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# Planetary Health Report Card (Medicine) 2026: *Tufts University*

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School of  
Medicine

2025-2026 Contributing Team:

- Students: *Harry Sultan\**, *Piyusha Kundu*, *Lucy Rickerich*, *Carly Griffin*, *Grant Gattuso*

\*Primary Contact: Harry Sultan, [harry.sultan@tufts.edu](mailto:harry.sultan@tufts.edu)

## Summary of Findings

<b>Overall Grade</b>	<b>C+</b>
<b>Curriculum</b>	<b>C</b>
<ul style="list-style-type: none"> <li>Planetary health content at Tufts University School of Medicine is present but inconsistently integrated into the curriculum. Strengths of the curriculum include robust coverage of respiratory impacts of climate change, sustainable healthcare practices, local environmental health in Boston’s Chinatown, and structured physician advocacy training. However, content is primarily delivered through isolated lectures rather than longitudinal integration and some organ blocks mention climate health topics only in passing.</li> <li><b>Recommendations:</b> Develop a comprehensive and longitudinal planetary health curriculum with designated faculty leadership to integrate content across all organ system courses.</li> </ul>	
<b>Interdisciplinary Research</b>	<b>C+</b>
<ul style="list-style-type: none"> <li>Both Tufts University and The Friedman School of Nutrition have broader research emphasis on sustainability and planetary health. The Tufts University School of Medicine Maine track has some faculty who focus on these issues, but the Boston campus lacks opportunities dedicated to medical students.</li> <li><b>Recommendations:</b> Given the strong sustainability and planetary health work already present across the broader university, Tufts should make a deliberate effort to increase access to medical students by highlighting existing research and connecting students to opportunities.</li> </ul>	
<b>Community Outreach and Advocacy</b>	<b>C</b>
<ul style="list-style-type: none"> <li>Although Tufts University School of Medicine offers ample opportunities for community outreach and advocacy through the Community Service-Learning component of the MD curriculum, these opportunities are mostly unrelated to planetary health. Furthermore, while the Tufts University Environmental Studies department offers educational events and lectures that are technically open to the public, these events are aimed primarily at an academic rather than community audience.</li> <li><b>Recommendations:</b> Tufts University School of Medicine should expand upon the existing CSL program and offer students the opportunity to engage with community partners working on issues related to planetary health. Additionally, Tufts University School of Medicine should become more involved in planning and promoting community and patient-facing events related to planetary health education.</li> </ul>	
<b>Support for Student-Led Initiatives</b>	<b>B</b>
<ul style="list-style-type: none"> <li>Tufts University School of Medicine demonstrates meaningful support for student-led planetary health initiatives. Students have access to institutional funding through the university-wide Green Fund, which has supported sustainability projects on the medical campus, and the School of Medicine sponsors active student groups such as Medical Students for a Sustainable Future and One Health. These groups organize educational programming, community engagement activities, and interdisciplinary collaborations. However, opportunities for dedicated planetary health research funding, centralized mentorship resources, and formal representation in institutional decision-making remain limited.</li> <li><b>Recommendations:</b> The School of Medicine should establish a centralized planetary health webpage tailored to medical students, create clearly advertised research and mentorship pathways, and appoint a student sustainability liaison to represent planetary health interests in institutional governance.</li> </ul>	
<b>Campus Sustainability</b>	<b>C-</b>
<ul style="list-style-type: none"> <li>Tufts University broadly has made great strides in progressing towards a more sustainable campus. New construction is thoughtful, they have partially divested from fossil fuels – specifically, coal and tar. They</li> </ul>	

have the goal of net-zero carbon for 2050. Tufts University School of Medical has made good progress to become a more sustainable campus in conjunction with the wider University when building new buildings and in purchasing virtual energy to reduce Boston campus energy related emissions by 40%.

- **Recommendations:** There is still much to improve with the campus' sustainability. Old buildings can still be updated to make them more energy efficient. Specific guidelines can also be set to make lab spaces, events, and procurement more sustainable. Additionally, clinical sites that can be reached more easily by public transit or biking infrastructure would decrease the need for students to have cars in their third and fourth years.

# 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*

<b>1.1. Did your <u>medical school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?</b>	
Yes, the medical school has offered <b>more than one</b> elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered <b>one</b> elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does <b>not</b> have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a <b>lecture</b> on planetary health. (1 point)	
No, the medical school has <b>not</b> offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> Elective courses are available only to fourth year medical students. In the past year, there have not been any electives offered with a focus on climate/planetary health or that include these topics.	

## *Curriculum: Health Effects of Climate Change*

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

As part of a group project in the Population Health and the Profession of Medicine course, a cohort of students was assigned to explore the impact of heat stress on the residents of Boston's Chinatown and then to present these findings to the class at large. Additionally, in the Renal block, a lecture entitled "Environmental Kidney Disease" discussed the impact that heat exposure and dehydration have on the incidence of chronic kidney disease.

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

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

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

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

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

Score Assigned:

2

*Score explanation:*

In a lecture entitled "Introduction to Climate Change and Health Through the Lens of Pulmonology" in the Perspectives in Medicine course, the impact of extreme weather events such as wildfires and dust storms on respiratory health was discussed. There is no mention in the curriculum of the potential for extreme weather events to disrupt healthcare delivery or of the importance of developing climate resilient healthcare systems. There is no mention of the impact of extreme weather events in relation to organ systems other than pulmonology.

**1.4. Does your medical school curriculum address the impact of climate change on the changing patterns of infectious diseases?**

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

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

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

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

Score Assigned:

2

*Score explanation:*

In The Microbes, Infectious Disease, and the Immune System block, multiple lectures discuss the expanded geographies of certain zoonotic diseases such as Dengue and Zika due to rising global temperatures.

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

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

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

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

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

Score Assigned:

3

*Score explanation:*

The impact of climate change and air pollution on respiratory health was discussed throughout the Respiratory block, integrated in numerous lectures. Additionally, an entire lecture entitled "Introduction to Climate Change and Health Through the Lens of Pulmonology" in the Perspectives in Medicine course was dedicated to this topic.

**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 a lecture entitled "Social Determinants of Health in Cardiovascular Disease" within the Perspectives in Medicine course, pollution was briefly mentioned as a contributor to the development of cardiovascular disease amongst other causes.

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

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

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

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

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

Score Assigned:

0

*Score explanation:*

This topic was not covered in the core curriculum or any elective coursework.

**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 Clinical Nutrition course discusses the burden of diet-related illness in the United States and the association between food insecurity and increased healthcare costs. Additionally, The Perspectives in Medicine course featured a panel discussion called “Community Approaches to Food as Medicine” in which the crisis of food insecurity and the impact of nutrition on health was explored by various invited community leaders. However, the relationship between climate change and food security was not mentioned specifically in this discussion.

**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:

3

*Score explanation:*

In the Population Health and the Profession of Medicine course, students learned about inequities related to the built environment (e.g., access to green space, differences in air quality and temperature between different neighborhoods, the historical practice of redlining, etc.). Additionally, in the Perspectives in Medicine course, a lecture entitled “Care of People Experiencing Homelessness” discussed the unique challenges in caring for unhoused patients and the risks associated with greater exposure to the elements, especially during stretches of extreme heat or cold.

**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:

2

*Score explanation:*

This topic was covered in the aforementioned lecture “Introduction to Climate Change and Health Through the Lens of Pulmonology” in the Perspectives in Medicine course. The concept of “climate refugees” was a focus. Moreover, there was a discussion of “Mesoamerican Kidney Disease” in the Environmental Kidney Disease lecture, a phenomenon which has been linked with heat stress with exposure to agrochemicals, heavy metals, and infectious agents also potentially playing a role.

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

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

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

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

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

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

Score Assigned:

0

*Score explanation:*

This topic was not covered in the core curriculum or any elective coursework.

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

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

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

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

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

Score Assigned:

3

*Score explanation:*

Through the Population Health and the Profession of Medicine course, students learned about the history and environmental changes that occurred in Boston's Chinatown neighborhood where Tufts University School of Medicine is located, across several lectures. Topics discussed included air pollution and sound pollution in Chinatown due to its proximity to the interstate, access to green space and tree cover, and the high ambient temperature of the neighborhood relative to others in Boston.

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

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

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

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

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

Score Assigned:

0

*Score explanation:*

This topic was not covered in the core curriculum or any elective coursework.

**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:

2

*Score explanation:*

In a lecture entitled "Beyond Tuskegee: Continuing Racial Inequities in Medicine" within the Population Health and The Profession of Medicine course, a study in which low-income children were knowingly exposed to high levels of lead was discussed.

*Curriculum: Sustainability*

1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet?	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 point)	
Score Assigned:	0
<p><i>Score explanation:</i>            In the Clinical Nutrition course, the benefits of a diet that is high in vegetables were mentioned. However, there was no connection made to the environmental benefit of such a diet.</p>	

1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i>            The healthcare industry’s contribution to global carbon emissions was discussed in a lecture entitled “Sustainability in the Cardiac OR” within the Perspectives in Medicine course. Scope 1, 2, and 3 emissions associated with surgical care were reviewed, along with best practices for minimizing waste in the operating room. The lecture also highlighted the contribution of anesthetic gases to the healthcare carbon footprint. In addition, it discussed several approaches to reducing waste in clinical settings, including prioritizing reusable over single-use supplies when feasible.</p>	

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 <b>and</b> environmental <b>co-benefits</b> of <b>avoiding</b> over-medicalisation, over-investigation and/or over-treatment (2 points)	2
The environmental impact of <b>pharmaceuticals</b> and over-prescribing as a cause of climate health harm. Alternatively teaching on <b>deprescribing</b> where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	0

The health <b>and</b> environmental <b>co-benefits</b> of <b>non-pharmaceutical management</b> of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	1
Environmental impact of <b>surgical</b> healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	1
The impact of <b>anaesthetic</b> gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	1
The impact of <b>inhalers</b> on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	0
<b>Waste production</b> within healthcare <b>clinics</b> and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	1
<p><i>Score explanation:</i></p> <ol style="list-style-type: none"> <li>1. In the Introduction to Clinical Medicine course, students learn about the risks involved with over-investigation and overtreatment and how to decide when certain tests are necessary.</li> <li>2. Lifestyle interventions and behavioral changes are consistently discussed as important treatment options throughout all blocks.</li> <li>3. The environmental impact of surgical health care was discussed extensively in a lecture entitled “Sustainability in the Cardiac OR” within the Perspectives in Medicine Course. Scope 1, 2, and 3 emissions related to surgery were explained and best practices for reducing waste in the OR were outlined. The impact of anesthetic gases on the healthcare carbon footprint was also a focus of this lecture. Additionally, the lecture covered several strategies for reducing waste in clinical activities, including the use of re-usable vs. single-use supplies when possible.</li> </ol>	

### *Curriculum: Clinical Applications*

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

**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:*

Through the Medical Interviewing and the Doctor Patient Relationship course in the first year, students are trained to take a full history, which includes questions about any potential environmental exposures either occurring at home or at a patient's place of work.

***Curriculum: Administrative Support for Planetary Health***

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

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

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

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

Score Assigned:

0

*Score explanation:*

At present, there are no improvements to planetary health education in progress.

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

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

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

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

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

Score Assigned:

2

*Score explanation:*

Planetary health topics tend to be addressed primarily in standalone lectures such as “Introduction to Climate Change and Health Through the Lens of Pulmonology” in the Perspectives in Medicine course. The Respiratory block is one that has done a better job in integrating these topics longitudinally throughout the course, discussing the impact of pollutants on multiple conditions (asthma, COPD, lung cancer, etc.).

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

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

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

Score Assigned:

0

*Score explanation:*

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

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

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

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

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

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

Score Assigned:

3

*Score explanation:*

Within the Perspectives in Medicine course, there was a 6-lecture sequence introducing students to the topic of physician advocacy. Students learned about different advocacy techniques and heard from physician advocates in a variety of fields. The sequence culminated in an “Advocacy Project” in which students identified a topic of their choosing and used the skills they learned to explore potential interventions, some of which were put into action.

**Section Total (39 out of 75)**

**52%**

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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.*

<b>2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?</b>	
Yes, there are faculty members at the <b>institution</b> who have a <b>primary</b> research focus in planetary health <b>or</b> sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the <b>institution</b> who are conducting research <b>related</b> to planetary health or healthcare sustainability, <b>OR</b> are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the <b>institution</b> , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are <b>no</b> planetary health and/or sustainability researchers at the <b>institution</b> at this time. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p>There are individual faculty members at the School of Medicine conducting research in the areas of <a href="#">early life environmental exposure and health</a>, <a href="#">surgical and anaesthetic waste production</a>, and molecular epidemiology and ecology of emergent <a href="#">vector-borne diseases</a>. Tufts School of Medicine Faculty that are affiliated with the Maine Medical Center Research Institute are conducting projects related to how pollution in well water (arsenic, PFAs) is associated with health outcomes and <a href="#">medical center's architecture</a> might impact patients and surrounding neighborhoods. Additionally, there is a <a href="#">Vector-Borne Disease Laboratory</a> at the MMCRI that conducts research on clinical and environmental aspects of tick transmitted infections.</p>	

<b>2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u>?</b>	
There is <b>at least one</b> dedicated department or institute for interdisciplinary planetary health research. (3 points)	
There is <b>not currently</b> a department or institute for interdisciplinary planetary health research, but there are <b>plans</b> to open one in the next 3 years. (2 points)	

There is an <b>Occupational and Environmental Health department</b> , but no interdisciplinary department or institute for planetary health research. (1 point)	
There is <b>no</b> dedicated department or institute. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i>  Although it is not a dedicated department at the medical school, <a href="#">Tufts Institute of the Environment</a> is a broad institution that operates across all of Tufts. Tufts also has the interdisciplinary <a href="#">One Health</a> Center which centers on the belief that human, animal, and environmental health are inextricably linked.</p> <p>The School of Medicine also has a One Health student organization for medical students who are interested in the interdisciplinary nature of ecosystems and health.</p>	

<b>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?</b>	
Yes, there is a process in which community members impacted by climate and environmental injustice have <b>decision-making power</b> in the climate + environmental research agenda. (3 points)	
Yes, there is a process in which community members impacted by climate and environmental injustice <b>advise</b> the climate + environmental research agenda. (2 points)	
<b>No</b> , but there are <b>current efforts</b> to establish a process for community members to advise or make decisions on the research agenda. (1 point)	
There is <b>no</b> process, and <b>no</b> efforts to create such a process. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i>  The Chinatown community has had opportunities to provide input on broader decisions about the medical center and its footprint, but to our knowledge not on the research agenda specifically.</p>	

<b>2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?</b>	
There is an <b>easy-to-use, adequately comprehensive</b> website that <b>centralises</b> 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 <b>attempts to centralise</b> various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)	

The <b>institution</b> has an <b>Office of Sustainability website</b> that includes <b>some</b> resources related to health and the environment. (1 point)	
There is <b>no</b> website. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> The Tufts Office of Sustainability, based in the undergraduate campus, has a <a href="#">website</a> . It's a detailed website that outlines the university's sustainability plans, sustainability resources, and current progress. However it receives a score of 2 as it is not tailored to the medical school or medical school students.	

<b>2.5. Has your <u>institution</u> recently hosted a conference or symposium on topics related to planetary health?</b>	
Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)	
Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)	
Yes, the <b>institution</b> has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)	
The <b>institution</b> has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)	
No, the <b>institution</b> has not hosted a conference on topics related to planetary health in the past three years. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> Tufts has hosted the annual <a href="#">Energy Conference</a> for over 15 years. However, the conference is not as publicized to medical students as it could be. According to this website, it was last held in 2024 (two years ago).	

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

*Score explanation:*

Tufts University School of Medicine is part of the Global Consortium on Climate and Health Education.

**Section Total (10 out of 17)**

**59%**

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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.

<b>3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?</b>	
Yes, the <b>institution</b> meaningfully partners with <b>multiple</b> community organisations to promote planetary and environmental health. (3 points)	
Yes, the <b>institution</b> meaningfully partners with <b>one</b> community organisation to promote planetary and environmental health. (2 points)	
The <b>institution</b> does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is <b>no</b> such meaningful community partnership. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p>Tufts University School of Medicine does not partner with community organisations to promote planetary health. Most medical students at TUSM participate in the <a href="#">Community Service Learning</a> component of the curriculum and are paired with at least one of ~40 community organizations, but none of these organizations is aimed specifically at promoting planetary health. Beyond the medical school, the Tufts University Environmental Studies Program has hosted the <a href="#">Hoch Cunningham Environmental Lecture</a> series since 2011, which is open to members of the community. However, these lectures are not hosted by nor widely publicized to the medical school, and not all of the topics are healthcare-related. They are also primarily intended for an academic audience.</p>	

<b>3.2. Does your <u>institution</u> offer community-facing courses or events regarding planetary health?</b>	
The <b>institution</b> offers community-facing courses or events at least once every year. (3 points)	
The <b>institution</b> offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)	
The <b>institution</b> has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	

The <b>institution</b> has not offered such community-facing courses or events. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i>          Tufts University School of Medicine does not plan nor directly promote community-facing courses regarding planetary health itself. However, the Tufts University Environmental Studies department does host <a href="#">weekly environmental science lectures</a> that are open to the community. Some, but not all, of these lectures are focused on planetary health specifically. Furthermore, though these lectures are open to the community, their primary intended audience is academic and thus they may not be sufficient to address the educational needs of patients and the community.</p>	

<b>3.3. Does your <u>institution</u> have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?</b>	
Yes, all students <b>regularly</b> receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)	
Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to <b>some courses</b> . (1 point)	
Students <b>do not</b> receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i>          Tufts University School of Medicine does not have regular, dedicated coverage of issues related to planetary health and/or sustainable healthcare in university update communications. Medical students can sign up to receive the Tufts University Office of Sustainability <a href="#">monthly newsletter</a> that shares guidance and news regarding general sustainability, but this newsletter is not aimed at a healthcare audience and does not typically address planetary health or sustainable healthcare.</p>	

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

*Score explanation:*

Tufts University School of Medicine has not engaged in post-graduate professional education activities related to planetary health and sustainable healthcare, but its main affiliate healthcare system of Tufts Medicine has previously offered continuing medical education (CME) credits for educational activities related to planetary health. For example, Tufts Medicine offered CME credit to providers who watched an online, recorded Grand Rounds lecture entitled “[Connection between PFAS and Human Disease](#)” on October 20, 2024.

**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:*

[Tufts Medical Center](#) and some affiliated hospitals, such as [Maine Medical Center](#), have accessible physical and/or online educational materials for patients about environmental health exposures.

**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:*

[Tufts Medical Center](#) and some of its affiliated hospitals have physical and/or digital educational materials for patients about the health impacts of climate change.

**Section Total (7 out of 14)**

**50%**

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## Support for Student-Led Planetary Health Initiatives

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

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

Yes, the **institution** *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 fulfill 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

#### *Score explanation*

Tufts University sponsors the [Green Fund](#), which allocates \$40,000 to sustainability projects across all of Tufts' campuses. Projects funded range from research on sustainable innovation to campus decarbonization to education for sustainability. In fall 2024, the Green Fund sponsored the School of Medicine's Hirsch Health Sciences Library "Library Leaf Project," which introduced greenery throughout the library in response to student feedback. The School of Medicine also sponsors student-led events and projects led by Medical Students for a Sustainable Future and One Health interest groups.

### 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:

1

#### *Score explanation:*

Tufts University's Office of the Vice Provost for Research offers graduate students a funded [environmental research fellowship](#) through Tufts Climate, Renewable Energy, Agriculture, Technology, and Ecology (CREATE) Solutions for interdisciplinary projects related to climate solutions. The Tufts CREATE Solutions webpage is no longer updated, but the initiative is still included as an initiative under the [Office of the Vice Provost for Research](#). It is not clear from the School of Medicine's webpage or student resources that this opportunity is available to students.

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

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

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

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

Score Assigned:

1

*Score explanation:*

Tufts University School of Medicine does not have a webpage with information related to planetary health and sustainable healthcare. Information on planetary health and sustainable healthcare activities and mentors can be found on multiple sites across the broader institution's webpages (e.g., the [Office of Sustainability](#), the Friedman School of Nutrition's [Sustainable Food Systems for Human and Planetary Health](#), and past projects funded by the [environmental research fellowship](#)). The Office of Sustainability webpage allows students to directly request support for on-campus projects related to sustainability (e.g. garden).

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

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

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

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

Score Assigned:

2

*Score explanation:*

Tufts University School of Medicine hosts two student groups dedicated to planetary health and sustainability in healthcare: Medical Students for a Sustainable Future and One Health. Medical Students for a Sustainable Future organizes events such as lunch and learns and community gardening opportunities. One Health collaborates with the Cummings School of Veterinary Medicine at Tufts University to host case-based discussions and comparative anatomy labs.

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

Yes, there is a student representative 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

*Score explanation:*

There is no medical student liaison representing sustainability interests who serves on a department or institutional decision-making council to advocate for curriculum reform or sustainability best-practices.

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

**Score**

Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.

1

Panels, speaker series, or similar events related to planetary health that have students as an intended audience.

1

Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.

1

Cultural arts events, installations or performances related to planetary health that have students as an intended audience.

0

Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.

1

Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)

1

*Score Explanation:*

1. Medical students have the opportunity to tend to an urban community garden in a courtyard neighboring the Medical Education building that is funded by a grant received from Tufts in 2023.
2. In 2024, Tufts hosted environmental health advocate and pediatrician Dr. Mona Hanna through a speaker series event intended for all incoming medical students.
3. During the Population Health course, Tufts collaborates with the Asian Community Development Corporation (ACDC), a non-profit organization that invests in Asian American and low-income communities in Chinatown and Greater Boston. Students learn from ACDC about environmental justice issues impacting the Chinatown community—urban heat island effects, air pollution from adjacent highways, minimal green space—as well as what the community is doing to improve these issues.
4. The Office of Student Wellness hosts apple picking in the fall, and the Wilderness Medicine Interest Group organizes wilderness medicine skills days and annual volunteering for MedWAR.

**Section Total (11 out of 15)**

**73%**

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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.*

<b>5.1. Does your <u>institution</u> have an Office of Sustainability?</b>	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is <b>at least one designated staff member</b> for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but <b>no specific staff member</b> in charge of hospital sustainability. (2 points)	
There are <b>no salaried sustainability staff</b> , but there is a sustainability task force or committee. (1 point)	
There are <b>no</b> staff members <b>or</b> task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> For all of Tufts University, the Office of Sustainability has four full-time staff: Chief Sustainability Officer, Director, Sustainability Education and Strategy Manager, and a Senior Administrative Coordinator. The Office of Sustainability also has 8 current students working with them. However, there are no specific staff or student interns for the medical school or Boston campus.	

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

Tufts University has a goal to reach Carbon Neutrality by 2050, but there is no specific goal to reach carbon neutrality for the medical school.

**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:*

The Dental School building, which shares a campus with the Medical School, is certified LEED Silver. In 2024, Tufts purchased aggregated renewable energy in Texas through “virtual power purchase agreement (CPPA) that reduced energy-related emissions by 40% on the Boston Health Sciences campus. The school does not report the specific percentage of energy that is off-site and/or on-site renewable energy for either the University as a whole or the Medical campus.

**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:*

The Tufts Dental School was expanded vertically and the new construction was LEED Silver. However, the medical school is older and has not been updated significantly. They have updated the steam pipes to produce heating and cooling using electricity in some buildings, but not necessarily

the majority, and they state that they continue to study cost-effective ways to make the Boston Health Science buildings compatible with renewable energy.

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

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

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

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

Score Assigned:

1

*Score explanation:*

Tufts offers significantly discounted public transit passes as well as discounted bike share memberships, which are offered through the student payment center and advertised via email to students. Most students use these options through their first two years. However, it is difficult to access many off-campus clinical sites during 3rd year clerkships without a car. In the third year of medical school and beyond, most students drive.

**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:*

Tufts University School of Medicine has recycling throughout the building and a compost bin located in the Medical School cafeteria common space. There are also current efforts in play to expand composting services. The Tufts University as a whole has both recycling and compost programs on all campuses.

**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:*

The undergraduate campus has made a significant effort to increase food and beverage sustainability including meatless Monday pledges and purchasing about a quarter of dining hall food that is processed or grown within 250 miles of campus. However, the food option on the medical campus is independently run and therefore does not appear to be engaged in efforts to increase food and beverage sustainability. Therefore, the sustainability guidelines are optional, but the institution is working towards increasing food and beverage sustainability.

**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:

1

*Score explanation:*

Tufts Office of Sustainability provides “considerations” and resources in a Green Purchasing Guide for how to purchase greener options. However, these are insufficient as they require the purchaser to take the initiative to find sustainable options. Moreover, engagement with the Green Purchasing Guide is optional. The institution does not appear to be engaged in any specific efforts to increase sustainability of procurement.

**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:*

The Office of Sustainability published a “Sustainably Planned and Resourced Events” guide, but they are not strongly advertised, recommended, nor incentivized.

**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:*

The institution has implemented various new [specialty recycling strategies](#) for lab products but these are not heavily enforced, are partly paused, and seem to be limited in their reach.

**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:	2
<i>Score explanation:</i> Tufts divested from coal and tar and continues to re-evaluate their commitments every year. They are also investing a minimum of \$10 million over the next five years towards mitigating the impacts of climate change. However, they have not totally divested from indirect fossil fuel investments nor those outside of coal and tar.	
<b>Section Total (14 out of 32)</b>	<b>43.75%</b>

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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 Tufts University School of Medicine.

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

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(39/75) \times 100 = 52\%$	C
<b>Interdisciplinary Research (17.5%)</b>	$(10/17) \times 100 = 59\%$	C+
<b>Community Outreach and Advocacy (17.5%)</b>	$(7/14) \times 100 = 50\%$	C
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(11/15) \times 100 = 73\%$	B
<b>Campus Sustainability (17.5%)</b>	$(14/32) \times 100 = 44\%$	C-
<b>Institutional Grade</b>	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 55\%$	C+

# Report Card Trends

## Section Overview

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

### Planetary Health Report Card Trends for Tufts University School of Medicine

