



Planetary Health Report Card (Healthcare Management)

2026:

Rush University



2025-2026 Contributing Team:

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Land acknowledgment: We recognize the indigenous lands in which Rush University operates: the traditional homelands of the Anishinaabe, or the Council of the Three Fires: the Ojibwe, Odawa, and Potawatomi Nations.

Summary of Findings

Overall Grade	C+
Curriculum	C-
<ul style="list-style-type: none"> ● The Health Systems Management Program introduces students to planetary health and sustainable healthcare concepts across multiple core courses, including climate impacts on health systems, emissions scopes, sustainability leadership, health equity implications, healthcare policy, informatics, and ESG considerations within supply chain management. The elective course Applications of Human-Centered Design to Planetary Health and Sustainability further supports applied learning in planetary health and sustainability. ● However, planetary health topics are primarily addressed in brief, isolated segments rather than integrated longitudinally across the curriculum. Several key areas remain underdeveloped or absent, including ecosystem health and resource security, plant-forward food systems, Indigenous knowledge systems, civic engagement and climate advocacy, and practical strategies for engaging clinicians in climate-health conversations. The program also lacks a designated faculty lead responsible for coordinating planetary health education. ● Recommendations: <ul style="list-style-type: none"> ○ Integrate planetary health and sustainable healthcare concepts longitudinally across core coursework. ○ Assign a faculty champion to formally oversee planetary health curriculum development and implementation. 	
Interdisciplinary Research	B-
<ul style="list-style-type: none"> ● Rush University has faculty actively engaged in planetary health and healthcare sustainability research, particularly focused on operating room environmental impact, life cycle assessments, and sustainability leadership. The institution also engages community voices in broader health research through established structures such as CAPriCORN, the Institute for Translational Medicine, and the ALIVE Faith Network. ● Despite strong individual research efforts, Rush lacks a dedicated interdisciplinary planetary health research institute or centralized platform to coordinate and showcase this work. Community members advise research broadly but do not directly influence a focused planetary health research agenda. ● Recommendations: <ul style="list-style-type: none"> ○ Establish a formal interdisciplinary planetary health research initiative or institute ○ Develop a centralized planetary health research hub to highlight faculty expertise projects, and opportunities 	
Community Outreach and Advocacy	B
<ul style="list-style-type: none"> ● Rush demonstrates strong engagement in community partnerships related to planetary health, including urban gardening programs, food recovery and composting initiatives, heat mapping efforts, and sustainability-focused conferences and events such as the Rush Supplier Summit. Planetary health topics are also consistently featured in institutional communications. ● While diagnosis-specific environmental health materials are available for patients, Rush does not yet provide comprehensive climate-focused health education resources or ongoing professional education opportunities in planetary health for post-graduate providers. ● Recommendations: <ul style="list-style-type: none"> ○ Develop accessible patient-facing resources addressing climate-related health risks and resilience strategies ○ Expand professional education offerings related to planetary health and sustainable healthcare 	

Support for Student-Led Initiatives	C
<ul style="list-style-type: none"> ● Students have access to funding, sustainability research opportunities, volunteer programs, and co-curricular planetary health initiatives through university programs and the Office of Environmental Sustainability. Students actively contribute to community engagement and applied sustainability projects. ● However, planetary health engagement remains decentralized and largely student-driven, with no formal faculty-supported student organization, centralized mentorship system, or structured pathway for long-term student leadership. ● Recommendations: <ul style="list-style-type: none"> ○ Establish a faculty-supported planetary health student organization ○ Create a centralized platform connecting students to mentors, projects, and research opportunities 	
Campus Sustainability	B-
<ul style="list-style-type: none"> ● Rush University Medical Center demonstrates strong institutional commitment to sustainability through a dedicated Office of Environmental Sustainability. Advances are being made in sustainable procurement, food systems reform, composting and recycling programs, green building practices, transportation initiatives, and laboratory sustainability improvements. ● While renewable energy adoption and sustainability policy development are progressing, Rush’s carbon neutrality timeline remains less ambitious than peer institutions globally but is aligned with peer institutions in the United States. Formal sustainability requirements for institutional events and full fossil fuel divestment have not yet been achieved. ● Recommendations: <ul style="list-style-type: none"> ○ Accelerate renewable energy expansion via community solar and strengthen long-term carbon reduction targets ○ Finalize sustainability policies for procurement and campus events ○ Use investment emissions data to support progress toward fossil fuel divestment 	

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.

Healthcare management:

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

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “the health of human civilisation and the state of the natural systems on which it depends.” For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of 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.
- **Healthcare Management School/Department vs. Institution:** When “Medical school” is specified in the report card, this only refers to curriculum and resources offered by the School/Department of healthcare management and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when “institution” is specified in the report card, we are referring to the university more broadly, including all of its campuses. Any resource reasonably accessible by healthcare management students, no matter where in

the institution the resource comes from or if it is specifically targeted for medical students, can meet this metric.

- **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).

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

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

Curriculum: General

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

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

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

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

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

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

Score Assigned:

1

Score explanation: The core course Leadership in the Changing Healthcare System provides recommended readings such as “Planetary health leadership: essential personal characteristics for addressing the planetary crisis.” This course also includes lecture materials that cover environmental and carbon cycles, climate policies, impacts to human health, and the growing need for climate conscious healthcare leaders. Group assignments include emissions mitigation policy recommendation discussions.

1.2 Did your Master’s curriculum offer elective courses (student-selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the past year?

Several elective courses were offered to master's students on ESH or planetary health. (2 points)	
Some elective courses were offered to master's students on ESH or planetary health. (1 point)	
No elective courses were offered to students (0 points)	
Score Assigned:	1
<i>Score explanation: There is one course, Applications of Human-Centered Design to Planetary Health and Sustainability, offered as an elective,. Additionally, the Supply Chain elective curriculum does contain multiple models on ESG and environmental sustainability with guest lectures from Ian Hughes (Director of Sustainability at Rush University Medical Center), Jinia Sarkar (Sustainability Manager at Rush University Medical Center), and other ESG professionals.</i>	

1.3 Does your Master’s curriculum address the impacts of extreme weather events or changing weather patterns on healthcare systems, such as but not limited to severe thunderstorms, storm surges, drought, or excessive heat?	
The Master’s curriculum addresses at least two of the above in the core curriculum. (2 points)	
The Master’s curriculum addresses at least one or a relative alternative of the above in the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	1
<i>Score explanation: In the Leadership in the Changing Healthcare System course, the lecture “Systems Dynamics and Earth Systems” covers the impacts of extreme weather events and climate change on human health and health systems. Discussions and group assignments around mitigation strategy and emergency preparedness follow the lecture material.</i>	

1.4 Does your Master’s curriculum address the relationships between community health, food and water security, ecosystem health*, and climate change?	
*: the state or condition of an ecosystem in which its dynamic attributes are expressed within the normal ranges of activity relative to its ecological state of development” (van Andel and Aronson, 2006)	
This topic was explored in depth by the core curriculum. (2 points)	
This topic was briefly covered in the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation: This topic is not explicitly covered in any of the core curriculum or elective courses offered this year.</i>	

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

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

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

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

Score Assigned:

1

Score explanation: The co-benefits of environmental sustainability and health equity considerations are briefly covered in the course Leadership in the Changing Healthcare System in the “Systems Dynamics and Earth Systems” lecture materials. The lecture focuses on potential community impact of sustainability practices such as increased access to renewable energy and how that can help communities or individuals of lower socioeconomic background.

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

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

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

Score Assigned:

1

Score explanation: The unequal regional health impacts of climate change globally is briefly discussed in the Leadership in the Changing Healthcare System course in the ‘Systems Dynamics and Earth Systems lecture’ materials. It covers the impact of temperature, infectious disease, and mortality rates in relation to climate change.

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

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

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

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

Score Assigned:

0

Score explanation: This subject is not explicitly covered in the core curriculum or elective courses offered this year.

1.8 Does your Master’s curriculum address the carbon footprint of healthcare systems via Scopes 1 (“Direct emissions from sources owned or controlled by the organization”), 2 (Indirect emissions purchased energy), or 3 (All other indirect emissions including those within the supply chain) per the Greenhouse Gas Protocol?

Two or more emission scopes were covered in the **core** curriculum. (2 points)

Only one emission scope was covered in the **core** curriculum. (1 point)

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

Score Assigned:

2

Score explanation: Scope 1, 2, and 3 emissions were briefly covered in the Leadership in Changing Healthcare Systems within the lecture “Systems Dynamics and Earth Systems lecture.” They are also briefly discussed in the Supply Chain elective course in the Sustainability in Healthcare guest lecture.

1.9 Does your Master’s curriculum introduce strategies to have conversations with physicians or other healthcare providers about the health effects of climate change?

Yes, the **core** curriculum covers strategies to have conversations regarding the health effects of climate change. (1 point)

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

Score Assigned:

0

Score explanation: The curriculum does not introduce strategies to have conversations with physicians or other healthcare providers about the health effects of climate change.

1.10 Does your Master’s curriculum address important human-caused environmental threats that are relevant to the university’s surrounding community?

Yes, the **core** curriculum covers important human-caused environmental threats relevant to the institution’s surrounding community. (1 point)

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

Score Assigned:

1

Score explanation: Rush University is located on the Near West Side of Chicago, which is historically an underprivileged and underserved neighbourhood with higher levels of environmental burden and injustice. This is discussed across multiple core curricula courses, as well as multiple electives. It is central to Rush’s mission to serve and understand the needs of the surrounding communities.

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

1.12 Does your Master’s curriculum cover these components of sustainable management practice in the core curriculum? (1 point each)	Score
HR: Leveraging environmental sustainability to attract and retain talent (e.g. through employer branding and employee resource groups). (1 point)	1
Facilities: Incorporating environmental sustainability considerations into facilities master planning? (1 point) <i>Examples of facilities master planning: Equipment, access, information technology, systems and processes, sustainability initiatives, and staff</i>	0
Governance: Incorporating environmental sustainability and climate resilience considerations into enterprise risk management? (1 point)	1
Finance: Financing mechanisms for supporting environmental sustainability practices (e.g. green bonds, green revolving funds). (1 point)	0
Leadership & Policy: Organizational advocacy in regional, national, and global healthcare policies (e.g. ATACH/WHO). (1 point)	1
Law: Legal and regulatory frameworks involving measuring and reporting of environmental footprints (e.g. SBTi, TCFD)? (1 point)	0
IT: The environmental footprint associated with information systems / AI? (1 point)	1
Quality: Expectations of emerging accreditation standards associated with measuring, reporting, and reducing emissions. (1 point)	0
Community Health: Integrating climate considerations into community reliance planning. (1 point)	1
<i>Score explanation: These 5 topics were covered throughout lecture and guest lecture materials, as well as supplemental readings and articles. There is also brief discussion of these topics in the Interdisciplinary Professional Education (IPE) course offered for every university student.</i>	
<i>HR – 1 focus on employee resource group (Green Employee Resource</i>	

Group

Governance – 1 Leadership in Changing Healthcare Systems covers climate-conscious decision-making in risk enterprise management

Leadership and Policy – 1 Healthcare Organizations has comprehensive units on healthcare reform and policy, advocacy both nationally and internationally

IT – 1 Healthcare Informatics course covers the environmental impact of AI implementation

Community Health – 1 Health Equity and New Models of Care addresses climate considerations and their impact on preventative care and chronic conditions

Curriculum: Administrative Support for Planetary Health

1.13 Is your Master’s curriculum currently in the process of implementing or improving Education or Sustainable Healthcare (ESH)/planetary health education?

Yes, the curriculum team are in the process of actively including ESH / Planetary Health (2 points)

No, but this is something that is being considered. (1 point)

There are no current plans or considerations of including ESH / Planetary Health. (0 points)

Score Assigned:

2

Score explanation: Our Master’s curriculum has student champions Sydney Schultz and Darius Baginskis, and faculty advisors, Dr. Andrew Garman and Ian Hughes, promoting and implementing sustainable healthcare/planetary health education.

The program is considering incorporating planetary health education and sustainable healthcare principles. It is subjective to each professor willing to edit or add to their own curriculum for each course. The IPE course has been the most successful incorporating case studies and readings about planetary health and sustainable healthcare practices.

1.14 How well are the aforementioned planetary health/Education or Sustainable Healthcare topics integrated longitudinally into the core curriculum?

Planetary Health / ESH are very well integrated longitudinally into the curriculum (2 points)

Planetary Health / ESH are well integrated but there is room for improvement. (1 point)

Planetary Health / ESH are poorly integrated into the longitudinal curriculum. (0 points)

Score Assigned:

0

Score explanation: Planetary health education and sustainable healthcare topics are poorly integrated into the longitudinal curriculum currently.

1.15 Does your Master’s curriculum assign a faculty member to oversee the incorporation of planetary health and sustainable healthcare as a theme throughout the program?

Yes, there is an assigned faculty to develop ESH / Planetary Health education. (1 point)	
There is no assigned member of staff. (0 points)	
Score Assigned:	0
<i>Score explanation: The Master's curriculum does not have an assigned faculty member to oversee the incorporation of planetary health and sustainable healthcare as a theme throughout the program. There are faculty members in the program that are championing sustainability work, but it is not in an official role or capacity with the university.</i>	

1.16. 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:	0
<i>Score explanation: The curriculum does not include teachings on civic engagement or advocacy to address the environmental and structural determinants of health.</i>	

Section Total (15 out of 35)	42.86%
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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
<p><i>Score explanation: Dr. Ami Shah and Dr. Brian Gulack with the Medical College, and Dr. Andrew Garman with the College of Health Sciences have research that primarily focuses on planetary health and sustainability leadership, and improving the environmental impact of operating rooms.</i></p> <p><i>Here are recent publications from these authors:</i></p> <p><i>Surgeon perspectives on preference cards and environmental stewardship</i></p> <p><i>A Life Cycle Assessment of Reusable and Disposable Surgical Caps</i></p> <p><i>Planetary health leadership: the journey so far</i></p>	

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:	0
<i>Score explanation: There is currently no department or institute for interdisciplinary planetary health research at Rush.</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:	2
<p><i>Score explanation: Rush Medical College is a participant organization in the Chicago Area Patient-Centered Outcomes Research Network (CAPriCORN) Consortium, a partnership of 11 local research institutes joined together to investigate ways of improving health care focused on the people living in Chicago. CAPriCORN research initiatives are driven by input from an established Patient Community Advisory Committee (PCAC) and the Health & Medicine Research Policy Group (HMPRG) composed of patients, community members, caregivers, advocates, and healthcare providers. The PCAC and HMPRG allow for input from a wide variety of community voices about the research priorities of CAPriCORN.</i></p> <p><i>Rush University, with the University of Chicago, is a co-leader of the Institute for Translational Medicine (ITM). The ITM is a NIH Clinical and Translational Science Award (CTSA) program dedicated to improving health in Chicago and around the world. Rush Medical College faculty member James Mulshine, MD is the ITM Community and Collaboration Core Leader, overseeing city-wide research collaborations between community members, organizations, industry, and researchers.</i></p> <p><i>Through the ALIVE Faith Network program, a collaboration between Rush and local pastors, there has been work to improve the health of urban, segregated communities in Chicago and a new expansion into the Northwest Corridor of the Chicago suburbs. The Community Health Ministry is an advisory council of churches that help Rush University researchers through the ALIVE Faith Network in identifying community health needs and creating sustainable health programming. Additionally, the ALIVE Faith Network facilitates community-based participatory research partnerships with local churches to more accurately identify health inequities and improve well</i></p>	

being of African American communities. Currently, there is no process where community members can make decisions regarding the planetary health research agenda, namely because we do not have a specific department dedicated to this research.

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:

1

Score explanation: There is not a centralized, publicly available website describing current or past research in environmental sustainability at Rush. Rush does have an [Office of Environmental Sustainability webpage](#) that describes current sustainability efforts and provides general resources related to health and the environment, however it is not comprehensive and does not include research opportunities.

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

Yes, the **institution** has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)

Yes, the **institution** has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)

Yes, the **institution** has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)

The **institution** has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)

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

Score Assigned:

4

Score explanation: Rush University hosted a student-led conference for Earth Day in 2024, showcasing planetary health research and educating students and staff on climate change.

In July 2024, Rush University hosted a Planetary Health Report Card workshop symposium for other universities to attend. This was meant to bring other academic institutions together to understand the importance of evaluating their institutions' planetary health commitments and provide action steps to incorporate planetary health concepts into their universities. Planetary Health Leaders in the University hosted a two-day, interdisciplinary faculty development summit in Summer of 2025. In addition, the University has hosted a series of watch parties for related national conferences such as the One Health: One Planet and CleanMed.

The Global Health Symposium - an annual symposium related to global health at Rush University, has multiple speakers who have covered topics related to planetary health

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:

1

Score explanation: Rush is a member of Practice Greenhealth and the Consortium of Universities for Global Health (CUGH), both of which are involved in healthcare sustainability research and advocacy nationally and internationally. Rush also partners with Healthcare Without Harm.

Section Total (11 out of 17)

64.71%

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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: Rush Medical College partners with two community gardens through the Rush Community Services Initiative Program, Healthy Hood Chicago and BEET Chicago. Rush students and faculty participate in city gardening at two Healthy Hood garden locations and the BEET Chicago North Lawndale garden. Student organizations hosted clothing drives to donate gently used clothes and hygiene products to community organizations, such as Brave Alliance and Philips High School. In addition, our institution has helped collect data for the Cool Chi program, which measures heat across communities in Chicago in summer, and sent organic waste to Green Era Chicago to support their biodigester, education center, and community garden effort in Auburn Gresham in Chicago's South Side. Rush is also partnered with Franciscan Outreach to set up a food recovery program that donates excess food from the central kitchen to people in need, reducing food waste and helping the community.</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
<i>Score explanation: Rush University hosted the Academy of Management conference, inviting participants to learn about sustainability initiatives at Rush University and Erasmus, share strategies, and explore opportunities for healthcare management research aimed at furthering ecological sustainability. Also, our institution led Rush Supplier Summit that attracted over 100 attendees from local businesses/vendors to learn the opportunities to partner with Rush for commercial activities and celebrate their diverse, local, and sustainable made products and services.</i>	

3.3. Does your <u>institution</u> have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?	
Yes, all students regularly receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)	
Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to some courses . (1 point)	
Students do not receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	2
<i>Score explanation: The Office of Environmental Sustainability regularly contributes articles about sustainable healthcare and planetary health to Rush News, University News, and Student Life communications. Recent articles include information about community solar opportunities, bike to work challenges, and a campus-wide waste audit that took place to help establish a recycling program. The Green Employee Resource Group also has an internal page where volunteer opportunities and additional information can be found.</i>	

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

Score Assigned:	0
<i>Score explanation: Rush University does not offer any courses related to planetary health and sustainable healthcare for post-graduate professionals and providers.</i>	

3.5. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about environmental health exposures?	
Yes, the 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:	2
<i>Score explanation: Rush University Health System utilizes “Patient Pass”, a supplemental educational material that relates to a patient’s specific diagnosis and is added as part of a patient’s “After Visit Summary” for those discharged from the Emergency Department and ambulatory clinic sites. These supplemental materials describe specific environmental factors that can exacerbate existing conditions. Through MyChart patients are able to access diagnosis-specific educational materials, but this is not always accessible for all patients.</i>	

3.6. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about the health impacts of climate change?	
Yes, the 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: The website for RUSH University System for Health, representing the medical college and all affiliated hospitals, has a patient and community-facing environmental sustainability webpage. The website explains the relationship between human and planetary health, acknowledges the impact of the healthcare sector, and addresses RUSH’s sustainability efforts. However, it does not provide specific resources to patients for protecting their health in the face of climate crisis.</i>	

Section Total (10 out of 14)	71.43%
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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 <u>institution</u> 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: Rush Medical College offers the Dean's Fellowship in the summer between the M1 and M2 years. To be eligible, students must find and develop a research project which is either self directed (with advising from faculty) or as part of an existing research project (with advising from the principal investigator). Students receive a stipend and are largely free to pursue any topic that interests them. While this is a legitimate avenue to pursue a sustainability initiative/QI project, it is not a protected or guaranteed avenue to do so. Several barriers exist: availability of sustainability/QI projects, availability of faculty advisors, its self-directed nature, and lastly, projects are contingent upon an acceptance into the Dean's Fellowship. A previous student who received this fellowship worked on a project about the impact of the operating room on the environment.</i></p> <p><i>The Health Systems Management Program allocates funding for students interested in planetary health research/initiatives through philanthropic funds. Regarding other avenues, the Office of Student Life and Engagement at Rush University provides support and coordination to student organizations.</i></p>	

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

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

Score Assigned:

1

Score explanation: Across all disciplines there are opportunities and funding to support planetary health and sustainable healthcare research, but it is almost entirely up to the students to seek them out. This past school year, two students in the Health Systems Management program were able to present research on planetary health education at the Climate, Health, and Sustainable Care Symposium at the University of Toronto after seeking out funding through the program.

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:

1

Score explanation: Rush's Office of Environmental Sustainability (OES) has an internal webpage that highlights sustainability initiatives at Rush. The website highlights the work and goals of the OES of ice in regards to their five pillars (Climate, Resources, Waste, Purchasing, and People). It contains a calendar for upcoming events and information on volunteer opportunities. It also contains various internal resources such as a sustainability guide for Rush employees, instructions on how to make an account on Practice Greenhealth, and a local vendor guide which highlights businesses close to Rush that are owned by Black, Indigenous, People of Color (BIPOC) and/or women-owned businesses with public sustainability initiatives. There are also links to educational articles on topics such as public health and climate change. It does not include information on potential mentors. This is accessible to any student or faculty in the Rush system, however it is not accessible to the general public.

There is also a [webpage](#) within the Rush University public website detailing the Office of Environmental Sustainability's efforts to improve campus sustainability. This website does not include information on current research or mentors.

Finally, there is a [website](#) dedicated to Rush Medical Center's Green Team, a program within the Anesthesia department, dedicated to reducing Rush's environmental impact with various recycling programs throughout the operating rooms. This outlines current and ongoing projects and provides information on the current Green Committee members.

4.4. Does your <u>institution</u> 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:	0
<i>Score explanation: There is currently no active student organization dedicated to planetary health or sustainability in healthcare, Many efforts have been made in the past, however there have been barriers over student participation and continuation from year to year.</i>	

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
<i>Score explanation: There is a student who is heavily involved with planetary health research and sustainable healthcare practices, serving as a student lead for the PHRC and as an intern in the Office of Environmental Sustainability. While there is no official role capacity, she works with both university leadership and medical center leadership to push for reform.</i>	

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.	0
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	0
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<p><i>Score explanation:</i></p> <ol style="list-style-type: none"> <i>Rush University students and faculty participate in city gardening at two Healthy Hood garden locations and the BEET Chicago North Lawndale garden. In addition to this, the Rush Central Kitchen has adopted a Kitchen Organic Waste program that was started by a student initiative in efforts to divert kitchen organic waste from landfill to composting. The central kitchen also donates excess food waste to a local organization called Franciscan Outreach.</i> <i>The Office of Environmental Sustainability (OES) has provided multiple presentations and overviews of planetary health/healthcare impacts/human health implications for students and employees alike. The Office of Global Health held their annual week-long Global Health Symposium with this year's presentations focusing on climate change. The intended audience was students and faculty. Speakers focused on public health threats of climate change and how healthcare professionals can care for patients during climate disasters, as well as the global and local impacts on health equity.</i> <i>There has not been an event for students to learn from members of a local environmental justice committee in the past year.</i> <i>There are no visual or performing art events at Rush with themes of planetary health.</i> <i>The OES provides multiple volunteer opportunities, information can be found on their internal site. Additionally, during Earth Month, the Rush Office of Environmental Sustainability has hosted volunteer opportunities, such as a Tree Planting Day etc, which they also did the previous year.</i> <i>There is a Rush Wilderness Medicine group on campus that provides educational lectures for students. In the past year, they held a Wilderness Medicine Simulation Day in a local park with simulated patients for students to both enjoy a walk outside and work on clinical skills. The group has also held hiking outings and rock-climbing events at a local gym in past years</i> 	
Section Total (8 out of 15)	53.33%

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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 <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
<i>Score explanation: Rush has an Office of Environmental Sustainability that was established in 2020. There are 3 full-time staff (director, manager, and coordinator) and 3 part-time interns from the Health Systems Management graduate program aiming to improve campus sustainability.</i>	

5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?	
The institution has a written and approved plan to achieve carbon neutrality by 2030 (5 points)	
The institution has a written and approved plan to achieve carbon neutrality by 2040 (3 points)	
The institution has a stated goal of carbon neutrality by 2040 but has not created a plan to reach that goal or the plan is inadequate (1 point)	
The institution does not meet any of the requirements listed above (0 points)	
Score Assigned:	0
<i>Score explanation: Rush signed the (former) Health and Human Services Climate Pledge, now known as the Health Sector CARES Pledge, setting goals to reduce Scope 1 and 2 emissions by</i>	

50% by 2030 and achieve carbon neutrality by 2050. However, these goals do not meet the above criteria.

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: Rush University approximately 30% powered by renewable energy, via community solar projects. The initial project went online 2024 and had been producing clean electricity for the entire 2025 calendar year. There are additional contracts signed with community solar partners that will be online in 2027 to continue increasing renewable energy consumption at Rush.

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

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

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

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

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

Score Assigned:

3

Score explanation: Rush University Medical Center currently supports sustainable building practices for new buildings as the three most recently constructed buildings on RUMC's campus have been or are currently seeking LEED certification. The recent Joan and Paul Rubschlager Building used more than 30% recycled materials to build, with 46% of materials being manufactured and harvested within 500 miles of RUSH. This helped earn the building a

LEED-gold certification; it is the third building on the RUSH campus to be LEED-certified. Our collaboration on the Rush Specialty Hospital on campus resulted in the first hospital in Chicago to earn Three Globes designation from the Green Building Initiative's Green Globes certification program. The majority of buildings have some form of retrofitting, however it is not sufficient to meet the standards for LEED certification in older buildings. Additionally, in 2022 Rush University Medical Center actively participates in ComEd's (our local utility) energy efficiency program to pursue the following projects: installation of more efficient HVAC equipment, upgrading to LED lighting, and monitoring based commissioning (MBCx). Last year was the 3rd year in a row that Rush was awarded the highest MBCx energy savings in ComEd territory, and the campus was also recognized by Peoples Gas as their Energy Efficiency Partner of the Year for natural gas efficiency initiatives

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

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

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

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

Score Assigned:

2

Score explanation: Rush University Medical Center offers multiple options for students to reduce the environmental impact of commuting. Students are offered a discounted Ventra UPass which provides use of Chicago CTA Buses and Transit each semester while school is in session. RUMC is also a Divvy bikeshare campus with three stations on or adjacent to campus, and students and staff are offered discounted annual memberships. In addition to these services, RUMC has shuttle services from Union Station, Ogilvie Station, and Millennium Station to campus and back. Ride sharing/carpooling is also encouraged through the use of LUUM for commuting. In 2025, Rush once again won the Chicago Bike Commute competition for it's size and non-profit category, thanks in large part to student participation in the challenge.

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
<p><i>Score explanation: Rush University Medical Center as 2025 has of officially implemented composting in their “back-of-house” operations after a successful pilot composting program with West Side Food Hall to better understand waste generation rates. In addition to introducing a new composting program, Rush has continually been involved with the Kitchen Organic Waste Composting program, which collected and transferred 32,761 pounds of organic waste to commercial composting facilities. Organic waste is collected through partnership with Collective Resource and is transported to Green Era’s anaerobic digester facility. There is no composting program available to students or staff for their individual, home organic waste. Rush has also partnered with Franciscan Outreach to divert surplus food to provide meals for the houseless and marginalized and has delivered 37,015 pounds of food to date.</i></p> <p><i>There is an ongoing recycling program in the medical school buildings with recycling bins placed in exterior spaces across the school. Rush also has been working with a 3rd party consulting group to implement a campus-wide mixed recycling program.</i></p>	

5.7. Does the <u>institution</u> 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:	3
<p><i>Score explanation: Sustainable food purchasing at Rush University Medical Center includes local businesses but not necessarily locally sourced material. RUMC is currently following the sustainability guidelines that Healthcare Without Harm have put forth regarding food purchasing. These efforts are further amplified through the Healthcare Anchor Network - Impact Purchasing Commitment (HAN-IPC) sustainable food targets. RUMC reached its target of 20% Sustainable food spend which was originally targeted for 2025 and, as of early 2025, has reached 56% of total spending going to businesses within Healthcare Anchor Network and other local, minority-owned and women owned businesses. RUMC signed the Coolfood Pledge to address greenhouse gas emissions associated with food procurement and are in the process of baselining our food-related GHG emissions since 2023. RUMC signed up for the Good Food Purchasing Project in 2023 - a metric based framework that encourages large institutions to direct their buying power toward five core values: local economies, environmental sustainability, valued workforce, animal welfare and nutrition; they received an updated draft action plan to continue work with this partnership. Additionally, in 2024, the Food and Nutrition Staf have implemented “Leanpath” which has been engaged in taking steps to partner with “Greener by Default”, an organization that provides</i></p>	

guidance for institutions to provide plant based food solutions as a default in order to meet carbon reduction goals, save on food costs and improve overall health and wellness.

Policy:

In alignment with Dr. Lateef's signing of the U.S. Department of Health and Human Services' Health Sector Climate Pledge in 2022, RUSH's signing of the Healthcare Anchor Network's Impact Purchasing Commitment, and the RUSH Environmental Sustainability Team's mission to measure, manage and minimize our environmental footprint, the Food and Nutrition team is actively working to decrease the environmental impact associated with the ordering, delivery, preparation and disposal of food across all RUSH campuses. Specifically, RUSH strives to:

- Ensure that sustainability criteria are included in requirements for potential suppliers or distributors and are considered in the award of contracts.*
- Seek out and develop relationships with local farmers and producers to shorten our food supply chain and support local food ecosystems.*
- Collect and track data on the sustainability and emissions associated with our food procurement.*
- Uphold our commitments to the Healthcare Anchor Network (HAN) Impact Purchasing Commitment (IPC), Good Food Purchasing Project, and Health Care Without Harm's Cool Food Pledge.*
- Reduce the greenhouse gas emissions associated with our food purchases year over year.*
- Reduce our organization's use of animal proteins where possible, focusing instead on plant-based options.*
- Reduce food waste being sent to landfill through targeted interventions.*

In order to achieve these goals, RUSH will take the following actions, broken down by category: Vendor Relationships:

- 1. Communicate to vendors our commitment to the Good Food Purchasing Project and Cool Food Pledge and our expectations for their support of these programs.*
- 2. Communicate to vendors our expectations for clear, transparent data on the weight, spend, and third party certifications of our itemized purchases, as well as the identification of any items grown or produced within a 250 mile radius for produce and 500 miles for animal products of RUSH.*
- 3. Include vendor and product sustainability questions in future RFPs and clear partnership expectations in contract language. Consider the corporate sustainability practices and data tracking capabilities of suppliers when reviewing and/or renewing contracts.*

Data:

- 1. Report accurate data as expected to support the following annual sustainability initiatives that RUSH participates in:*
 - a. Practice Greenhealth's annual Environmental Excellence Awards*
 - b. Healthcare Anchor Network's Impact Purchasing Commitment (sustainable food targets) - (RUMC reached its target of 20% Sustainable food spend which was originally targeted for 2025 and, as of early 2025, has reached 56% of total spending going to businesses within Healthcare Anchor Network and other local, minority-owned and women owned businesses)*
 - c. [Good Food Purchasing Project](#) - (a metric based framework that encourages large institutions to direct their buying power toward five core values: local economies, environmental sustainability, valued workforce, animal welfare and nutrition)*
 - d. Following [Health Care Without Harm](#)'s sustainability guidelines and signed its [Coolfood Pledge](#) - (addresses greenhouse gas emissions associated with food procurement)*
- 2. Use the data generated by these initiatives to set year over year targets to measure and track successes including, but not limited to:*
 - a. Reduction of greenhouse gas emissions associated with spend on animal products.*
 - b. Increase of spend on items that have third-party sustainability certifications*
 - c. Increase of spend on items that are grown or produced within a 250 mile radius of RUSH.*
 - d. Increase of spend on meat that is produced within a 500 mile radius of RUSH.*

Rush has also reduced plastic packaging by switching to [World Centric](#) for compostable containers and utensils.

Additionally, the Food and Nutrition Staff have implemented “Leanpath” which has been engaged in taking steps to partner with “Greener by Default”, an organization that provides guidance for institutions to provide plant based food solutions as a default in order to meet carbon reduction goals, save on food costs and improve overall health and wellness.

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: Rush University Medical Center is associated with the Rush Anchor Mission Team/Rush Local and part of the HAN-IPC. This includes making conscious decisions to support our local communities through procurement regarding furniture, food and other local spend. In 2024, the Office of Environmental Sustainability was moved under the VP of Supply Chain which resulted in a streamlined connection to procurement and strategic sourcing teams. They have established a working group that is in the process of developing a sustainable procurement policy which will act as a guideline for products and vendors in the future. They also have a new working group that meets weekly and drives data tracking, analysis and insights to identify new sustainable procurement opportunities. As part of HAN-IPC, they have been able to make great strides at Rush to start eliminating PVC/DEHP from priority medical products by creating an official baseline/mapping of opportunities and are using this to target breast pumps and accessories, gloves and enteral tubes, which they successfully eliminated from two of those categories in 2025. There is also a formal sustainable guidelines document being written by the Office of Environmental Sustainability and Supply Chain teams.

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

Every event hosted at the institution **must** abide by sustainability criteria. (2 points)

The institution **strongly recommends or incentivizes** sustainability measures, but they are **not required**. (1 point)

There are **no** sustainability guidelines for institution events. (0 points)

Score Assigned:	1
<p><i>Score explanation: The OES has put together a Sustainable Events Guide that is published on their website. OES is not at the point of requiring sustainable events on campus, but they do have resources for people to do so. The student affairs programs and Room 500 (restaurant) have taken stride in this initiative, but many events on campus are still not following these guidelines.</i></p> <p><i>The Rush Sustainability Food policy also includes policies for vendors:</i></p> <ol style="list-style-type: none"> <i>1. Communicate to vendors our commitment to the Good Food Purchasing Project and Cool Food Pledge and our expectations for their support of these programs.</i> <i>2. Communicate to vendors our expectations for clear, transparent data on the weight, spend, and third party certifications of our itemized purchases, as well as the identification of any items grown or produced within a 250 mile radius for produce and 500 miles for animal products of RUSH.</i> <i>3. Include vendor and product sustainability questions in future RFPs and clear partnership expectations in contract language. Consider the corporate sustainability practices and data tracking capabilities of suppliers when reviewing and/or renewing contracts.</i> 	

5.10. Does your <u>institution</u> 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
<p><i>Score explanation: The Rush University Medical Center human anatomy lab has replaced all overhead fluorescent lights with low energy LED bulbs on dimmable switches with movement sensors that turn off the lights where there is no movement. They have also converted the ventilation system to a higher efficiency system and they are preparing to invest in a new, highly efficient air handler to power the system. This ventilation system will have the ability to lower its energy use during times when there is no one in the laboratory, such as during the overnight hours. For the last three years, they have also been using non-formalin embalmed donors (donors embalmed with an ethanol-based solution rather than formalin-based). The histology teaching lab at Rush University Medical Center has moved from the use of microscopes and glass slides to virtual histology which decreases the waste of materials and the use of chemicals. The virtual histology effort has also decreased the need for transportation of students to the lab in order to access materials. The Office of Environmental Sustainability offers My Green Lab Certification sponsorships in an effort to improve the sustainability of research by reducing energy, water, waste, and money used in the lab.</i></p>	

5.11. Does your <u>institution's</u> endowment portfolio investments include fossil-fuel companies?
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The institution is entirely divested from fossil fuels and has made a commitment to reinvest divested funds into renewable energy companies or renewable energy campus initiatives. (4 points)	
The institution is entirely divested from fossil fuels. (3 points)	
The institution has partially divested from fossil fuel companies or has made a commitment to fully divest , but currently still has fossil fuel investments. (2 points)	
The institution has not divested from fossil-fuel companies, but faculty and/or students are conducting organised advocacy for divestment. (1 point)	
Yes, the institution has investments with fossil-fuel companies and there have been no efforts to change that. (0 points)	
Score Assigned:	1
<i>Score explanation: Rush University Medical Center has investments with fossil fuel companies and has not made a formal effort to divest from these companies. The Office of Environmental Sustainability and an investment committee oversee the institution's endowment portfolio and have conducted a Scope 3 emissions analysis on Rush's investments and is looking to leverage this data for potential conversations about divestment.</i>	

Section Total (20 out of 32)	62.50%
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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 Rush School of Healthcare Management.

The following table presents the individual section grades and overall institutional grade for the Rush School of Healthcare Management this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(15/35) \times 100 = 42.86\%$	C-
Interdisciplinary Research (17.5%)	$(11/17) \times 100 = 64.71\%$	B-
Community Outreach and Advocacy (17.5%)	$(10/14) \times 100 = 71.43\%$	B
Support for Student-led Planetary Health Initiatives (17.5%)	$(8/15) \times 100 = 53.33\%$	C
Campus Sustainability (17.5%)	$(20/32) \times 100 = 62.50\%$	B-
Institutional Grade	$(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 56.95\%$	C+