



Planetary Health Report Card (Medicine) 2026: *University of Illinois College of Medicine Peoria*



2025-2026 Contributing Team:

- Students: *Amaya Fernandes, Yanal Kawaleet, Aniq Maisha, MS; Andrea Ouyang, Sagar Patel, Navya Pedireddy, Austin Le, MS**
- Faculty Mentors: Brittney Clark, Sunita Dodani, MD, FCPS, MSc, PhD, FAHA

*Primary Contact: Austin Le, MS, ale50@uic.edu

We would like to begin by recognizing and acknowledging that the U of I System carries out its mission in its namesake state, Illinois, which includes ancestral lands of the Peoria, Kaskaskia, Piankashaw, Wea, Miami, Mascoutin, Odawa, Sauk, Mesquaki, Kickapoo, Potawatomi, Ojibwe, and Chickasaw Nations. We have a responsibility to acknowledge these Native Nations and to work with them as we move forward as a vibrant, inclusive institution.

Summary of Findings

Overall Grade	D
Curriculum	F
<ul style="list-style-type: none"> ● The University of Illinois College of Medicine Peoria (UICOMP)’s planetary health curriculum currently has strong but siloed content—especially around mental health, inequity, and food security—delivered mainly through limited-access tracks (e.g., Equity Innovation Medicine [EquIMED]) and occasional electives, while most core climate-health fundamentals (heat, extreme weather, infectious disease shifts, cardiovascular impacts), environmental justice framing, sustainable clinical practice, and core clinical skills (exposure history, climate communication) are not consistently taught or assessed in the required curriculum. ● Recommendations: <ul style="list-style-type: none"> ○ Create a required, longitudinal “planetary health thread” by embedding 1 core case + 1 testable learning objective per major block/clerkship (starting with cardiopulmonary) to cover the biggest gaps (heat, air quality, extreme weather, infectious disease shifts) and ensure all students receive it. ○ Add a brief required clinical-skills component—an environmental/exposure history checklist plus a short OSCE/role-play on counseling (e.g., asthma + poor air quality or heat + meds)—to translate knowledge into routine patient care. 	
Interdisciplinary Research	D
<ul style="list-style-type: none"> ● UICOMP demonstrates early but limited interdisciplinary planetary health research capacity, with individual faculty contributing to climate–health topics (e.g., climate change anxiety among youth) and community health needs assessments incorporating vulnerable populations, yet lacking a dedicated research center, centralized research hub, institutional partnerships, or hosted scholarly events focused on planetary health. Existing community engagement structures inform general health priorities but do not explicitly guide climate or environmental justice research agendas, and visibility of ongoing work remains low without a campus-specific platform. ● Recommendations: <ul style="list-style-type: none"> ○ Formalize a planetary health research collaborative or working group within the Center for Health Research to connect faculty, trainees, and community partners around climate, environmental exposures, and health equity priorities. ○ Increase visibility and collaboration by creating a UICOMP planetary health research webpage and hosting an annual symposium or research showcase, positioning the campus as a regional leader and strengthening opportunities for funding, partnerships, and trainee involvement. 	
Community Outreach and Advocacy	F
<ul style="list-style-type: none"> ● UICOMP currently has minimal structured engagement with community planetary health efforts, with no formal partnerships, community-facing events, communications, or continuing education related to climate and environmental health; the only measurable activity comes from affiliated hospital patient education materials on lead exposure, air pollution, and climate-related health impacts. This suggests that while environmental health messaging exists at the clinical level, the institution has not yet positioned itself as a community partner or regional leader in planetary health advocacy. ● Recommendations: <ul style="list-style-type: none"> ○ Establish formal partnerships with local public health departments, environmental justice groups, and community organizations to co-host outreach activities (e.g., heat safety, air quality, lead/water safety), creating service-learning opportunities for students 	

- Develop community-facing education and communication efforts—such as annual public workshops, patient education toolkits, and inclusion of environmental health updates in institutional communications—to strengthen visibility, trust, and regional impact.

Support for Student-Led Initiatives

C

- UICOMP provides meaningful foundational support for student-led sustainability engagement, including access to the University of Illinois Chicago (UIC) Sustainability Fund, hands-on food systems work through the campus garden, and sustainability-adjacent experiences via wilderness and outdoor programs; however, institutional infrastructure to support planetary health leadership remains underdeveloped, with limited structured research pathways, no centralized mentorship resource, no dedicated sustainability student organization presence in decision-making spaces, and limited programming focused explicitly on climate and environmental health.
- Recommendations:
 - Create visible planetary health student resources—including a centralized webpage listing mentors, projects, funding opportunities, and MS4SF activities—to improve access and participation.
 - Formalize student leadership by establishing a sustainability representative role and supporting a Medical Students for a Sustainable Future (MS4SF)-led programming series (speakers, advocacy training, community engagement) to strengthen continuity, mentorship, and institutional impact.

Campus Sustainability

D+

- UICOMP demonstrates some operational sustainability practices—including composting and recycling, sustainable procurement policies, Leadership in Energy and Environmental Design (LEED) standards for future buildings, and vendor-level food sustainability efforts—but overall campus sustainability remains fragmented and largely driven by broader UIC policies rather than Peoria-specific leadership or infrastructure. Major gaps include the absence of a Peoria-specific carbon neutrality plan, limited renewable energy use, weak transportation solutions for a geographically dispersed training model, lack of sustainability requirements for events, minimal lab sustainability initiatives, and continued fossil-fuel investment at the university foundation level.
- Recommendations:
 - Establish a campus sustainability leadership structure and Peoria-specific climate action roadmap (energy use, transportation, building upgrades) to move beyond passive alignment with Chicago campus policies
 - Implement visible, student-facing sustainability practices—such as green event guidelines, carpool/transport coordination for distant clinical sites, and expanded waste-reduction initiatives—to improve daily sustainability culture and measurable impact.

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:	1
<i>Score explanation: The University of Illinois College of Medicine Peoria offered an elective spring Medical Colloquia session, "SOS: Biodiversity, One Health, and Nature-based Solutions". The lecture was conducted over Zoom, making it accessible to the Peoria campus. This session discussed the link between climate change and biodiversity, and how this affects ecosystems, food security, disease patterns, medicinal resources, and mental health.</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:	0

Score explanation: The University of Illinois College of Medicine Peoria curriculum does not address the relationship between extreme heat, health risks, and climate change.

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:

0

Score explanation: The University of Illinois College of Medicine Peoria curriculum does not address the impacts of extreme weather events on individual health and/or on healthcare systems.

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:

0

Score explanation: Although climate change was briefly mentioned during lectures on infectious diseases, specifically in the parasitic infections lecture, the discussion was limited to a short verbal note, and there were no accompanying slides addressing its impact. In particular, the effects of climate change on the increasing incidence and geographical expansion of infectious diseases were not directly covered. This topic could be integrated more broadly across the infectious diseases curriculum, including discussions of vector-borne diseases. For example, when teaching about ticks, medical students are required to learn geographic distributions, and it would be valuable to note that these distributions are subject to change as a result of climate change.

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:	1
<i>Score explanation: The University of Illinois College of Medicine Peoria curriculum addressed this topic in an elective Medical Colloquia session “SOS: Biodiversity, One Health, and Nature-based Solutions”. Additionally, the Equity Innovation in Medicine program (EquIMed) is a curricular track that has included brief discussions and associated literature on the topic, specifically on a rural and global health scale. This program has limited space and requires an application prior to matriculation, which limits the scope of its impact.</i>	

1.6. Does your <u>medical school</u> curriculum address the cardiovascular health effects of climate change, including increased heat?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation: The University of Illinois College of Medicine Peoria curriculum does not address the cardiovascular health effects of climate change, including increased heat.</i>	

1.7. Does your <u>medical school</u> 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:	2
<i>Score explanation: The Equity Innovation in Medicine (EquIMed) program is a curricular track offered exclusively at the Peoria campus within the tricampus University of Illinois College of Medicine. The program has hosted two medical colloquia, offered exclusively to EquIMed students, that delve into the concept of food as medicine and examine the mental health and psychosocial well-being associated with food insecurity. Students have explored community-based initiatives, including efforts at a rural health clinic in Sheffield, Illinois, and work in Peoria, Illinois by a registered dietitian and certified executive chef who serves as Director of Food and Nutrition Services at Order of Saint Francis (OSF) HealthCare Saint Francis Medical Center. However, because this program is limited to a select number of students in each class, its overall impact is restricted. Additionally, one of the mandatory classes offered to M1 students this year, HIS: Optimizing Lifestyle for Prevention of Metabolic Syndrome, examined the effects of inequality on</i>	

health—particularly diabetes—in depth, while another required MI course discussed the harmful neurotoxic effects of lead poisoning, which disproportionately affects communities experiencing poverty.

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

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

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

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

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

Score Assigned:

2

Score explanation: The University of Illinois College of Medicine Peoria first-year curriculum includes a lecture titled “Health Inequities in Cardiovascular Diseases and Contextualization of Care,” which explores the connections between the built and social environment, food apartheid, and poor cardiovascular outcomes. There is also discussion in the first phase of the curriculum regarding the impact of malnutrition on the body and in diarrheal disease; however, this content is primarily presented from a clinical standpoint. The relationship among health, individual patient food and water security, ecosystem health, and climate change remains unclear and insufficiently integrated. This topic could be more thoroughly examined from a broader social standpoint.

In addition, the Equity Innovation in Medicine (EquIMed) curricular track has also included brief discussions and associated literature on this topic, specifically from rural and global health perspectives, as discussed in Section 1.7. However, this program is limited to a select number of students in each class, thereby restricting the scope of its impact.

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

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

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

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

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

Score Assigned:

0

Score explanation: 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 is not currently covered in coursework or curriculum at the University of Illinois College of Medicine Peoria.

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

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

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

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

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

Score Assigned: 0

Score explanation: While there is sufficient coverage of the social and structural barriers that significantly widen the health equity gap in the United States, the current medical curriculum at the University of Illinois College of Medicine Peoria does not address the unequal regional health impacts of climate change neither locally nor globally.

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: Discussion of the reproductive health effects of industry-related environmental toxins (e.g., air pollution, pesticides, and microplastics) is limited to a required M1 class addressing the harmful effects of lead poisoning in youth. However, this content primarily focused on ingestion-related toxicity rather than reproductive health impacts.

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: 0

Score explanation: Human-caused environmental threats that are relevant to the university's surrounding community are not currently covered in coursework or curriculum at the University of Illinois College of Medicine Peoria.

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

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

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

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

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

Score Assigned:

0

Score explanation: The importance of Indigenous knowledge and value systems as essential components of planetary health solutions is not currently covered in coursework or curriculum at the University of Illinois College of Medicine Peoria.

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

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

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

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

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

Score Assigned:

0

Score explanation: Discussion of the negative health effects of environmental toxins (e.g., air pollution, pesticides, and microplastics) is limited to a required M1 class addressing the harmful effects of lead poisoning in youth, particularly in areas of poverty. However, this is not sufficient to address the disproportionate impact of anthropogenic environmental toxins on marginalized populations, including individuals with low socioeconomic status, women, communities of color, children, people experiencing homelessness, Indigenous populations, and older adults.

Curriculum: Sustainability

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

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

This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 point)	
Score Assigned:	0
<i>Score explanation: While the health benefits of plant-based diets have been briefly covered, the accompanying environmental benefits were not addressed.</i>	

1.16. Does your <u>medical school</u> 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:	0
<i>Score explanation: The carbon footprint of healthcare systems is not currently covered in coursework or curriculum at the University of Illinois College of Medicine Peoria.</i>	

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)	0
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) .	0
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)	0
Environmental impact of surgical healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0
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)	0

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)	0
<p><i>Score explanation:</i></p> <ol style="list-style-type: none"> 1. At the University of Illinois College of Medicine Peoria, the curriculum covers the health effects of over-medicalization and over-treatment, but does not cover the environmental effects. 2. While the curriculum at the University of Illinois College of Medicine Peoria emphasizes de-prescribing for patient health, it does not include the environmental impact of pharmaceuticals. 3. The core curriculum at the University of Illinois College of Medicine Peoria emphasizes the benefits of non-pharmaceutical management for patient health, but does not cover the environmental co-benefits of non-pharmaceutical management. 4. The core curriculum at the University of Illinois College of Medicine Peoria does not explore the environmental impact of surgical healthcare on planetary health. 5. The environmental impact of anesthetic gases is not explored in the UICOMP core curriculum. 6. The curriculum at the University of Illinois College of Medicine Peoria does not include the impact of inhalers on the healthcare carbon footprint. 7. The University of Illinois College of Medicine Peoria core curriculum does not cover waste production within clinical settings or explore strategies for reducing waste. 	

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 no strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	0
<i>Score explanation: This topic is not currently covered in coursework or curriculum at the University of Illinois College of Medicine Peoria.</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 course. (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 course. (0 points)	

Score Assigned:	0
<p><i>Score explanation: The curriculum at the University of Illinois College of Medicine Peoria does not include a comprehensive exposure history. While students are taught to inquire about occupations, travel history, and living arrangements in social history, there is no emphasis on environmental exposures impacting health.</i></p>	

Curriculum: Administrative Support for Planetary Health

<p>1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?</p>	
<p>Yes, the medical school is currently in the process of making major improvements to ESH/planetary health education. (4 points)</p>	
<p>Yes, the medical school is currently in the process of making minor improvements to ESH/planetary health education. (2 points)</p>	
<p>No, there are no improvements to planetary health education in progress. (0 points)</p>	
Score Assigned:	2
<p><i>Score explanation: Per UICOMP faculty leadership, there are currently conversations around including Education for Sustainable Healthcare (ESH)/planetary health education into the curriculum. Based on the UICOM Chicago campus’s PHRC, the college is working towards integrating planetary health education in the core curriculum of Block 4 (Cardiopulmonary) in the coming academic year, with at least one mandatory “Core Case” addressing the connection between planetary and human health. Curriculum is the same across the campuses, so these changes would also affect the UICOMP curriculum.</i></p>	

<p>1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum?</p>	
<p>Planetary health/ESH topics are well integrated into the core medical school curriculum. (6 points)</p>	
<p>Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)</p>	
<p>Planetary health/ESH is not integrated and is primarily addressed in (a) standalone lecture(s). (2 points)</p>	
<p>There is minimal/no education for sustainable healthcare. (0 points)</p>	
Score Assigned:	0
<p><i>Score explanation: At the University of Illinois College of Medicine Peoria, Education for Sustainable Healthcare topics are not integrated longitudinally in the core curriculum and rarely mentioned.</i></p>	

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:

1

Score explanation: The University of Illinois College of Medicine Peoria has appointed a UIC College of Medicine faculty member to oversee tri-campus curriculum incorporation of planetary health and sustainable healthcare topics.

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:

1

New metric for 2025/26 PHRC. This metric highlights the role of healthcare professionals as advocates for their patients beyond just clinical care. As trusted voices, health professionals have significant influence on policy and public perceptions of the environmental and social determinants of health. Public policy profoundly impacts our health across areas of housing, food, access to healthcare and indirectly through climate and environmental policies. In many healthcare systems internationally advocacy by healthcare professionals is increasingly viewed as an ethical imperative and professional duty.

To learn more about this topic and the importance for healthcare professionals please review the following resources:

- [Why and How Civic Health Should Be Incorporated Into Medical Education](#). Barrere-Cain et al., 2022. *Academic Medicine*.
- [Civic Engagement: A Vital Sign of Health and Democracy](#). Philip M. Alerbti. AAMC.

For practical guidance on incorporating this into your health professional curriculum:

- CRHE Module: [Interaction between health care systems, government policy, and environmental advocacy](#).
- Medical Schools Council (UK), [Education for Sustainable Healthcare, A curriculum for the UK](#). Page 21. *Professionalism, leadership and achieving structural change*.

Score explanation: The University of Illinois College of Medicine Peoria does not currently include formal teaching on civic engagement or policy advocacy related to environmental and structural

determinants of health. However, civic engagement in the form of volunteerism is encouraged. A lecture during orientation week, “Community Service + Volunteering” briefly discussed the significance of volunteering for addressing structural determinants of health in the local community. Students also registered for Galaxy Digital in the session, a website which tracks volunteer hours and connects students with volunteer opportunities in the community.

Section Total (10 out of 75)

13%

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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:	2
<i>Score explanation: A singular faculty member has supervised a student-led project that examines climate change anxiety among adolescents.</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:	0

Score explanation: No change from last year. There are not any departments at the University of Illinois College of Medicine Peoria. The [Center 4 Health Research](#) does have a mission of addressing public health needs especially amongst underserved communities, however, there is no mention of addressing climate change or planetary health or looking into their effects on vulnerable communities.

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

Score explanation: No change from last year. UICOMP has a [Department of Advancement and Community Relations](#) dedicated to forwarding education, healthcare, research, and community outreach endeavors of the University of Illinois College of Medicine Peoria, but there is no mention of communities being able to give input on UICOMP research agendas. The [Center 4 Health Research](#) partners with local health organizations to better understand patients' needs, there still is not a way for community members to advise or have decision-making power on research agendas. Community health needs are identified through [Partnership for a Healthy Community](#), a multi-sector organization consisting of local health departments and UICOMP faculty that conducts a [community health needs assessment](#) every three years of the tri-county area. The [most recent needs assessment](#) report states that "the residents were assessed with a special focus on the at-risk or economically disadvantaged population." Based on these existing initiatives, there are processes in place in which marginalized community members can inform the health research agenda at UICOMP, however their decision-making power is limited with no specific mention of the climate and environmental research agenda.

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
<i>Score explanation: No change from last year. The UIC Office of Sustainability website provides information on what UIC plans on doing to reach zero carbon footprint. They also provide funding accessible to all UIC students for sustainability projects for student projects. Moreover, their internship and mentorship programs seem to be Chicago exclusive only. There is no information specific to UICOMP.</i>	

2.5. Has your <u>institution</u> 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:	0
<i>Score explanation: UICOMP has not hosted anything in the past year. This score is worse than last year's PHRC.</i>	

2.6. Is your <u>institution</u> 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
<i>Score explanation: No change from last year. UICOMP is not a member of any national or international planetary health or ESH/ESV organisation.</i>	

Section Total (5 out of 17)	29%
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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 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:	0
<i>Score explanation: The UICOMP does not partner with community organisations to promote planetary and environmental health.</i>	

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:	0
<i>Score explanation: The UICOMP does not offer community-facing courses or events regarding planetary health.</i>	

3.3. Does your institution 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

Score explanation: Students at the UICOMP do not receive communications about planetary health or sustainable healthcare.

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

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: To our knowledge, there are no courses or educational experiences focused on planetary health and sustainable healthcare.

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: OSF Healthcare has patient-facing resources regarding [lead exposure](#) and [air pollution](#) among pediatric patients. We could not find resources on these topics from Carle Health, the other affiliated teaching hospital system.

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:

1

Score explanation: OSF Healthcare has patient-facing resources regarding the [health impacts of climate change](#). We could not find resources on these topics from Carle Health, the other affiliated teaching hospital system.

Section Total (2 out of 14)

14%

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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:	2
<i>Score explanation: UIC administers the UIC Sustainability Fund, a student-fee-supported grant program that provides competitive funding for student-led sustainability incentives. Professional students, including medical students, are eligible to apply. The Sustainability Fund supports small-scale sustainability interventions, larger campus projects, and travel to sustainability-related conferences. Project proposals under \$5,000 and over \$5,000 are accepted, projects above \$60,000 are encouraged to submit components in the event partial funding is available.</i>	

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
<i>Score explanation: UICOMP does not have any faculty members at the Peoria campus with a primary research focus on planetary health or climate change. Students interested in this area must</i>	

independently identify research mentors and funding opportunities, often through collaborations with faculty on other UIC campuses.

The [Jump Applied Research for Community Health through Engineering and Simulation \(ARCHES\) program](#) supports interdisciplinary research projects regarding techniques and devices to improve medical simulation or clinical use. The ARCHES proposals must be faculty-initiated and faculty-led. Medical students cannot apply independently. While medical sustainability projects may be funded, student involvement depends on securing faculty investigators and being added to an existing project. Additionally, while UICOMP is a collaborative partner, this program primarily involves OSF Healthcare and University of Illinois Urbana-Champaign (UIUC) faculty and clinical staff with minimal UICOMP faculty involvement.

Community Health Advocacy funding supports UIC faculty and OSF clinicians conducting community-based health improvement initiatives focused on health and wellness in an urban setting. It is not structured as a student research grant program focused on planetary health or climate-related topics. Students must approach participating faculty to request involvement.

The Center for Health Research at UICOMP provides funding opportunities and assistance with study design, Institutional Review Board (IRB) submission, data analysis, and grant preparation. However, it does not house a planetary research program or faculty dedicated to climate and health research at the Peoria campus.

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: There is no UICOMP dedicated website for planetary health or sustainable healthcare project opportunities.

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
<i>Score explanation: The Medical Students for a Sustainable Future (MS4SF) chapter at the University of Illinois College of Medicine Peoria was founded this year and is dedicated to planetary health or sustainability in healthcare. The group has a local faculty advisor.</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:	0
<i>Score explanation: UICOMP does not have a student representative serving on a department or institutional decision-making council/committee who represents sustainability interests.</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.	0
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.	0
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	0

Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<p><i>Score explanation: There is a community garden maintained by the Green Pollex student interest group, faculty, and the UICOMP Family Medicine Clinic. The garden supports local food access initiatives and provides students with direct experience in sustainable food systems, nutrition, and community-based preventative health. Students participate in planting, maintaining, and harvesting produce that supports clinic and Community efforts to address food insecurity and the social determinants of health. There is also a medicinal herb garden maintained by Green Pollex, which allows students to explore plant-based health resources and environmental stewardship in a clinical context. In addition, there is an outdoor student interest group dedicated to outdoor activities, such as hiking, and to promoting engagement with the natural environment. UICOMP also has a Wilderness Medicine student interest group, supported by emergency medicine physicians, as well as a Wilderness Medicine clinical elective that includes outdoor and austere medicine training. These programs exposed students to resource-conscious care, environmental exposure considerations, and resilience-based clinical decision-making, as well as non-traditional care settings. Together, these initiatives provide ongoing co-curricular opportunities for students to engage in sustainability adjacent programming.</i></p>	
Section Total (8 out of 15)	53%

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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:	1
<i>Score explanation: UICOMP has a designated “Physical Plant Supervisor and Director of Operations.” While the role is not solely focused on sustainability, this individual is responsible for overseeing 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

Score explanation: The University of Illinois College of Medicine, Chicago, has listed a [Climate Commitment Action Plan](#), updated as of November 2025. This action plan states that UIC will achieve carbon neutrality with net zero greenhouse gas emissions by reducing and offsetting emissions related to operations and travel by 2050. However, there are no plans set forth that are specific to the Peoria campus or which address facilities or institutions specific to Peoria.

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: According to the [Climate Commitment Action Plan](#), the University of Illinois College of Medicine Chicago campus has installed geothermal and rooftop solar panels; however, there is no mention of renewable energy utilized for the UICOM Peoria institution building, although this is an ongoing conversation for future buildings and infrastructure.

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: While the University of Illinois College of Medicine Chicago campus has added eight LEED Gold certified buildings since 2009, there are no existing buildings at UICOM Peoria campus that have been retrofitted to meet LEED certification standards. Per campus leadership at UICOMP, new buildings are planned to be LEED certified.

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

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

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

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

Score Assigned:

1

Score explanation: Although carpooling and the City of Peoria's public bus system have been recommended as modes of transportation, these efforts do not sufficiently address students' transportation needs. There are no current initiatives to facilitate environmentally-friendly transportation strategies, despite both preclinical and clinical students having mandatory school responsibilities at preceptor clinics which can be located up to fifty miles away (e.g. from Peoria to Galesburg).

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

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

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

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

Score Assigned:

2

Score explanation: The University of Illinois College of Medicine Peoria campus has large green compost bins affiliated with the UICOMP Garden, established by the Family Medicine residency

and located on the South Lawn of the medical school campus. Conventional recycling programs are available on the main campus. Additionally, the UICOMP staff held the “[Great Stuff Exchange](#)” on November 14, 2025, where new or gently used office supplies, small electronics, and holiday decor were exchanged with other members of the campus, reducing overall trash production.

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: UICOMP contracts with the food vendor [Canteen](#) to stock the “Mini-Mart” on campus. While the institution does not directly engage in efforts to increase food and beverage sustainability, Canteen advertises a list of sustainability measures through their website. This includes a commitment to carbon neutrality in operations by 2030 and climate net zero by 2050, systems to prevent food waste, responsible sourcing, plastic-free beverage options, compostable disposables, and package-reduced options.

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:

3

Score explanation: UICOM Peoria follows the [landfill waste reduction policy](#) set forth by the Chicago campus. Per campus leadership, these guidelines say to “limit unnecessary purchase, use recyclable, compostable, or reusable material, buy surplus or multiple-use products, use electronic processes and double-sided printing to reduce paper use, use durable materials, buy items with replaceable parts, buy items that are durable and align with the UIC Sustainable Materials Management Plan, avoid single-use plastics, prohibit the sale of #6 plastic, expanded polystyrene (Styrofoam), and single-use plastic bags, use environmentally preferable supplies, buy paper with at least 30% post-consumer recycled material, use potable tap water instead of bottled water, support the UIC Landfill Waste Reduction Policy, support source reduction, materials reuse, recycling, food recovery, and composting, support the UIC Energy Policy, use a mix of renewable and non-renewable energy sources, increase the efficiency of generating and delivering energy, reduce energy consumption.” The UIC Business Services procurement team works to ensure that purchases comply with university policies and procedures.

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: UICOM Peoria has [Facilities and Campus Grounds Event Guidelines](#) which contain guidelines and policies for event planning for school and campus events. However, these guidelines do not include sustainability recommendations or requirements for hosting events.

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:

1

Score explanation: Per UICOMP campus leadership, the C-wing laboratory at the UICOM Peoria medical school campus drains into a limestone catch basin to neutralize any authorised lab

chemicals that can be disposed of in the drain. Otherwise there are no additional efforts for more sustainable lab practices.

5.11. Does your institution's endowment portfolio investments include fossil-fuel companies?

The institution is **entirely divested** from fossil fuels **and** has made a **commitment to reinvest divested funds** into renewable energy companies or renewable energy campus initiatives. (4 points)

The institution is **entirely divested** from fossil fuels. (3 points)

The institution has **partially divested** from fossil fuel companies **or** has made a **commitment to fully divest**, but **currently** still has fossil fuel investments. (2 points)

The institution has **not divested** from fossil-fuel companies, but faculty and/or students are **conducting organised advocacy** for divestment. (1 point)

Yes, the institution has investments with fossil-fuel companies and there have been **no efforts** to change that. (0 points)

Score Assigned:

0

Score explanation: Per UICOMP campus leadership, there is no separate endowment portfolio from the University of Illinois Foundation, which does have investments with fossil-fuel companies.

Section Total (12 out of 32)

38%

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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 University of Illinois College of Medicine Peoria.

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(10/75) \times 100 = 13\%$	F
Interdisciplinary Research (17.5%)	$(5/17) \times 100 = 29\%$	D
Community Outreach and Advocacy (17.5%)	$(2/14) \times 100 = 14\%$	F
Support for Student-led Planetary Health Initiatives (17.5%)	$(8/15) \times 100 = 53\%$	C
Campus Sustainability (17.5%)	$(12/32) \times 100 = 38\%$	D+
Institutional Grade	$(13.3 \times 0.3 + 29.4 \times 0.175 + 14.3 \times 0.175 + 53.3 \times 0.175 + 37.5 \times 0.175) = 28\%$	D

Report Card Trends

Section Overview

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

Planetary Health Report Card Trends for University of Illinois College of Medicine Peoria

