



Planetary Health Report Card (Medicine): *University of New England College of Osteopathic Medicine*



2025-2026 Contributing Team:

- Students: Vincent Tsoi and Maggie Frazier
- Faculty Mentors: Alethea Cariddi
- *Primary Contact: Vincent Tsoi, vtsoi@une.edu

Land Acknowledgement:

The University of New England stands on the unceded ancestral homelands of the Wabanaki people. We recognize and honor the enduring stewardship of this region by the Abenaki, Maliseet, Mi'kmaq, Passamaquoddy, and Penobscot Nations, as well as the many tribal communities who have cared for this land for more than 12,000 years.

Summary of Findings

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| Overall | C |
| Curriculum | D+ |
| <ul style="list-style-type: none"> • UNECOM includes limited discussions of planetary health within the pre-clerkship curriculum; however, these topics are not integrated longitudinally. Some faculty have referenced the impact of climate change on health and disease processes, but there are no explicit learning objectives addressing related content, including climate change, environmental determinants of health, pollution and toxins, or changing weather patterns. • Recommendations: Following publication of this report, students will present identified areas for curricular enhancement to the Academic Curriculum Advising Committee. They will also propose specific learning objectives, informed by their findings, to better integrate planetary health themes throughout the curriculum. | |
| Interdisciplinary Research | C+ |
| <ul style="list-style-type: none"> • The UNE Planetary Health Council supports interdisciplinary research and organizes conferences that involve students in health-focused scholarship. However, there is currently no formal mechanism to ensure that communities disproportionately affected by environmental injustice have meaningful input into shaping the research agenda. • Recommendations: UNECOM should expand its commitment to sustainability-focused research and develop a structured process that enables community members impacted by climate change to participate in guiding research priorities. With the establishment of the School of Public and Planetary Health, hopefully there will be more opportunities for collaboration for interdisciplinary planetary health research. | |
| Community Outreach and Advocacy | C- |
| <ul style="list-style-type: none"> • The University of New England offers community outreach initiatives related to planetary health, partnering with local organizations to share their perspectives with students. While these efforts provide exposure to how communities interact with their environments, there is significant opportunity to deepen collaboration and build more sustained partnerships. Independent engagement led by the medical school and its alumni remains limited, and there is no dedicated channel within the medical school for communicating planetary health initiatives. • Recommendations: The medical school should broaden its outreach efforts to encourage students to incorporate planetary health into their future practice. This could include hosting programs that educate community members on strategies to reduce or adapt to the health impacts of environmental change. | |
| Support for Student-Led Initiatives | A |
| <ul style="list-style-type: none"> • UNE COM provides avenues for student research and engagement in planetary health, yet overall student participation in this area remains limited within the medical school. • Recommendations: Much of the current support for student-led planetary health initiatives comes from the broader University rather than directly from the medical school. Strengthening ongoing collaboration with the UNE Planetary Health Council and the Environmental Council is recommended to expand engagement | |

and support.

Campus Sustainability

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- In 2010, the University of New England committed to reaching carbon neutrality by 2040 through signing the Carbon Commitment. UNECOM has transitioned into a new facility. Although the HBACHS building is designed with notable sustainability features, it is not a net-zero structure and therefore does not significantly advance the institution toward its carbon-neutrality target.
- **Recommendations:** The medical school should designate a staff member with explicit responsibility for sustainability initiatives, and students may advocate for the creation of this role. UNECOM could also collaborate with the Sustainability Office and the Carbon Monitoring Task Force to support planning and implementation efforts.

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 analyzing 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, urbanization, 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 schools’ institutional priorities do not reflect the urgency of this danger to human health.

As future health professionals, we must be prepared to address the impacts of human-caused environmental changes on our patients’ health. This preparation is in the hands of the institutions providing our medical training. It is imperative that we hold our institutions accountable for educating medical students about the health impacts of climate change and other anthropogenic environmental changes, generating research to better understand health impacts and solutions, supporting related student initiatives, embracing sustainable practices as much as possible, and engaging with surrounding communities that are most affected by environmental threats. Because climate change and environmental threats disproportionately affect vulnerable populations (for example, communities of color, 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 medical schools, we have created a Planetary Health Report Card that medical students internationally can use to grade and compare their home institutions on an annual basis. This medical-student-driven initiative aims to compare medical 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 centered on environmental health impacts 5) medical 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).

Planetary Health Curriculum

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

Curriculum: General

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| 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: | 2 |
| <i>Score explanation:</i> UNECOM offers an elective Food as Medicine Course for 2nd year students which discusses the impacts of food on health and how the health of the planet contributes to chronic disease and illness. | |

Curriculum: Health Effects of Climate Change

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| 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) | |

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| Score Assigned: | 2 |
| <p><i>Score explanation:</i> UNECOM requires students to attend Trauma-informed Education for Advocacy and Multidisciplinary care (TEAM) sessions which discuss topics impacting patient and community health, one of which is the impact of climate change on agriculture and food security. While infectious diseases addressed in our microbiology course are correlated to specific regions, climate change and increased heat was not talked about.</p> | |

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| <p>1.3. Does your <u>medical school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?</p> | |
| <p>This topic was explored in depth by the core curriculum. (3 points)</p> | |
| <p>This topic was briefly covered in the core curriculum. (2 points)</p> | |
| <p>This topic was covered in elective coursework. (1 point)</p> | |
| <p>This topic was not covered. (0 points)</p> | |
| Score Assigned: | 2 |
| <p><i>Score explanation:</i> In the Osteopathic Medical Knowledge 1 (OMK1) genetics lecture “Genetic Diversity and Next Generation Sequencing - Part I” environmental factors such as air pollution and geographic setting are discussed as major players in disease development and susceptibility to health issues. Additionally, in the same lecture, the concept of the “Bottleneck Effect” is defined as the reduction of genetic diversity with reduction in population size by chance. Natural disasters were listed as examples of catastrophic events that may cause drastic changes in population size and subsequently changes in frequencies of alleles and genotypes of disease processes.</p> | |

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| <p>1.4. Does your <u>medical school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?</p> | |
| <p>This topic was explored in depth by the core curriculum. (3 points)</p> | |
| <p>This topic was briefly covered in the core curriculum. (2 points)</p> | |
| <p>This topic was covered in elective coursework. (1 point)</p> | |
| <p>This topic was not covered. (0 points)</p> | |
| Score Assigned: | 2 |
| <p><i>Score explanation:</i></p> | |

As part of the OMK1 course, the effects of climate on the spread of infectious disease was covered during Microbiology lectures. The first lecture of the course introduced the idea of the “epidemiological triangle” which talks about the connection between the pathogen, the host, and the environment the disease is prevalent in. The concept of the environment includes the climate, population, pollution, and social structure all which are affected by housing quality, sanitation, water, prevention services, changes in activity patterns, etc. It taught that when thinking about the host one would have to consider the host's characteristics, age, prior exposure, susceptibility, co-infection, etc. along with the interventions the host is facing. The idea of the environment the host is in, the characteristics and interventions the environment and host is facing all impact the prevalence of the disease is a concept that is looked at when discussing multiple diseases. For example, in a lecture on “Blood and Cardiac Infections,” the Chagas Disease vector (triatomine bug) were identified as having increased prevalence in the southern states due to the changing climate. In lectures on respiratory illnesses, increased pollution in densely populated areas was discussed as a risk factor for developing certain diseases.

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

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

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

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

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

Score Assigned:

2

Score explanation:

UNECOM didactic lectures cover respiratory health in depth, however the effects of climate change and air pollution are merely listed as risk factors and receive little to no elaboration or discussion. In one lecture covering respiratory illnesses, the increased pollution in densely populated areas was discussed as a risk factor for developing certain diseases. In the genetics lecture “Genetic Diversity and Next Generation Sequencing - Part I” environmental factors such as air pollution and geographic setting are listed as major players in disease development and susceptibility to health issues.

In the Osteopathic Medical Knowledge II (OMKII) pulmonary unit, air pollution is listed as a risk factor for COPD, asthma, and lung cancers, in the following lectures: “Pulmonary Function Testing,” “COPD,” “Asthma,” and “Neoplasms of the Lung and Pleura.”

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

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

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

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

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

Score Assigned:

2

Score explanation:

In the OMK II cardiovascular unit, climate change is listed as a risk factor for developing atherosclerotic cardiovascular disease in the lecture "Ischemic Heart Disease and when to suspect Acute Coronary Syndrome."

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

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

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

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

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

Score Assigned:

0

Score explanation:

UNECOM has a dedicated learning objective which states that students must "Explain the principles of multifactorial inheritance and the impact of environmental factors on trait variation." However, this objective does not address mental health or neuropsychological effects specifically.

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)

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| Score Assigned: | 2 |
| <p><i>Score explanation:</i> As part of the core Nutrition curriculum, students are required to understand the challenges that produce food insecurity and to identify resources available to patients with food insecurity. In the Microbiology curriculum, access to clean water and sanitation is defined as a risk factor for contracting and developing certain infectious diseases. Additionally, UNECOM requires students to attend TEAM sessions which discuss topics impacting patient and community health, one of which is the impact of climate change on agriculture and food security.</p> | |

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| <p>1.9. Does your <u>medical school</u> curriculum address the outsized impact of climate change on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?</p> | |
| This topic was explored in depth by the core curriculum. (3 points) | |
| This topic was briefly covered in the core curriculum. (2 points) | |
| This topic was covered in elective coursework. (1 point) | |
| This topic was not covered. (0 points) | |
| Score Assigned: | 0 |
| <p><i>Score explanation:</i> Per OMK/OCS1 and OMK/OCS2 course learning objectives, this objective is not covered.</p> | |

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| <p>1.10. Does your <u>medical school</u> curriculum address the unequal regional health impacts of climate change globally?</p> | |
| This topic was explored in depth by the core curriculum. (3 points) | |
| This topic was briefly covered in the core curriculum. (2 points) | |
| This topic was covered in elective coursework. (1 point) | |
| This topic was not covered. (0 points) | |
| Score Assigned: | 0 |
| <p><i>Score explanation:</i> Per OMK/OCS1 and OMK/OCS2 course learning objectives, this objective is not covered.</p> | |

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

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| 1.11. Does your <u>medical school</u> 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 |
| <i>Score explanation:</i> Per OMK/OCS1 and OMK/OCS2 course learning objectives, this objective is not covered. | |

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| 1.12. Does your <u>medical school</u> curriculum address important human-caused environmental threats that are relevant to the university's surrounding community? | |
| This topic was explored in depth by the core curriculum. (3 points) | |
| This topic was briefly covered in the core curriculum. (2 points) | |
| This topic was covered in elective coursework. (1 point) | |
| This topic was not covered. (0 points) | |
| Score Assigned: | 2 |
| <i>Score explanation:</i> The Center for the Advancement of Interprofessional Education and Practice (CAIEP) provides lectures during the school year to supplement our coursework. Attendance to at least three of these lectures is mandatory, but each student can decide which lecture to attend. Each semester, at least one event is hosted in collaboration with the UNE Planetary Health Council. Although the students get to choose among a group of topics, most of which talk about various environmental threats, attendance to at least one of these talks is mandatory for OMS2 students and attendance to at least three of them is required for OMS1. | |

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| 1.13. To what extent does your <u>medical school</u> emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions? | |
| This topic was explored in depth by the core curriculum. (3 points) | |
| This topic was briefly covered in the core curriculum. (2 points) | |

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| This topic was covered in elective coursework. (1 point) | |
| This topic was not covered. (0 points) | |
| Score Assigned: | 0 |
| <i>Score explanation:</i> This topic was not covered in any mandatory or elective courses at UNE. | |

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| 1.14. Does your <u>medical school</u> curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, 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 |
| <i>Score explanation:</i> Per OMK/OCS1 and OMK/OCS2 course learning objectives, this objective is not covered. | |

Curriculum: Sustainability

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| 1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet? | |
| This topic was explored in depth by the core curriculum. (3 points) | |
| This topic was briefly covered in the core curriculum. (2 points) | |
| This topic was covered in elective coursework. (1 point) | |
| This topic was not covered. (0 point) | |
| Score Assigned: | 2 |
| <i>Score explanation:</i> In the OMK1 curriculum at UNECOM, a lecture on nutrition covers this topic by discussing how plant-based diets may be considered by some individuals for a variety of reasons, including health and the environment. | |

| 1.16. Does your medical school curriculum address the carbon footprint of healthcare systems? | |
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| 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:</i> This topic was not covered in any mandatory or elective courses at UNE. | |

| 1.17. Does your medical school curriculum cover these components of sustainable clinical practice in the core curriculum? (points for each) | Score |
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| The health and environmental co-benefits of avoiding over-medicalisation, over-investigation and/or over-treatment (2 points) | 2 |
| The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfil this metric. (2 points) . | 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) | 1 |
| 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 |
| <i>Score explanation:</i> | |

As part of first-year introduction to the management of hypertension in the nutrition curriculum, the objective “describe the recommendations for lifestyle management of hypertension” was included as a key learning objective. Also as a part of the “Introduction to Nutrition” lecture, preventative medicine and lifestyle medicine were introduced. Both of these lectures talked about the impact of other medical interventions and lifestyle modifications the provider should be promoting in order to help reduce the prevalence of many diseases. As part of the evidence-based-medicine curriculum, students were introduced to the concept of over-medicalization and over-prescription as part of a lecture on “Diagnostic Tests and Screening.”

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your medical school’s curriculum introduce strategies to have conversations with patients about the health effects of climate change?

Yes, there are strategies introduced for having conversations with patients about climate change in the **core** curriculum. (2 points)

Yes, there are strategies introduced for having conversations with patients about climate change in **elective** coursework. (1 point)

No, there are **not** strategies introduced for having conversations with patients about climate change. (0 points)

Score Assigned: 0

Score explanation:
Per OMK/OCS1 and OMK/OCS2 course learning objectives, this objective is not covered.

1.19. In training for patient encounters, does your medical school’s curriculum introduce strategies for taking an environmental history or exposure history?

Yes, the **core** curriculum includes strategies for taking an environmental history. (2 points)

Only **elective** coursework includes strategies for taking an environmental history. (1 point)

No, the curriculum does **not** include strategies for taking an environmental history. (0 points)

Score Assigned: 2

Score explanation:
In the OCS1 pre-clerkship curriculum at UNECOM, a lecture on gathering an in-depth social history includes asking about occupation and occupational exposures as well as household composition and environment as components of a patient’s personal history.

Curriculum: Administrative Support for Planetary Health

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| 1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education? | |
| Yes, the medical school is currently in the process of making major improvements to ESH/planetary health education. (4 points) | |
| Yes, the medical school is currently in the process of making minor improvements to ESH/planetary health education. (2 points) | |
| No, there are no improvements to planetary health education in progress. (0 points) | |
| Score Assigned: | 2 |
| <p><i>Score explanation:</i> The Center for the Advancement of Interprofessional Education and Practice (CAIEP) provides lectures during the school year to supplement coursework. Attendance to at least three of these lectures is mandatory, but each student can decide which lecture to attend. Each semester, at least one event is hosted in collaboration with the UNE Planetary Health Council. Although the students get to choose among a group of topics, most of which talk about various environmental threats, attendance to at least one of these talks is mandatory for OMS2 students and attendance to at least three of them is required for OMS1. Each year different topics regarding planetary health and environmental threats are covered. Although CAIEP has been a requirement in previous years, there have been more lectures on the importance of sustainability in healthcare in the past year.</p> | |

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| 1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum? | |
| Planetary health/ESH topics are well integrated into the core medical school curriculum. (6 points) | |
| Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points) | |
| Planetary health/ESH is not integrated and is primarily addressed in (a) standalone lecture(s) . (2 points) | |
| There is minimal/no education for sustainable healthcare. (0 points) | |
| Score Assigned: | 0 |
| <p><i>Score explanation:</i> Per OMK/OCS1 and OMK/OCS2 course learning objectives, this objective is not covered in the core curriculum. Relevant topics are addressed in various elective discussion panels.</p> | |

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| 1.22. Does your <u>medical school</u> employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course? | |
| Yes, the medical school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point) | |
| No, the medical school does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points) | |
| Score Assigned: | 0 |
| <i>Score explanation:</i> UNECOM does not have faculty dedicated to overseeing or integrating planetary/environmental curriculum. | |

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| 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: | 2 |
| <i>Score explanation:</i> While CAIEP demonstrates a commitment to civic engagement, social justice, and interprofessional collaboration, its approach to advocacy training remains largely informal and co-curricular. Programming exposes students to structural and environmental determinants of health through community-based initiatives and educational events; however, there is no standardized, longitudinal curriculum. Consequently, training in civic engagement and advocacy is inconsistent and not guaranteed for all learners. | |

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| Section Total (27 out of 75) | 36% |
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Back to Summary Page [here](#).

Interdisciplinary Research

Section Overview: This section evaluates the quality and quantity of interdisciplinary planetary health research at the medical school and 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, medical schools 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 emphasized.

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| 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:</i></p> <p>There are many labs at UNE that engage in research focusing on climate change and environmental health. More recently there has been more collaboration/inclusivity between UNE and UNECOM which has allowed us to share more information regarding labs/research engaged in sustainable or environmental research practices.</p> | |

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| 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) | |

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| There is no dedicated department or institute. (0 points) | |
| Score Assigned: | 3 |
| <p><i>Score explanation:</i> UNE North is a signature interdisciplinary center at the University of New England that convenes faculty, professional staff, and students to partner with stakeholders from across the global North to address critical social, environmental, healthcare, and economic challenges in the North Atlantic and the Arctic regions. Some information for UNE North mentions research opportunities however that information is not clear or easily accessed for students. However, UNE has launched a new school of Public and Planetary Health, with its purpose to address complex, interconnected challenges at the nexus of human health, environmental systems, and society.</p> | |

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| 2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution? | |
| Yes, there is a process in which community members impacted by climate and environmental injustice have decision-making power in the climate + environmental research agenda. (3 points) | |
| Yes, there is a process in which community members impacted by climate and environmental injustice advise the climate + environmental research agenda. (2 points) | |
| No , but there are current efforts to establish a process for community members to advise or make decisions on the research agenda. (1 point) | |
| There is no process, and no efforts to create such a process. (0 points) | |
| Score Assigned: | 0 |
| <p><i>Score explanation:</i> There are currently no efforts for sustainability research in the research department at UNECOM.</p> | |

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| 2.4. Does your <u>institution</u> have a planetary health website that centralises ongoing and past research related to health and the environment? | |
| There is an easy-to-use, adequately comprehensive website that centralises various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points) | |
| There is a website that attempts to centralise various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points) | |
| The institution has an Office of Sustainability website that includes some resources related to health and the environment. (1 point) | |

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| There is no website. (0 points) | |
| Score Assigned: | 3 |
| <p><i>Score explanation:</i> UNE has a website dedicated to Planetary Health and Sustainability at UNE, which lists research, accreditations, and events. This site also includes links to ways to get involved with student sustainability initiatives including resources, and Planetary Health Council leadership contact information.</p> | |

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| 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 |
| <p><i>Score explanation:</i> The University of New England has not hosted any conferences or symposiums related to planetary health. The UNE Planetary Health Council has hosted several lectures covering relevant topics, however these are typically 1-2 hours and dispersed across the academic calendar.</p> | |

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| 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: | 1 |

Score explanation:

While the UNE institution is a member of the [Planetary Health Alliance](#), the medical school is not listed as an independent member. UNECOM is a member of the Partners for World Health Initiative, which limits the impact on the environment by diverting medical supplies and materials from landfills; lowers healthcare costs by lowering disposal fees; and provides healthcare resources to those in need. Additionally, the UNECOM SGA Sustainability Committee is a national chapter affiliate of Medical Students for a Sustainable Future.

Section Total (10 out of 17)

58.8%

Back to Summary Page [here](#)

Are there additional research resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.

Community Outreach and Advocacy

Section Overview: *This section evaluates medical school engagement in community outreach and advocacy efforts associated with planetary health. Researching and teaching planetary health is necessary but not sufficient. It is critical that institutions also directly engage with communities most affected by environmental health harms. Although climate change is a problem largely created by those with power and resources, its impacts fall disproportionately on under-resourced populations and communities of color. 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.*

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| 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:</i></p> <p>UNE North is a signature interdisciplinary center at UNE that collaborates to build sustainable communities across the Atlantic and North Atlantic regions. These collaborations include UNE staff and students with regional and global partners to foster innovative solutions to health, environmental and economic challenges. UNE Center of excellence in Public Health partners with Maine’s Health departments, non-profits, and health service providers. They focus on substance use prevention, nutrition education, policy, and provide additional support through their flagship programs SNAP-Ed and AHEC.</p> | |

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| 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) | |

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| 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: | 2 |
| <p><i>Score explanation:</i> This fall of 2025, UNE professional programs participated in the Maine Health Fair in Portland, Maine. Physical Therapy, Dental Medicine, and Public Health all had booths for participants to visit. PHC in collaboration with CAIEP provides events that are not community facing, most of which talk about various environmental threats. These events provide opportunities to hear from members of local groups and their experience with a changing environment.</p> | |

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| 3.3. Does your <u>institution</u> have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications? | |
| Yes, all students regularly receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points) | |
| Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to some courses . (1 point) | |
| Students do not receive communications about planetary health or sustainable healthcare. (0 points) | |
| Score Assigned: | 1 |
| <p><i>Score explanation:</i> The biweekly COMpass publication periodically features content related to sustainability and environmental stewardship. Planetary health is reflected in UNE’s strategic plan and core values, underscoring the institution’s commitment to advancing higher education in ways that enhance individual well-being and strengthen local communities. A central UNE priority is sustaining responsible practices while pursuing research that drives meaningful discoveries and lifesaving treatments, deepens our understanding of the natural world, and expands insight into the human experience.</p> | |

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| 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) | |

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| 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 |
| <p><i>Score explanation:</i> UNE does not have a main affiliated hospital trust. There are no such resources available to post-graduates according to the University of New England Online (UNE Online). However, UNE Online provides high-quality, non-credit trainings and workshops designed for individuals looking to enhance their careers and expand their personal knowledge through continuing education.</p> | |

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| 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: | 0 |
| <p><i>Score explanation:</i> UNECOM does not have a primary affiliated hospital or health care facility.</p> | |

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| 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 |
| <p><i>Score explanation:</i> UNECOM does not have a primary affiliated hospital or health care facility.</p> | |

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| Section Total (6 out of 14) | 42.9% |
|------------------------------------|--------------|

Back to Summary Page [here](#)

Support for Student-Led Planetary Health Initiatives

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

4.1. Does your **institution** offer support for students interested in enacting a sustainability initiative/QI project?

Yes, the **institution** *either* offers grants for students to enact sustainability initiatives/QI projects *or* sustainability QI projects are part of the core curriculum. (2 points)

The **institution** encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, **but** there is no student funding available and there is no requirement to participate. (1 point)

No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)

Score Assigned:

1

Score explanation:

UNE offers a project proposal process through the UNE Environmental Council, which aids and assists in advocating for project funding through the President's office or specific departments. Additionally, the newly formed UNECOM SGA Sustainability Committee offers support for these sorts of projects, though none have requested support and or funding as of yet. At this time, there is no specific student funding readily available for these types of efforts. Funding resources are available to medical students to complete research projects, which can include sustainability initiatives, but are not specifically designated to such efforts and such projects have not been completed.

4.2. Does your **institution** offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?

The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)

There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these **require student initiative** to seek them out and carry them out in their spare time. (1 point)

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

Score Assigned:

2

Score explanation:

While UNE and UNECOM have implemented an initiative to increase research opportunities for medical students, there are no specific efforts or opportunities in place for planetary health and/or sustainable healthcare projects. UNE North offers [fellowships](#) that pairs UNE students and recent UNE graduates with local municipal, business, and non-profit community partners (host organizations) to collaborate on specifically designed sustainability projects.

4.3. Does the institution have a webpage where students can find specific information related to planetary health and/or sustainable healthcare/vetcare activities and mentors within the institution? For example, projects achieved, current initiatives underway at the 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:

2

Score explanation:

While the UNE Planetary Health Council has a website with planetary health information, and the College of Osteopathic Medicine has a website with research projects, there is no direct overlap or collaboration. However, planetary health opportunities can be easily available to students on the “Student Research Opportunities” section of the school website in collaboration with UNE Planetary Health Council.

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)

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| Yes, there is a student organisation at my institution dedicated to planetary health or sustainability in healthcare but it lacks faculty support . (1 point) | |
| No, there is not a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points) | |
| Score Assigned: | 2 |
| <p><i>Score explanation:</i> In July 2023, a newly formed committee was created within UNECOM's Student Government Association: the Sustainability Committee. This committee is supported by UNECOM SGA, administration and faculty. It aims to incorporate sustainability efforts and practices into the UNECOM curriculum and practices. As a newly formed entity this committee is associated with Medical Students for a Sustainable Future, and is open to, but has not yet been involved in, support for student scholarship, advocacy, and planetary health engagements.</p> | |

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| 4.5. Is there a student liaison representing sustainability interests who serves on a <u>department or institutional</u> decision-making council to advocate for curriculum reform and/or sustainability best practices? | |
| Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 point) | |
| No, there is no such student representative. (0 points) | |
| Score Assigned: | 1 |
| <p><i>Score explanation:</i> The UNECOM SGA Sustainability Committee Co-Chairs serve as student representatives on the UNE Environmental Council (campus sustainability) and Planetary Health Council (education and outreach about the intersections of human and environmental health). Neither of these groups serve as "decision-making" bodies, however they both hold significant advocacy powers.</p> <p>Additionally, these representatives serve as national liaisons to Medical Students for a Sustainable Future, which helps advocate for curriculum reforms and provide research opportunities to medical students oriented around planetary health and sustainability.</p> | |

| 4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each) | Score |
|--|--------------|
| Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects. | 1 |
| Panels, speaker series, or similar events related to planetary health that have students as an intended audience. | 1 |

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| Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts. | 1 |
| Cultural arts events, installations or performances related to planetary health that have students as an intended audience. | 1 |
| Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts. | 1 |
| Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students) | 1 |

Score explanation

- There is a student and faculty maintained community garden on the UNE Biddeford campus and is in the process of developing a community garden on the UNE Portland campus.
- UNE’s Planetary Health Council offers recorded sessions of interprofessional planetary health event series including topics like “Eat Like a Climavore” and “Resilience and Adaptation for a Changing World” and “Exposing Forever Chemicals: PFAS Contamination in Maine” among others.
- CAIEP and the PHC provide opportunities to hear from members of local groups and their experience with a changing environment.
 - Events include: [Shaping Our Climate Future: Innovation in Climate Education](#)
 - and [Roots of Renewal: A Film on Farming for a Hopeful Future](#)
- [Art installations](#) which explore themes of environmentalism and interdependence with nature are frequently on display in the UNE Ketchum Library gallery.
- There is substantial undergraduate participation in [volunteer events](#) like park and [beach clean ups](#) and outdoor trips.
- There is a substantial supply of rental outdoor equipment that is free and accessible to all UNE and COM students, as well as a UNECOM Wilderness Medicine Club that sponsors outdoor events and trips, such as Advanced Wilderness Life Support (AWLS) course, and community service opportunities.

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| Section Total (14 out of 15) | 93% |
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Back to Summary Page [here](#)

Are there additional student-led initiative resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.

Campus Sustainability

Section Overview: *This section evaluates the support and engagement in sustainability initiatives by the medical school and/or 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 endeavor, the healthcare sector is well poised to lead the world to a more sustainable future. This will involve scrutinizing every aspect of how our systems operate, from where we source our energy, to how we build our infrastructure, to what companies we invest in. Our medical schools, clinics, and hospitals must set the standard for sustainable practices, and show other sectors what is possible when it comes to minimizing environmental impact.*

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| 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: | 2 |
| <i>Score explanation:</i> UNE has an Office of Sustainability with a full-time Director of Sustainability, whose responsibilities are targeted to the institution as a whole. There is no specific position for the medical school. | |

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| 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: | 3 |

Score explanation:

The University of New England signed the [Carbon Commitment](#) w(a pledge of climate neutrality) with a stated goal of 2040. The Climate Action Plans provide a roadmap to achieve this goal through a combination of energy efficiency measures, renewable energy purchases, waste reduction, and alternative transportation.

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

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

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

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

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

Score Assigned:

1

Score explanation:

UNECOM occupies the Harold and Bibby Alford Center for Health Sciences on the Portland Campus. This building is supplied electricity by First Point Power, through Central Maine Power. The fuel mix (most recent available disclosure statement is 2024) included 22.67% renewable sources including biomass, hydro, solar, wind, and wood. An additional 19.06% came from nuclear power. The heating systems in the building include high efficiency heat pumps, powered by natural gas.

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:

UNECOM occupies the newly constructed Harold and Bibby Alford Center for Health Sciences building on the Portland Campus, which has significant sustainability features including: heat pumps, heat recovery units, mass timber, natural lighting, daylight dimming and occupancy sensors on lighting controls, solar shading, revegetation of surrounding area, electric vehicle charging capacity, water efficient fixtures, and high performance building envelope.

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:

The medical school has not implemented alternative transportation strategies. The institution offers free bus passes to all students on three public transit organizations which service all of southern Maine. The Institution also offers EV charging stations for a low annual price of \$100. Carpool/ridesharing coordination is offered through GoMaine and promoted by the UNE Office of Sustainability. However, UNE promotes these resources rather than the medical school. In the fall of 2025 Transportation Survey from the institution, 59% of the 192 responses collected from faculty, staff and students admit to commuting alone to campus >90% of the time by private vehicle. 8% of respondents identified sustainable transportation options (public transit, biking, walking, carpooling, or remote work) chosen >90% of the time. This report provides insight into the lack of use of public transport, and could be utilized by the medical school to promote environmentally-friendly transportation methods.

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

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

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

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

Score Assigned:

2

Score explanation:

The university offers single-sort recycling stations throughout its campuses to capture waste made of glass, paper, metal, and plastics (#1-7). Additionally food waste is collected in our dining facilities (back-of-house) for composting off campus. Food waste generated by residential students can be collected for off campus composting through a membership based program offered free to students.

5.7. Does the institution apply sustainability criteria when making decisions about the campus 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

Score explanation:

The institution contracts with Parkhurst Dining to provide food services on campus. Sustainability and quality were primary considerations in the vetting process for the contract. 17% of all of the food used in school meals is produced by local farms and food vendors. Composting is implemented in the food preparation facilities. Reusable plates and utensils are provided in dining halls. Parkhurst also regularly provides education and resources about sustainability through their "clean plate" program and their annual Local Vendor Fair and other programs.

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:

0

Score explanation:

There is no sustainability criteria for procurement of materials. Employees are allowed to purchase from any supplier.

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

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

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

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

Score Assigned:

1

Score explanation:

Through collaboration between the newly formed UNECOM Student government association's Sustainability Committee and the former Social Committee, recommendations for sustainability measures at UNECOM events have been taken into effect. These include the elimination of single use water bottles at the Chilibowl and COM-olympic events - replaced with large water coolers and students are encouraged to bring reusable water bottles. Additionally, the Interprofessional Gala will utilise reusable and or recyclable utensils, dish and drink wears at this year's event to reduce waste and single-use-plastics.

| | |
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| 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: | 0 |
| <i>Score explanation:</i> There are no current guidelines in place through the medical school. | |

| | |
|---|---|
| 5.11. Does your <u>institution's</u> 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: | 2 |
| <i>Score explanation:</i> As of December 2020, UNE Board of Trustees voted to adopt a carbon-reduced portfolio for the University's endowment, affecting a change to ~22% of the total portfolio. Information regarding the details of the institution's endowment, and the results of this change is difficult to locate. It is currently unclear what, if any, progress has been made or quantified. | |

| | |
|-------------------------------------|--------------|
| Section Total (17 out of 32) | 53.1% |
|-------------------------------------|--------------|

Back to Summary Page [here](#)

Grading

Section Overview

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

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

**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 New England College of Osteopathic Medicine

The following table presents the individual section grades and overall institutional grade for the **University of New England College of Osteopathic Medicine** on this medical-school-specific Planetary Health Report Card.

| Section | Raw Score % | Letter Grade |
|---|---|--------------|
| Planetary Health Curriculum (30%) | $(27/75) \times 100 = 36\%$ | D+ |
| Interdisciplinary Research (17.5%) | $(10/17) \times 100 = 58.8\%$ | C+ |
| Community Outreach and Advocacy (17.5%) | $(4/14) \times 100 = 42.9\%$ | C- |
| Support for Student-led Planetary Health Initiatives (17.5%) | $(12/15) \times 100 = 93\%$ | A |
| Campus Sustainability (17.5%) | $(16/32) \times 100 = 53\%$ | C |
| Institutional Grade | $(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 54.2\%$ | C |

Report Card Trends

Section Overview

This graph demonstrates trends in overall and section grades for the years in which **University of New England** has participated in the Planetary Health Report Card initiative.

