



2026 Standards in Action:

Integrating the Required Program Topics for Impact

October 8, 2026
1pm EST



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Thank you to our over 250 volunteers

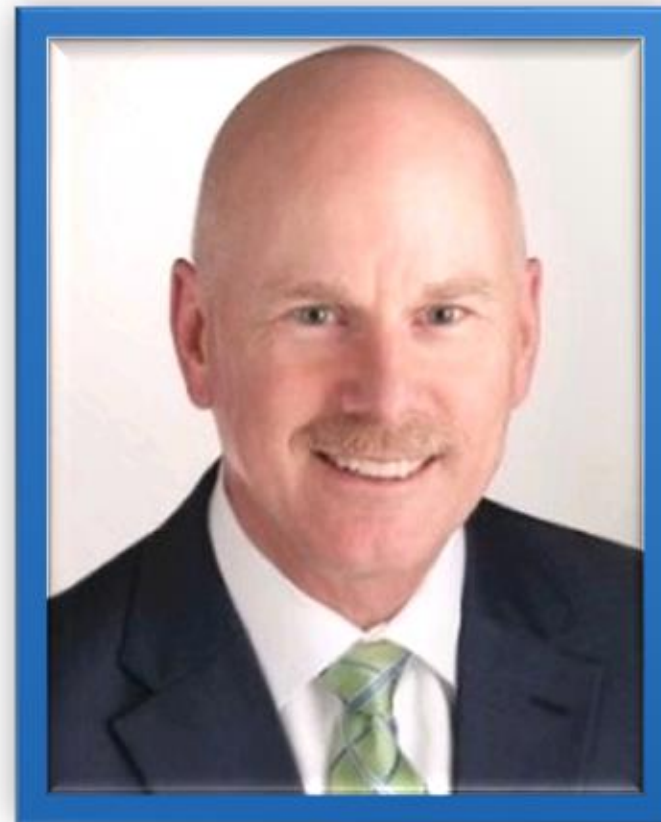
Agenda

Section	Activity	Timing (ET)
I. Welcome	• Welcome from Dr. Maureen Jones, CEO, CAHME • Opening reflections from Paul Murphy, Canon	1:00 – 1:10
II. Level-set	• The relevance of sustainability to future healthcare leaders	1:10 – 1:20
III. Resource Briefings	• How to bring sustainability into your class/curriculum: 1. Sustainable Healthcare 2. Policy / system dynamics 3. Leadership operations, decision-making & teamwork 4. Interprofessional learning 5. Partnering with practitioners 6. Integrating sustainability across the curriculum	1:20 – 2:00
IV. Break-out session	• Participants can join one of five virtual rooms/topics to see demonstrations and/or continue conversations	2:00 – 2:25
V. Closing	• Ideas for preparing healthcare leaders • Closing comments	2:25 – 2:30

I. Welcome



Dr. Maureen Connelly Jones
President and CEO
CAHME



Paul Murphy
Vice President
Major Accounts & Vertical Markets
Canon Solutions America



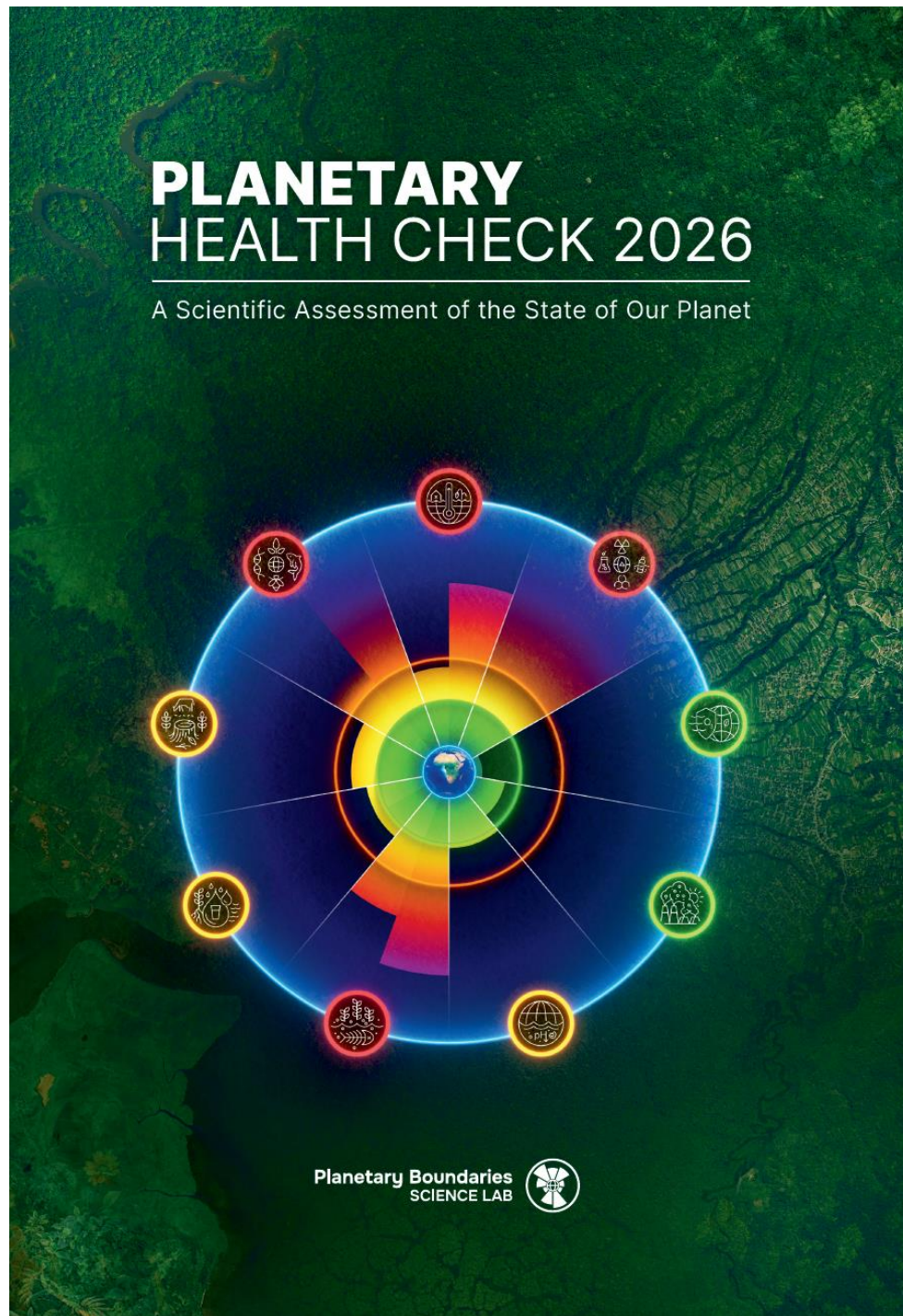
II. Level Set



Dr. Andrew Garman

Professor,
Health Systems Management, Rush University &
Senior Advisor,
IHF-Geneva Sustainability Centre
Email: Andy_N_Garman@rush.edu

Level Set



<https://www.planetaryhealthcheck.org/>

How does CAHME define sustainability?

- The ability to maintain organizational effectiveness and value creation over time... including integrating environmental considerations

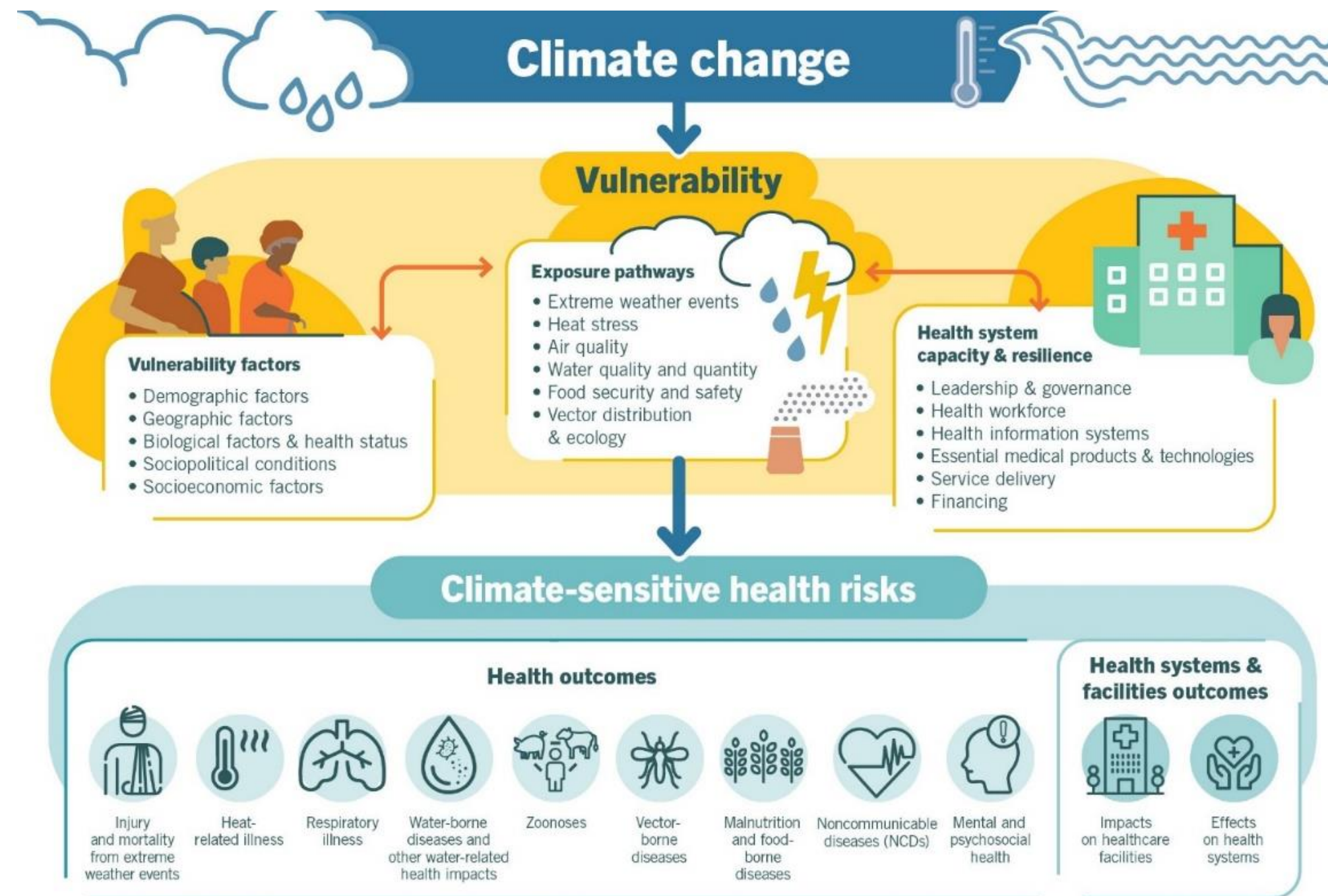
Why should healthcare leaders care?

- The environment is a critical determinant of human health.
- Healthcare leaders' decisions affect environmental health and communities' resilience to environmental threats.

Why should programs prepare their students for more sustainable practices?

- Creating more efficient operations
- Improving employee engagement
- Strengthening community resilience

A 'double-click' on climate



GHG emissions by region

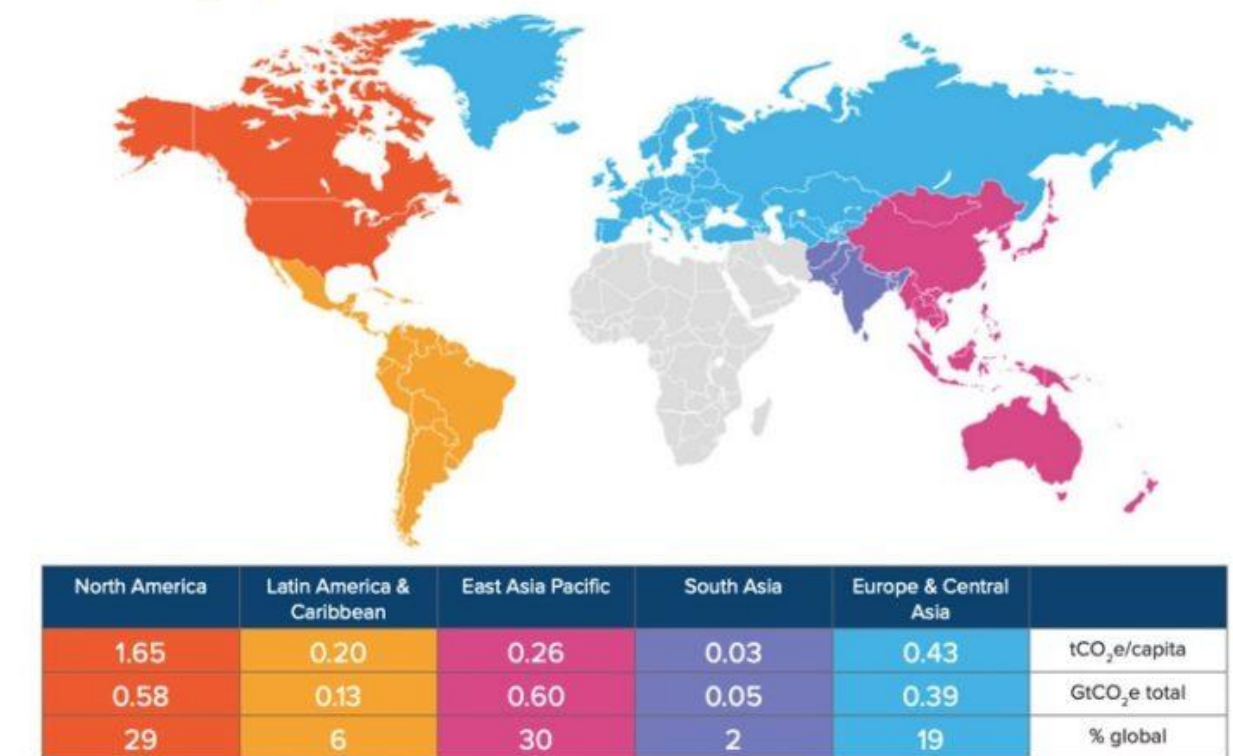


Figure 9: Estimated health care emissions for World Bank regions other than Sub-Saharan Africa and Middle East and North Africa

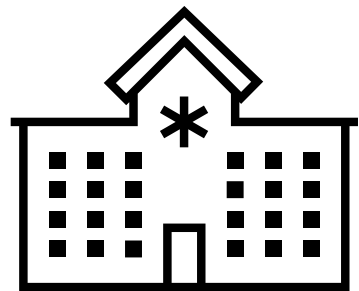
“If the global healthcare sector were a country, it would rank as the fifth largest emitter of greenhouse gases in the world.”

Healthcare Without Harm

Environmental policy in global context



In **2015**, **196 countries** signed the “Paris Agreement,” a **legally binding agreement to reduce carbon emissions** enough to limit global warming to well below 2 degrees, and ideally below 1.5 degrees Celsius. Globally, these goals will require a minimum 25% reduction - and ideally a 45% reduction - in GHG emissions by 2030.



In **2021**, **50 of these countries** committed to develop **climate-resilient and low-carbon health systems**. For federal healthcare providers, these commitments included:

- 100% carbon pollution-free electricity by 2030
- 100% zero-emission vehicle acquisitions by 2035
- 50% building emissions reduction by 2032, and net-zero by 2045
- Net-zero procurement emissions no later than 2050

AMERICA IS ALL IN

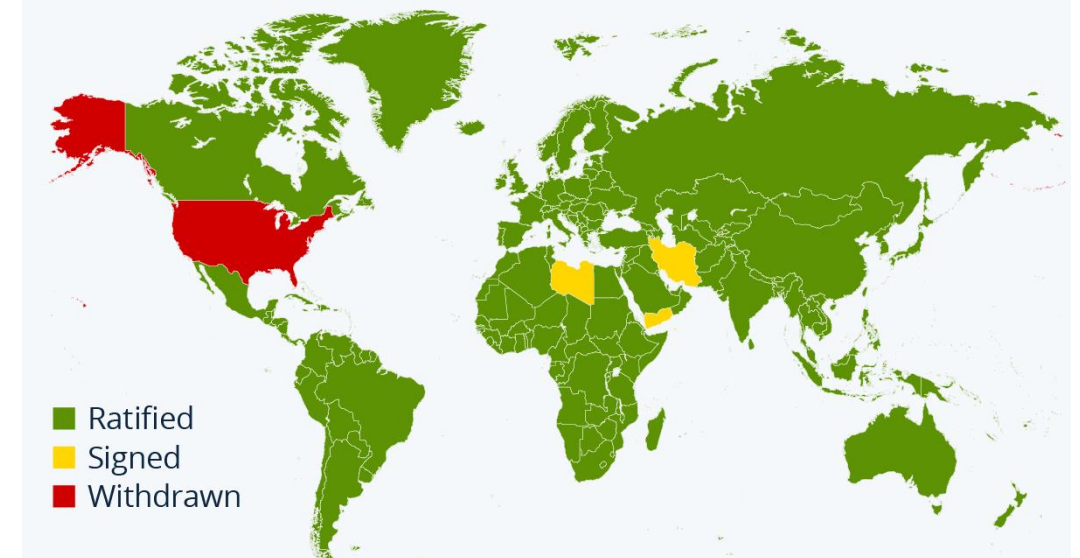


ACTION COLLABORATIVE ON
DECARBONIZING THE
U.S. HEALTH SECTOR

As of **2026**, all original countries remained in the agreement except the U.S. Within the U.S., participation continues at many states and cities, including through organizations such as “**America is All In**,” the “**Health Sector CARES pledge**,” the “**NAM Action Collaborative**,” and the “**AAMC’s Climate Action & Sustainability in Academic Medicine**”

U.S. Quits the Paris Agreement Again

Countries by their participation in the Paris Agreement
(as of Jan. 21, 2025)



Source: UNFCC



statista

75% of the world economy is in countries that are parties to the Paris Agreement. If the ‘still in’ local regions in the U.S. are added, that number jumps to 93%

Sources: UNFCC, America is All In

Sustainability as an Engagement Imperative

Growth in US MD / DO Schools Participating in the Planetary Health Report Card process, by Year

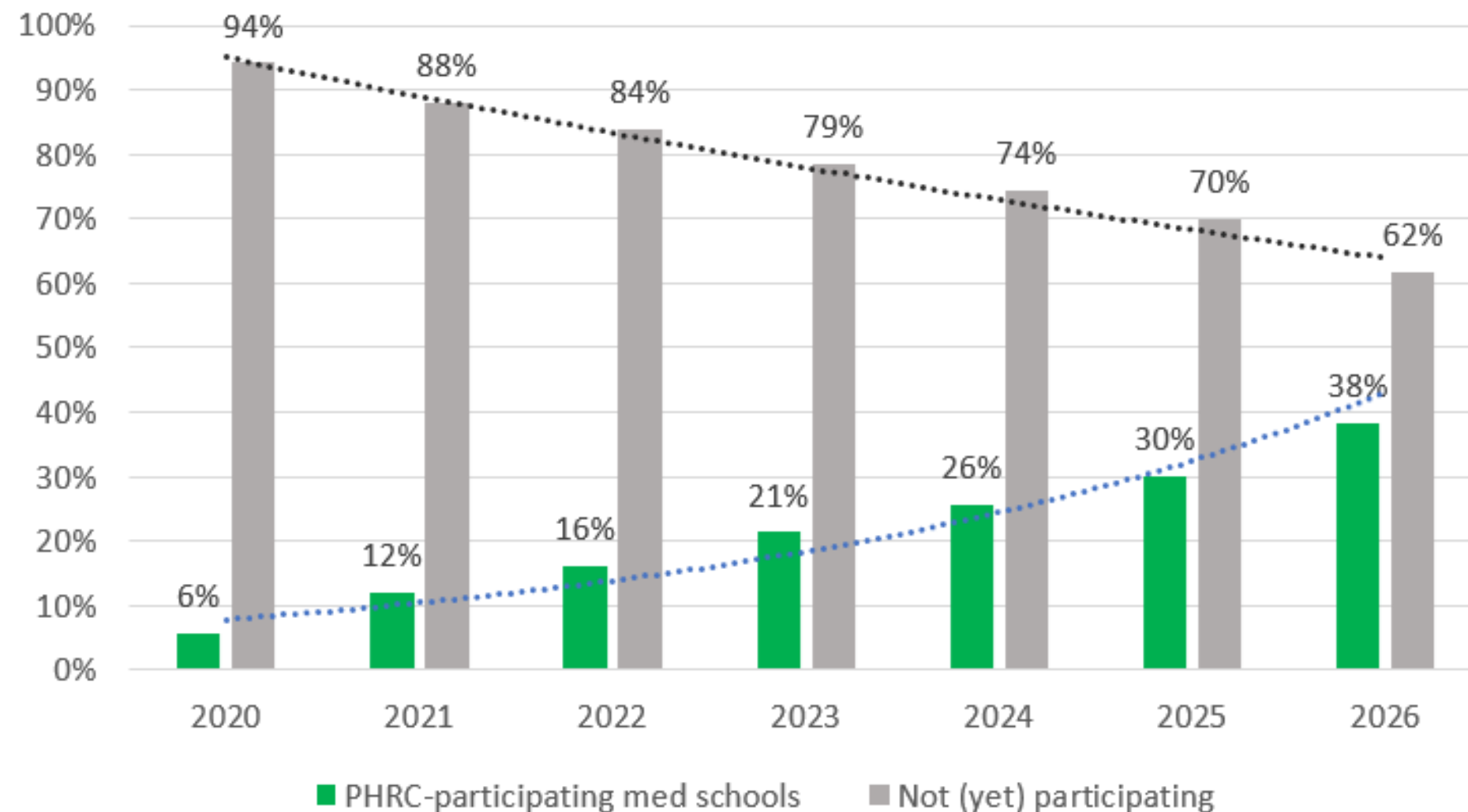
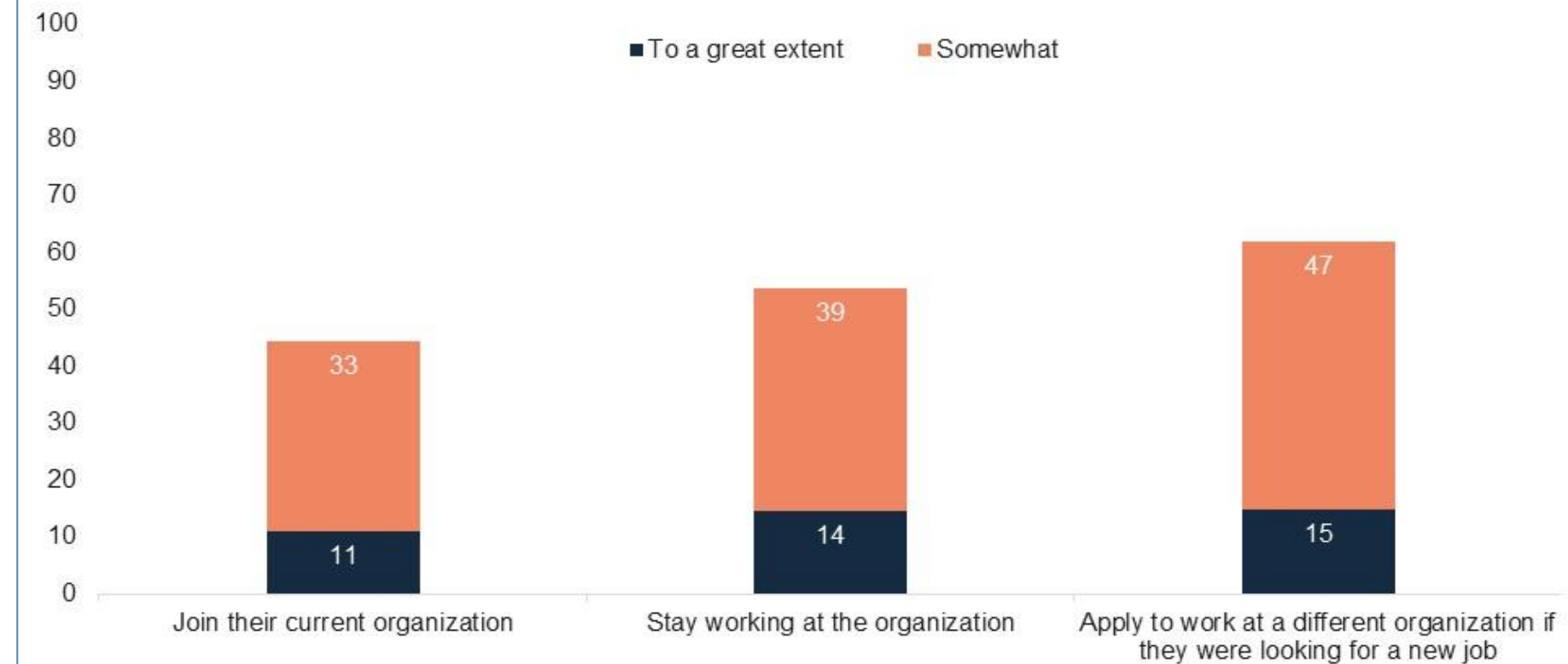


EXHIBIT 5

A health system or hospital's actions to reduce its environmental impact can play a role in a prospective employee's decision to join the organization.

Percentage of surveyed clinicians who said an organization's or prospective employer's policies and actions on reducing its environmental impact played or could play a role in their decision to . . .



Note: N = 1,001 U.S. clinicians employed at a hospital or health system.
Data: Commonwealth Fund 2023 Climate and Health Care Workforce Survey.

Source: Arnav Shah and Lovisa Gustafsson, *U.S. Health Care Workers Want Their Employers to Address Climate Change* (Commonwealth Fund, Jan. 2024). <https://doi.org/10.26099/j1ra-1957>



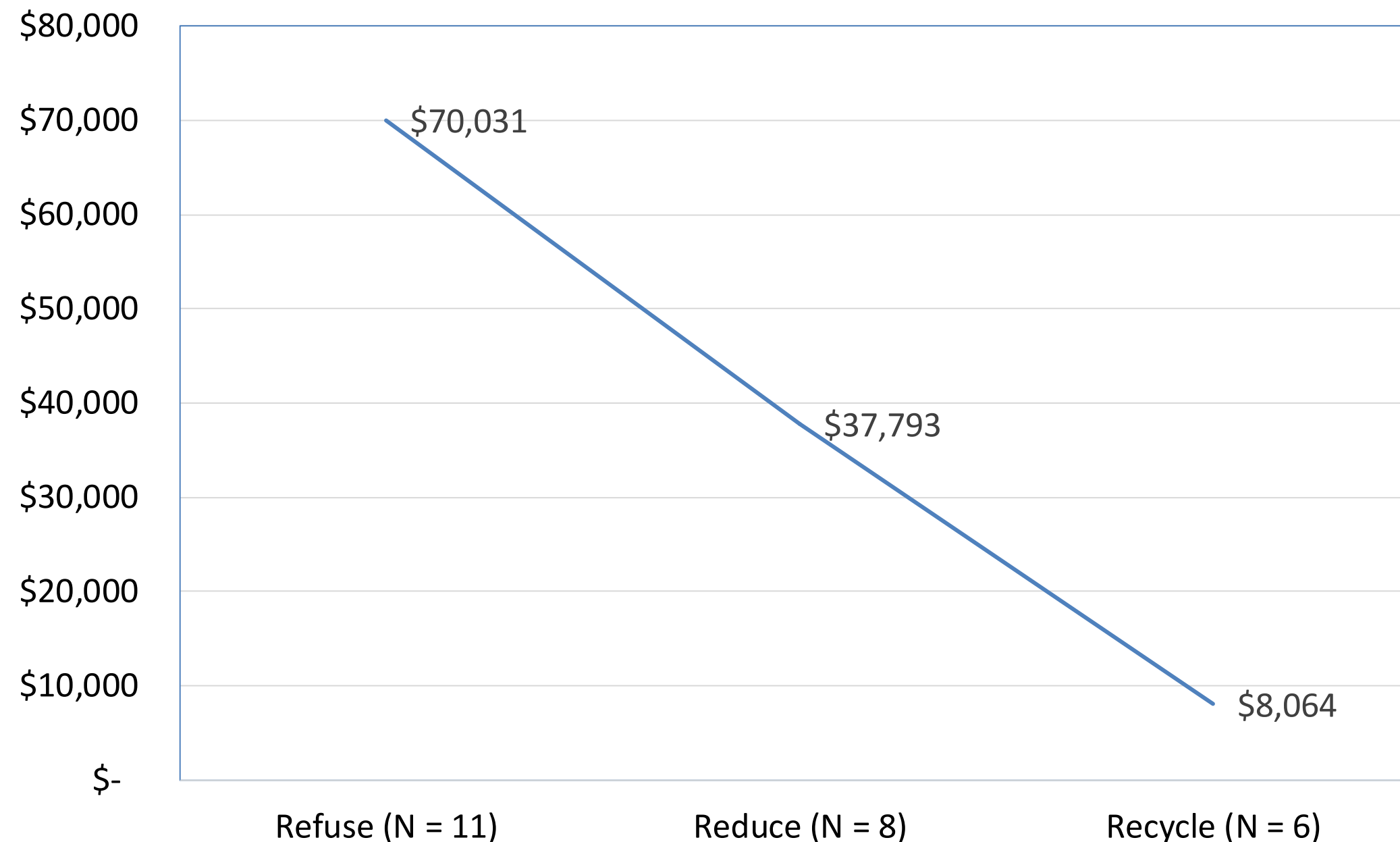
Source: Analyses based on public PHRC, AAMC and AACOM data

[U.S. Health Workers Want Employers to Address Climate Change | Commonwealth Fund](#)

Sustainability as a Source of Savings

Operating Rooms:

Median savings per intervention by intervention type



Energy Efficiency:

- A typical mid-sized U.S. hospital may spend \$1 million annually on energy.
- Efficient hospitals (e.g. ENERGY STAR certified) use 35% less energy, on average, than typical hospitals.
- Given the tight margins, hospitals run, a savings of \$300k in energy can have a bottom line impact equivalent to generating several million dollars in additional patient revenue.

III. Guest Presenters

Focus	Organization	Guest
1. Sustainable Healthcare: A Voluntary Framework for Quality, Safety, and Efficiency	Joint Commission	Kevin Zacharyasz
2. Policy / system dynamics	Climate Interactive	Katherine Markova
3. Leadership decision-making & teamwork	Geneva Sustainability Centre, International Hospital Federation	Ryan Crowder
4. Interprofessional learning	Planetary Health Report Card	Darius Baginskis
5. Partnering with practitioners	Rush University System for Health / Rush University	Ian Hughes
6. Integrating sustainability across the curriculum	University of South Carolina	Dr. Banky Olatosi

1. Sustainable Healthcare: A Voluntary Framework for Quality, Safety, and Efficiency

Kevin Zacharyasz, M.En.

Director of Healthcare Policy

Joint Commission

email: kzacharyasz@jointcommission.org



Discussing:

- How programs can leverage emerging resources, partnerships, and initiatives to better prepare future healthcare leaders

2. Policy / System Dynamics

Katherine Markova

Partnerships Lead

Climate Interactive

email: kmarkova@climateinteractive.org

Discussing:

- Climate Interactive's En-ROADS policy simulator
- Particularly well-suited for courses in policy, health impacts of climate change, economics, and systems thinking.

Additional resources:

- [Mastering En-ROADS](#) training program
- [En-ROADS Climate Ambassador](#) network for class workshops



3. Leadership Operations, Decision-Making & Teamwork

Ryan Crowder

Programme Lead

Strategic Initiatives Geneva Sustainability Centre

International Hospital Federation

email: ryan.crowder@ihf-fih.org



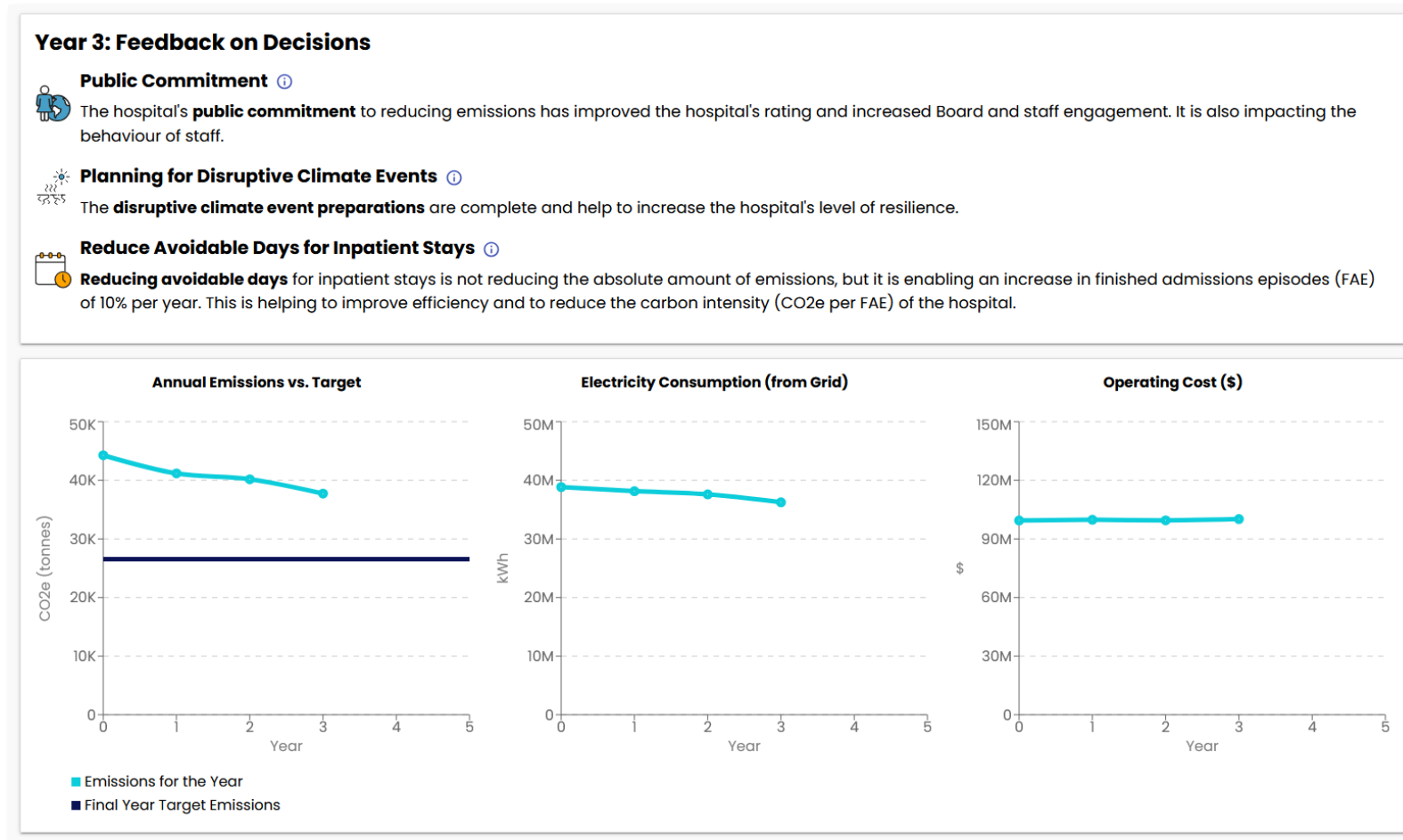
Discussing:

- The Carbon Emissions Learning Lab (CELL), a hospital leadership simulation that can be adopted for classroom use
- Particularly well-suited for leadership and capstone courses



Carbon Emissions Learning Lab (CELL)

Building executive leadership competencies in sustainable practices.



CELL simulates leadership decision-making to reduce greenhouse gas emissions in a 500-bed hospital without compromising on care, employee engagement, or costs.

Collaborator: *Sim Institute*



Over 2,000 healthcare leaders spanning 26 countries have participated in CELL learning programmes.

4. Interprofessional Learning

Darius Baginskis

Discipline Lead, Healthcare Management
Planetary Health Report Card
email: darius_baginskis@rush.edu

Discussing:

- The Planetary Health Report Card, a free-to-participate-in program that helps graduate health professions students evaluate and improve sustainability education and practices in their universities.
- Instructions on how students from your university can participate.
- Particularly well-suited for interprofessional experiences – especially if your university's medical school already participates.



**PLANETARY HEALTH
REPORT CARD**

What is the Planetary Health Report Card?

- Student-led, faculty-mentored initiative
- Evaluation tool
 - ☐ Curriculum
 - ☐ Interdisciplinary Research
 - ☐ Community Outreach
 - ☐ University Support for Student Initiatives
 - ☐ Campus Sustainability
- Growing team of 212 schools across 23 countries



Involvement in PHRC

- CAHME/Canon Award for Excellence in Sustainability in Healthcare Management Education and Practice
- Member of Report Card Pilot Team
- Student Evaluator
- PHRC Healthcare Management Discipline Lead



Video Source: [CAHME](#)

Joining my Break-out?

Sample PHRC Questions

 HR Leveraging environmental sustainability to attract and retain talent (e.g., through employer branding, employee resource groups)?	 Facilities - Incorporating environmental sustainability considerations into facilities master planning? - Examples of facilities master planning: - Equipment, access, information technology, systems and processes, sustainability initiatives, and staff	 Governance Incorporating environmental sustainability and climate resilience considerations into enterprise risk management?
 Finance Financing mechanisms for supporting environmental sustainability practices (e.g. green bonds, green revolving funds)?	 Leadership & Policy Organizational advocacy in regional, national, and global healthcare policies (e.g. ATACH/WHO)?	 Law Legal and regulatory frameworks involving measuring and reporting of environmental footprints (e.g. SBTi, TCFD)?
 IT The environmental footprint associated with information systems / AI?	 Quality Expectations of emerging accreditation standards associated with measuring, and reporting, and reducing emissions?	 Community Health - Integrating climate considerations into community reliance planning? - Resilience planning

THE PLANETARY HEALTH REPORT CARD

An international health student community inspiring institutional change.

Visit www.phreportcard.org

Contact health.mgmt@phreportcard.org

5. Partnering with Practitioners

Ian Hughes

System Director, Sustainability
Rush University System for Health
email: Ian_M_Hughes@rush.edu



Discussing:

- Finding / attracting practitioners as guest lecturers
- Sustainability departments as internship sites
- Collaborating on research and quality improvement initiatives



6. Integrating Across the Curriculum

Banky Olatosi

Associate Professor
Arnold School of Public Health
University of South Carolina
email: olatosi@mailbox.sc.edu



Discussing:

- How the University of South Carolina successfully integrates sustainability across its MHA curriculum
- The Canon Award for Excellence in Sustainability in Healthcare Management Education Experience



UNIVERSITY OF
South Carolina

MHA leaders for sustainability

University of South Carolina MHA

- Traditional Track: full-time, 2 years
- Executive Track: part-time, 3 years
- LEED Silver Discovery Building



100%
placement
2023-2025

>90%
Graduation
rate

\$77.5K
median starting
salary



Sustainability across the MHA curriculum

Frameworks, simulation, reflective assessment

- HSPM 766: social ESG, equitable workforce
- HSPM 770: GRI, SASB, TCFD, CDP
- CELL: early program and capstone revisit
- Kahoot: before-and-after knowledge checks

Scope 1 Onsite
Scope 2 Purchased energy
Scope 3 Value chain

Leadership & Governance

IHF CELL

Clinical Practices

Operations

Supply Chain

Students build systems thinking

Simulation results, reflection, transferable lessons

-39.5%

second-year average
simulated emissions
reduction

-38.9%

first-year average
simulated emissions
reduction

“Energizing”

“Competitive”

- Reflections: staff, ethics, communication, community health
- Lesson: target, measure, revise
- Office hour: CELL setup, debriefs, assessment, curriculum mapping

Selected Student Reflections

1st Year student: “I could have done better at analyzing the results of each year after implementing each program. I did not do a thorough analysis after every year to see which programs had the greatest benefit...”

*2nd year student: “Serving a community doesn’t just mean **community involvement outside four walls of the hospital... beyond that it means protecting the environment for the community that you serve.**”*



IV. Break-out Session

Room / Topic	Facilitator(s)
1. Sustainable Healthcare: A Voluntary Framework for Quality, Safety, and Efficiency	Kevin Zacharyasz
2. Policy / system dynamics	Katherine Markova
3. Leadership decision-making & teamwork	Ryan Crowder
4. Interprofessional learning	Darius Baginskis
5. Partnering with practitioners	Ian Hughes



- Choose whichever topic is of highest interest to you and move yourself into that room.



- 25 Minute Session



- Tip: Use the chat function for questions. We will make every effort to answer and follow-up.

Let's Hear from You

How will you integrate sustainability into your programs?

1

What topics or content will you include related to sustainability?

2

How will students gain the terminology and understanding they need to succeed in their future roles?

3

What opportunities, resources, or partnerships will support your approach?

UPCOMING EDUCATIONAL EVENTS & ANNUAL AWARDS

Mark Your Calendar • Engage • Apply

EDUCATIONAL EVENTS



FROM EVIDENCE TO STORY-BUILDING: A STRONG CRITERION NARRATIVE

Accreditation Workshop

Build clear criterion narratives that connect evidence, implementation, outcomes, and compliance.



October 23, 2026



11:00 AM – 12:30 PM EDT



CAHME CLC Subscribers



CONNECTING DIRECT AND INDIRECT EVIDENCE

*Turning Student Survey Data
into Continuous Quality
Improvement*

Use direct and indirect evidence to strengthen assessment and continuous quality improvement.



November 6, 2026



12:00 PM EDT



Open to CAHME Program
Directors and Faculty

ANNUAL AWARDS & SCHOLARSHIPS



Some awards have new elements –
check out the details here:

cahme.org/awards-scholarships/

CAHME 2026 AWARDS & SCHOLARSHIPS

Recognizing Excellence. Supporting Future Healthcare Leaders.

APPLICATIONS DUE OCTOBER 16, 2026

Robert S. Bonney Scholarship

For Veterans of the
U.S. Armed Services.

Tim Campbell Scholarship

For Selfless Service
to Others and
the Community.

Gail Matejcic Peace Scholarship

For Visionary
Healthcare Leaders.

Judy Baar Topinka Foundation Scholarship

For Health Policy.

Joint Commission Fellowship

In Healthcare
Quality Leadership.

Olin Oedekoven Most Improved Student Scholarship

For Demonstrated
Growth and Potential.

APPLICATIONS DUE NOVEMBER 16, 2026

Baldrige Foundation Award for Leadership Excellence

Recognizes a program director for excellence
in performance improvement and organizational preparedness.

SAVE THE DATE

ACHE March 21–25, 2027

Reception and Joint AUPHA/CAHME
Session for Practitioners.

Details & applications: cahme.org/awards-scholarships/

Thank you

3.1.3: Required Program Topics Program Preparation Guide



BIG PICTURE

CAHME is validating that every graduate of the program is provided instruction on each Required Program Topic **at least once** during the student's plan of study.

Programs have flexibility in how the topics are delivered, but they must demonstrate that every student has the opportunity to learn each required topic through an intentional, documented, and consistently implemented process.



PREPARATION



1. Identify where

each Required Program Topic is delivered within the curriculum.



2. Verify

that every Required Program Topic is provided to every student at least once during the plan of study.



3. Ensure

delivery methods are intentional and consistently available across all program formats and locations.



4. Develop

a process to monitor continued coverage as the curriculum evolves.



ACCEPTABLE DELIVERY METHODS



Required Program Topics may be delivered through a variety of structured educational experiences—including courses, instructional modules, workshops, seminars, guest speakers, professional organization offerings, experiential learning, required professional development activities, or other planned learning experiences—provided every student is intentionally exposed to each required topic at least once during the program.



ACTIVITIES THAT DO NOT MEET THE INTENT



Optional activities, incidental exposure, independent reading, extracurricular experiences, or simply listing a topic in a syllabus without evidence of instruction do not meet the intent of this criterion.

Programs must demonstrate that each Required Program Topic is intentionally delivered, documented, and consistently provided to all students.



REMEMBER

The goal is clear, consistent coverage of every Required Program Topic for every student—through intentional delivery and strong documentation. Demonstrate the process, the opportunities, and the results.

