audits and launched new lighting and retrocommissioning initiatives across the campus. For example, the staff-housing energy delivery was changed from 1961-era boiler system and connected to the main campus central steam plant to maximize efficiency of existing clean-energy systems. A lighting modernization program has been

undertaken currently to update LED lighting and control installation across multiple campus buildings.

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:

3

Score explanation: Albert Einstein College of Medicine provides a shuttle service between campuses and the nearby subway station. Einstein participates in a carpooling program as well. Bicycle racks are also located in multiple areas of campus, as well as overnight in the parking garage. The institution is situated near subway stations and an upcoming expansion to include railroad access nearby.

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:

3

Score explanation: There are waste bins for trash and recycling throughout campus and in student housing. Compost bins are also available in student housing. Composting on campus has been expanded in partnership with NYC's renewed Food Scrap Drop-off FSDO program in which student housing is now composting through NYC Compost program, with potential to expand this to campus dining facilities and broader Einstein operations.

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

*Score explanation: There are guidelines in place for sustainable food and beverage options, however they are optional at the current moment. Information about plant-based meals can be seen on the institution's webpage, <https://montefioreinstitute.org/patient-care/about/sustainability/community-wellness>, on how choosing a plant-based diet can promote environmental sustainability by reducing the greenhouse gas emissions and environmental degradation associated with the production of meat and dairy. Under the guidance of cardiologist Robert Ostfeld, MD, MSc—the founder and director of our plant-based outpatient *Cardiac Wellness Program*—Montefiore now offers plant-based vegan meals for inpatients and has added *Forks Over Knives*, a documentary highlighting the health and environmental benefits of a plant-based diet, to inpatients' TV channels. There are currently initiatives being explored to reduce waste at campus events that cater food, however these initiatives have not been enacted yet.*

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

Yes, the institution has **adequate** sustainability requirements for supply procurement **and is engaged** in efforts to increase sustainability of procurement. (3 points)

There are sustainability guidelines for supply procurement, but they are **insufficient or optional**. The institution **is engaged** in efforts to increase sustainability of procurement. (2 points)

There are sustainability guidelines for supply procurement, but they are **insufficient or optional**. The institution is **not engaged** in efforts to increase sustainability of procurement. (1 point)

There are **no** sustainability guidelines for supply procurement. (0 points)

Score Assigned:

2

Score explanation: The website for the [Office of Energy and Sustainability](#) includes a [Environmentally Preferable Procurement Policy](#), which explains that Procurement will make efforts to increase sustainability (e.g. by securing contracts with environmentally conscious suppliers and purchasing products/appliances with low environmental impact) when practical or feasible, but there are no requirements to do so.

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: 0

Score explanation: There are no sustainability guidelines for medical school events to our knowledge. This has been discussed between the Einstein Sustainability Club and the Office of Student Affairs as a possible task to be addressed in the future. There are currently initiatives being explored to reduce waste at campus events that cater food, however these initiatives have not been enacted yet.

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: There are guidelines from the Office of Energy and Sustainability (<https://montefioreeinstein.org/supplychain>) on how to source more sustainable products and equipment. There are initiatives being enacted to make lab spaces more sustainable in terms of energy usage and sourcing.

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
<i>Score explanation: Einstein has investments with fossil fuel companies, and there have been no efforts to change that.</i>	

Section Total (20 out of 32)	62.5%
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Back to Summary Page [here](#).

Grading

Section Overview

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

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

**Within each grade bracket, a score in the top 5% (_5 to _9%), receives a “+”, and a score in the bottom 5% (_0- _4%) receives a “--”. For example, a percentage score of 78% would be a B+.*

Planetary Health Grades for the Albert Einstein College of Medicine.

The following table presents the individual section grades and overall institutional grade for the Albert Einstein College of Medicine on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(56/75) \times 100 = 74.67\%$	B
Interdisciplinary Research (17.5%)	$(7/17) \times 100 = 41.18\%$	C-
Community Outreach and Advocacy (17.5%)	$(7/14) \times 100 = 50\%$	C
Support for Student-led Planetary Health Initiatives (17.5%)	$(12/15) \times 100 = 80\%$	A-
Campus Sustainability (17.5%)	$(20/32) \times 100 = 62.5\%$	B-
Institutional Grade	$(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = \mathbf{62.20\%}$	B-

Report Card Trends

Section Overview

This graph demonstrates trends in overall and section grades for the years in which Albert Einstein College of Medicine has participated in the Planetary Health Report Card initiative.

