



Planetary Health Report Card

Pharmacy

University of Colorado Anschutz
Skaggs School of Pharmacy and Pharmaceutical
Sciences



Skaggs School of Pharmacy
and Pharmaceutical Sciences

UNIVERSITY OF COLORADO ANSCHUTZ MEDICAL CAMPUS

2024-2025 Contributing Team:

- Students: Diane Lee*, Jenna Mayer*
- Faculty Mentors: Dr. Robert Page

(*Primary Contact: diane.d.lee@cuanschutz.edu, jenna.mayer@cuanschutz.edu)

Land acknowledgment: [University of Colorado Land Acknowledgement](#)

Summary of Findings

Overall Grade	B-
Curriculum	D-
<ul style="list-style-type: none"> The curriculum grade remains largely unchanged since the “Human Health and Climate Change” seminar elective was last offered in 2022. Recommendations: The core curriculum contains multiple opportunities to explore human health in the context of planetary health. Pharmacotherapy (PT) courses already discuss the importance of non-pharmacological management (diet, physical activity, exposure to risk factors, etc.) and patient specific factors (behavioral, social, economic, etc.) in health outcomes. <u>Specific topics to consider:</u> air quality, allergens, wildfires, extreme weather events, vector borne diseases, food/water security, healthcare utilization and resilience, especially in the context of Colorado and beyond. 	
Interdisciplinary Research	A
<ul style="list-style-type: none"> While the School of Pharmacy itself may not have a primary focus in climate change research, the University of Colorado as a whole supports collaboration and interdisciplinary research in the field, especially with the introduction of the new PhD in Climate and Human Health. Recommendation: continue supporting planetary health research in the context of human health, highlight and encourage student involvement. 	
Community Outreach and Advocacy	A
<ul style="list-style-type: none"> The University of Colorado, which consists of multiple schools, programs and campuses, regularly partners with community organizations. Recommendation: continue supporting local initiatives in the communities and encourage participation across <u>all</u> schools and disciplines. 	
Support for Student-Led Initiatives	A-
<ul style="list-style-type: none"> Student organizations are active and numerous across the Anschutz Medical campus, but may not always appear unified between schools and disciplines. Recommendations: Explore opportunities for cross-disciplinary collaboration if possible. 	
Campus Sustainability	C+
<ul style="list-style-type: none"> The university has made good progress towards campus sustainability, but there is still room for improvement at an institutional scale. Recommendations: Continue efforts to engage students and faculty in goal-setting conversations through workshops and town hall meetings up to the 2026 Climate Action Plan. 	

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 medical 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 medical training. It is imperative that we hold our institutions accountable for educating medical students about the health impacts of climate change and other anthropogenic environmental changes, generating research to better understand health impacts and solutions, supporting related student initiatives, embracing sustainable practices as much as possible, and engaging with surrounding communities that are most affected by environmental threats. Because climate change and environmental threats disproportionately affect vulnerable populations (for example, communities of 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) medical school campus sustainability.

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “the health of human civilisation and the state of the natural systems on which it depends.” For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of medical school 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.
- **Pharmacy School/Department vs. Institution:** When “Pharmacy school” is specified in the report card, this only refers to curriculum and resources offered by the School/department of pharmacy 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 pharmacy 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 (Metric #19 in 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 medical student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.
- **Core Curriculum:** This refers to taught material that is delivered to the entire cohort of students in one year.
- **Clerkship / Outreach:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.
- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).
- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.
- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.
- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.

- **Extractivism:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to the historic seizing of natural resources, a practice which has developed business models tied to ecological degradation and loss of biodiversity.
- **Global South:** Nations that often have less economic and industrial development and are typically in the southern hemisphere. These nations have been found to be disproportionately impacted by the climate crisis.
- **Low socioeconomic status (SES):** An individual or geographical area that across a variety of socioeconomic factors (e.g., income, education, race/ethnicity) is considered vulnerable. This vulnerability has been correlated to more adverse health outcomes often as a consequence of encountering more barriers in accessing and receiving healthcare.
- **Low and Middle-Income Countries (LMIC):** Countries that have lower degrees of economic affluence.
- **Anthropogenic:** Created through human activity
- **Marginalized communities:** Groups excluded from mainstream economic, educational, social, and/or cultural experiences due to race, gender identity, sexual orientation, age, physical ability, language, and/or immigration status (Sevelius et al., 2020).

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.

Completed in 2022 a Literature Review by Metric is available for the 2022 medicine report card metrics. We are in the process of updating this review and making it more applicable to all the disciplines. However the review serves as a rough collection of references for further learning and a resource for those advocating for increased planetary health engagement at their institutions.

Planetary Health Curriculum

Section Overview: *This section evaluates the integration of planetary health topics into the pharmacy school curriculum. Today's pharmacy students will be on the frontlines of tackling the health effects of climate and other environmental changes. Therefore, it is critical that pharmacy students understand planetary health issues and principles.*

1.1 Does your pharmacy 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:	1
<i>Score explanation: no explanation provided.</i>	

1.2 Does your pharmacy school curriculum address the environmental impact of medicines in terms of their pollution, ecological impact and contamination of water systems?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation: The elective course Human Health & Climate Change (Seminar and Virtual Exchange, offered 2022-23) discussed environmental healthcare topics, including the impact of pharmaceuticals on the environment, but this is not offered this year.</i>	

1.3 Does your pharmacy school curriculum address the health effects of pharmaceutical industry- and manufacturing-related environmental toxins?	
This topic was explored in depth by the core curriculum. (3 points)	

This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation: Insert explanation here.</i>	

1.4. Does your pharmacy school curriculum address the carbon footprint of healthcare systems?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation: Insert explanation here.</i>	

1.5. Does your pharmacy school curriculum address the impact of climate change on the changing patterns of infectious diseases and increased antimicrobial resistance?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<i>Score explanation: As part of the core PharmD curriculum, the Infectious Disease courses (Pharmacotherapy 4 and 6; Infectious Disease Elective) very briefly mention the environmental impacts on antimicrobial resistance, implying that they can be related. Hospital-specific antibiograms and resulting drug selection was discussed.</i>	

1.6. Does your pharmacy school curriculum address the respiratory health effects of climate change and air pollution?	
This topic was explored in depth by the core curriculum. (3 points)	

This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<i>Score explanation: As part of the core curriculum, Pharmacotherapy 1 briefly covered environmental stimuli and irritants as risk factors in the Pulmonary Pathology unit. The Interprofessional Education course series included cases where occupational heat exposure and air pollution were contributing factors to patient care. The Self-Care course discussed managing exposure to allergens and the development of hypersensitivities to an extent.</i>	

1.7. Does your pharmacy 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:	0
<i>Score explanation: content not included.</i>	

1.8. Does your pharmacy school curriculum address the relationship between climate change and allergies?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<i>Score explanation: As part of the core curriculum, Pharmacotherapy 1 briefly covered environmental stimuli and irritants as risk factors in the Pulmonary Pathology unit. The Interprofessional Education course series included cases where occupational heat exposure and air pollution were contributing factors to patient care. The Self-Care course discussed managing exposure to allergens and the development of hypersensitivities to an extent.</i>	

1.9. Does your pharmacy 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: no material identified. .

1.10. Does your pharmacy school curriculum address the unequal regional health impacts of climate change nationally and globally, including the impact of social inequality?

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: Public Health discusses the impact of subsequent socioeconomic issues, like the pressures on the local health system due to migrant population increases, but it is not discussed in the context of climate change.

1.11 Does your pharmacy school curriculum address the relationship between climate change and social determinants of health (e.g., reduced nutritional value of food)?

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: As part of the core PharmD curriculum, the Public Health and Outcomes course covers social determinants of health (food security, transportation, access) but not in the context of climate change. The elective courses Human Health & Climate Change (Seminar and Virtual Exchange) discussed environmental healthcare topics with notable emphasis on the connection between climate change and social determinants of health (not available this year).

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

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

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

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

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

Score Assigned:

2

Score explanation: Courses including Self-Care, Pharmacotherapy (PT) 2 and 3, have briefly covered the benefits of a plant-based diet low in red meat in human health. The co-benefits of the environmental health are not emphasized.

1.13. Does your pharmacy school curriculum cover these components of sustainable clinical practice? (1 point each)

Score

Waste production within the healthcare system and strategies for reducing waste in clinical activities such as single use plastic and packaging. (1 point)

0

Patient counselling on safe disposal of medications. For example, what can be disposed of and how to locate recycling schemes, in addition to certain drugs or drug classes that are most important to dispose of properly (e.g. hormonal contraceptives, drugs that are excreted unchanged/active metabolites). (1 point)

1

The impact of extreme heat, on patients on medications which can interfere with thermoregulation. (1 point)

0

The impact of anaesthetic gases on the healthcare carbon footprint. (1 point)

0

The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively, teaching on de-prescribing where clinically appropriate and its environmental and health co-benefits would fulfil this metric. (1 point)

1

The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes;

0

social group activities such as gardening for mental health conditions; active transport such as bicycle schemes for obesity. This is commonly known as social prescribing in the UK. (1 point)	
The impact and benefits of benign by design pharmaceuticals through exploring medicinal chemistry concepts and/or discussing implications of excretion of active metabolites/unchanged drug products on ecological system. (1 point)	0
<p><i>Score explanation: Pharmacotherapy courses and the Patient Centered Communications course briefly discuss the pharmacist's role in patient counseling on safe handling and disposal for medication such as transdermal patches, needles and sharps.</i></p> <p><i>The infectious diseases units in PT 4, 5 briefly discuss the importance of antibiotic stewardship. The geriatrics lesson in PT 5 address the importance of de-prescribing, avoiding prescribing cascade, though not in the context of climate change.</i></p> <p><i>Some courses (Pharmacology and Toxicology, Drug Design, Medicinal Chemistry) discuss the extraction and design of pharmaceuticals from natural products, but do not go into depth on the implications of drug products released back into ecological systems.</i></p>	

1.14. Does your pharmacy school curriculum discuss the environmental implications of various dosage forms, medication delivery devices, and/or excipients?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation: No curriculum material identified.</i>	

1.15. In training for patient communication, does your pharmacy school's curriculum introduce strategies for having conversations with patients about the health effects of climate change?
Yes, there are clear and detailed strategies introduced for having conversations with patients about climate change in the core curriculum (3 points)
Yes, having conversations with patients about climate change is briefly mentioned in the core curriculum. (2 points)

Yes, there are some examples of having conversations with patients about climate change in elective coursework. (1 point)

No, there are not strategies or examples for having conversations with patients about climate change (0 points)

Score Assigned:

0

Score explanation: In the Self Care course, counseling for insect repellent and SPF are briefly mentioned. Environmental allergens, respiratory triggers, heat and extreme weather are likely to be exacerbated with climate change and could be considered in PT 1, 2, 4. The core course Patient-Centered Communication may present an excellent opportunity to discuss environmental health with patients.

1.16. Does your pharmacy school curriculum guide students to consider the environmental impact of medications as a factor in addition to safety, efficacy, cost, and pill burden when comparing equivalent therapies?

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: Safety, efficacy, cost, pill burden are typically discussed in comparing therapy options, but the environmental impact is not.

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

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

Yes, the 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: Minor steps were in place (HHCC elective) but have been since on hold.

1.18. Does your pharmacy school have a member of faculty to incorporate planetary health and sustainable healthcare as a theme throughout the curriculum ?

Yes, there is/are a member(s) of faculty whose role is directly responsible for the incorporation of planetary health and sustainable healthcare as a theme throughout the curriculum (4 points)

Yes, there is/are member(s) of faculty who are incorporating planetary health and sustainable healthcare as a theme throughout the curriculum as well as doing their principle role (2 points)

There are no members of faculty who are incorporating planetary health and sustainable healthcare as a theme throughout the curriculum (0 points)

Score Assigned:

0

Score explanation: See #17.

Students could consult the School's Curriculum Committee to bring awareness to this need. In 2022-23 former Associate Dean and Professor Dr. Brock implemented the Human Health and Climate Change elective.

1.19. Does your pharmacy school curriculum offer clinical practice experiences (for example, IPPE/APPE rotations in the U.S. or placement opportunities in the UK) that allow for the exploration of planetary health topics?

There are multiple clinical practice experiences/placements that allow for direct exposure to planetary health topics. (3 points)

There is one available clinical practice experience/placement that allows for direct exposure to planetary health topics. (2 points)

There are available clinical practice experiences/placements that allow for indirect exposure to planetary health topics. (1 point)

No, there are no such clinical practice experiences/placements available through the pharmacy school. (0 points)

Score Assigned:

1

Score explanation: The PharmD [Experiential Program](#) consists of [over 1,300](#) rotation opportunities throughout the state of Colorado, with a commitment to serving rural environments as part of the Colorado Commitment. There are additional opportunities for rotations to be completed internationally or in other unique settings with indirect exposure to planetary health, but this typically must be arranged by the student.

1.20. Does your pharmacy school curriculum acknowledge a disparity in the effects of climate change? Specifically, does your curriculum address groups more vulnerable to environmental impacts, such as BIPOC, immigrant groups, low income populations, children, elderly, persons with disabilities, persons with pre-existing or chronic medical conditions?

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: Most PT courses and the Interprofessional Education series all discuss cases with patient-specific factors (including socioeconomic background, occupational heat/environmental exposure).

The Public Health course and Pharmacy Practice and Drug Information course explore various insurance plans and their effects on accessing health, but such disparities are not discussed in the context of climate change.

Section Total (14 out of 66)

21%

Back to Summary Page [here](#)

Interdisciplinary Research

Section Overview: *This section evaluates the quality and quantity of interdisciplinary planetary health research at the broader institution. Interactions between health and the environment are complex and multifactorial. While climate change has been extensively studied from an environmental science perspective, planetary health is an emerging field. As leading health institutions with talented researchers and research resources, institutions should fund research studying the health effects of climate change and anthropogenic environmental toxins. This obligation is particularly strong because the public and policymakers are more attentive to climate change when its implications for human health are emphasised.*

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?	
Yes, there are faculty members at the institution who have a primary research focus in planetary health or sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the institution who are conducting research related to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the institution , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are no planetary health and/or sustainability researchers at the institution at this time. (0 points)	
Score Assigned:	3
Score explanation: The institution's research portal (Colorado PROFILES) returns numerous experts who focus in climate health and sustainable health.	

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u>?	
There is at least one dedicated department or institute for interdisciplinary planetary health research. (3 points)	
There is not currently a department or institute for interdisciplinary planetary health research, but there are plans to open one in the next 3 years. (2 points)	
There is an Occupational and Environmental Health department , but no interdisciplinary department or institute for planetary health research. (1 points)	
There is no dedicated department or institute. (0 points)	
Score Assigned:	3

Score explanation: The University of Colorado at Anschutz is home to a new [PhD in Climate and Human Health](#) through the School of Public Health, as well as offerings in the [Climate & Health Program](#) with the School of Medicine.

2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?

Yes, there is a process in which community members impacted by climate and environmental injustice have **decision-making power** in the climate + environmental research agenda. (3 points)

Yes, there is a process in which community members impacted by climate and environmental injustice **advise** the climate + environmental research agenda. (2 points)

No, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda. (1 points)

There is **no** process, and **no** efforts to create such a process. (0 points)

Score Assigned:

2

Score explanation: The Anschutz Campus [Office of Diversity, Equity, Inclusion and Community Engagement](#) collaborates with their Resident Leadership Council (RLC), the City of Aurora and other community groups to address community priorities and social determinants of health. One [ongoing initiative with the RLC](#) invites community members to express concerns, aspirations, and changes they would like to see in the community and to explore solutions to their issues. This kind of initiative, in conjunction with the newly built Research Pharmacy on campus, could provide an opportunity for community input on the research agenda.

Additionally, the [Adult and Child Center for Outcomes Research and Delivery](#) (ACCORDS) supports interdisciplinary research and community outreach efforts.

2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?

There is an **easy-to-use, adequately comprehensive** website that **centralises** various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)

There is a website that **attempts to centralise** various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)

The **institution** has an **Office of Sustainability website** that includes **some** resources related to health and the environment. (1 point)

There is **no** website. (0 points)

Score Assigned:

2

Score explanation: Ongoing and past research are catalogued in a number of repositories. The institution's research portal ([Colorado PROFILES](#)) maintains research and experts across all universities and campuses.

The School of Public Health maintains a research page with their [Department of Environmental and Occupational Health](#), which is home to their Doctoral and Masters programs. The School of Medicine also maintains such a page at the Climate & Health Program's [website](#).

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

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

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

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

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

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

Score Assigned:

4

Score explanation: The 2nd annual [Colorado Consortium on Climate Change and Health](#) (C4Health) was hosted in March 2024 by the School of Medicine's Climate and Health Program.

In March 2025, the School of Pharmacy is collaborating with the University of Nottingham to host a virtual [International Pharmacy Collaboration](#) focusing in climate and planetary health.

2.6. Is your **institution** a member of a national or international planetary health or ESH/ESV organisation?

Yes, the institution is a member of a national or international planetary health or ESH/ESV organisation. (1 points)

No, the institution is **not** a member of such an organisation. (0 points)

Score Assigned:

1

Score explanation: The University of Colorado School of Medicine and School of Public Health are members of the [Global Consortium on Climate and Health Education](#).

Section Total (15 out of 17)	88%
------------------------------	-----

Back to Summary Page [here](#)

Community Outreach and Advocacy

Section Overview: This section evaluates medical school engagement in community outreach and advocacy efforts associated with planetary health. Researching and teaching planetary health is necessary but not sufficient. It is critical that institutions also directly engage with communities most affected by environmental health harms. Although climate change is a problem largely created by those with power and resources, its impacts fall disproportionately on under-resourced populations and communities of colour. Institutions should partner with local communities affected by climate change and pollution to share information about environmental health threats, advocate together for change, and provide opportunities for students to be a part of this work.

3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?	
Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health. (3 points)	
Yes, the institution meaningfully partners with one community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but has participating in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	3
<i>Score explanation: The Anschutz Medical Campus has regularly partnered with organizations such as the Western Stock Show to promote and provide healthcare to members of rural Colorado communities.</i>	
<i>The School of Pharmacy partners with Aurora Public Elementary Schools for Service Learning projects, many of which incorporate environmental health topics as of 2024.</i>	

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

The **institution/medical school** have not offered such community-facing courses or events. (0 points)

Score Assigned:

1

Score explanation: Organizations at the School of Pharmacy have promoted community-facing events (such as [Healthy Air & Water Colorado](#)'s Advocacy Workshops).

3.3. Does your institution have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?

Yes, all students **regularly** receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)

Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to **some courses**. (1 point)

Students **do not** receive communications about planetary health or sustainable healthcare. (0 points)

Score Assigned:

2

Score explanation: The CU Anschutz Sustainability Team sends a Sustainability Scoop Newsletter via email. Additional school-wide newsletters occasionally touch on sustainable health topics.

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

Yes, the **institution** or **main affiliated hospital trust** offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)

Yes, the **institution** or **main affiliated hospital trust** offers one course relating to planetary health and/or sustainable healthcare for post-graduate provider. (1 point)

There are **no** such accessible courses for post-graduate providers. (0 points)

Score Assigned:

2

Score explanation: The institution, through the School of Medicine, offers postgraduate fellowships in [Climate & Health Science Policy](#) for physicians, as well as a [Diploma in Climate Medicine](#) open to all professions.

3.5. Does your institution or its affiliated teaching hospitals have accessible educational

materials for patients about environmental health exposures?	
Yes, the medical school or all affiliated hospitals have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated medical centres have accessible educational materials for patients. (0 points)	
Score Assigned:	2
<i>Score explanation: The medical school has accessible educational materials for patients.</i>	

3.6. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about the health impacts of climate change?	
Yes, the medical school 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:	2
<i>Score explanation: The medical school provides updates with news relating Climate Science to human health.</i>	

Section Total (12 out of 14)	86%
-------------------------------------	------------

Back to Summary Page [here](#)

Support for Student-Led Planetary Health Initiatives

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

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

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

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

No, **neither** the medical school or the institution offer opportunities or support for sustainability initiatives or QI projects. (0 points)

Score Assigned:

2

Score explanation: The University of Colorado hosts the [President's Sustainable Solutions Challenge](#) which awards a cash prize to a winning student team and their sustainability initiative.

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 these 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: The School of Pharmacy's [PharmD Honors Research](#) program may provide general guidance on finding a research mentor for interested students. The School of Pharmacy has a [page](#) listing various centers of research.

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 medical school, but it lacks key information. (1 point)

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

Score Assigned:

2

Score explanation: See the School of Public Health's [Department of Environmental & Occupational Health](#) for their research site and the School of Medicine's [Climate & Health Program](#) site.

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 medical school dedicated to planetary health or sustainability in healthcare. (2 points)

Yes, there is a student organisation at my medical school 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: The School of Pharmacy's local chapter of the American Pharmacists Association includes an Operation Sustainability which is dedicated to the completion of the Planetary Health Report Card, among other community outreach projects, education and advocacy initiatives.

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 that serves on a department or institutional decision-making council/committee. (1 points)

No, there is no such student representative. (0 points)	
Score Assigned:	1
<i>Score explanation: There is a student representative who participates in Student Senate and advocates for sustainability initiatives.</i>	

4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	Score
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	1
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	0
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	0
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<p><i>Score explanation: CU Anschutz Health and Wellness Center maintains a rooftop garden in partnership with the campus Food Pantry and the DAWN Clinic.</i></p> <p><i>In addition to the Colorado Consortium on Climate Change and Health (C4Health) and International Pharmacy Collaboration mentioned prior, speakers are regularly invited to speak on sustainability topics across the campuses.</i></p> <p><i>Students of the School of Pharmacy, in affiliation with Colorado Pharmacists Society, participate in legislative sessions each spring at Pharmacy Day at the Capitol (2025 event site). CU-CHASE in collaboration with Healthy Air and Water Colorado have hosted events in climate health advocacy.</i></p> <p><i>CU's Student Health Promotion Committee, as part of their Time to Ungrind initiative, promotes regular events intramural sports and other outdoor activities. The CU Student Senate also promotes a student discount for ski passes.</i></p>	

Section Total (12 out of 15)	80%
-------------------------------------	------------

Back to Summary Page [here](#)

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 medical schools, clinics, and hospitals must set the standard for sustainable practices, and show other sectors what is possible when it comes to minimising environmental impact.

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
<p><i>Score explanation: Over the last year, The University of Colorado Anschutz Medical Campus has hired three new full time employees to implement a Green Labs program, waste diversion efforts, transportation, and grant securement. Additionally, this past year our university has created a Sustainability Implementation Team and Sustainability Council that includes university staff and hospital staff and a few medical students and other health professional students. Our senior sustainability manager on the university's medical campus is Jarrett Smith who has been in this position for the last several years and helped catalyze the hiring of the additional sustainability staff, resources and planning. At UCHHealth, our university's associated hospital, Peter Tozzi is the sustainability program manager. At Children's Hospital of Colorado, the children's hospital associated with the university, John Hudgens is the sustainability manager. There are also two sustainability representatives per class (a total of eight medical students) on the medical student council and one sustainability leader on the student senate that represents all the health professional programs.</i></p>	

5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?
The institution has a written and approved plan to achieve carbon neutrality by 2030 (5 points)
The institution has a written and approved plan to achieve carbon neutrality by 2040 (3 points)

The institution has a stated goal of carbon neutrality by **2040** but has **not created a plan** to reach that goal or the **plan is inadequate** (1 point)

The institution/medical school does **not** meet any of the requirements listed above (0 points)

Score Assigned:

1

Score explanation: The University of Colorado is required to adhere to the state of Colorado's Climate Action Plan. We are committed to achieving carbon neutrality by 2040, and this encompasses the medical school, through our CU Anschutz' Climate Action Plan (CAP) and Energy Master Plan (EMP) in the final stages of development. This will be explained briefly below, more information can be found: [at the hyperlink](#). SB23-016 calls for the following reductions from our greenhouse gas emissions (GHGs) baseline: the school must reduce GHGs by at least 26% by 2025, GHGs by at least 50% in 2030, GHGs by at least 90% by 2045, GHGs by 100% by 2050. The baseline was obtained during the academic year of 2006/2007. Energy Use Intensity (EUI) reduction goals were established by HB21-1286 and require the following reductions from a 2021 baseline: 7% reduction in EUI by 2026 and 20% reduction in EUI by 2030. The CAP to reach these goals is currently under development with stakeholder workshops in November 2024, January 2025, and May 2025, and public town halls in February and April 2025, and June 2026. The CAP will be published in July 2025. The CAP will also address Scope 3 greenhouse gas reduction, water use, waste diversion, education, campus curriculums and policies, and sustainability in research. The CU System has also developed sustainability and climate action goals as part of the CU System Strategic Plan created in 2020. This plan has differing goals for each CU campus to meet by 2026 and includes its own GHG and EUI reduction goals. These goals are a 15% reduction in GHG emissions (2019 baseline) and a 10% reduction in Energy Use Intensity (2019 baseline). Other strategic goals include a commitment to 5% on-site renewable energy generation, transitioning 20% of fleet vehicles to electric, as well as the development of an Energy Master Plan and a new Climate Action Plan. Here is a link to our sustainability [page](#) for more information. Two large hospitals on campus, Colorado Children's Hospital and University of Colorado Hospital share the same campus with CUSOM. The sustainability manager is unsure if these separate organizations have goals to reduce carbon emissions as they have never been communicated to the team at CUSOM. They function relatively separately from the University campus.

The university has put ~ \$6 million into energy conservation measures in the Research 1 complex in 2024 which will reduce GHG emissions by 4,000 MT/CO2. The University has also allocated about \$1 million into creating the Climate Action Plan and Energy Master Plan with the help of consultants hired by our executive leadership.

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

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

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

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

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

Score Assigned:

0

Score explanation: Not only are we working on expanding our renewable energy on campus, but we are working diligently on energy reduction. Our recent focus has been on utilizing the existing infrastructure already in place to improve efficiency versus building new infrastructure which we believe is a more sustainable practice. Some of the specific work we have done in this space includes creating an energy master plan that includes a plan to reduce energy demand by 20% by 2030 that is currently in process of approval and implementation. Nearly all of the lighting on campus has been transitioned to LEDs. We have built a new police building on campus that is a net zero building. We plan to implement net zero building in new construction on campus. Renewables are in the CAP and energy master plan, but we have a large focus on energy conservation and electrification at this time.

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

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

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

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

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

Score Assigned:

3

Score explanation: Any new construction on University of Colorado's campus and major renovation projects are at [LEED Gold certification](#). Our new police building on campus is a net zero building. Energy conservation measures are a major focus for our campus in our energy master plan.

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

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

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

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

Score Assigned:

2

Score explanation: The University of Colorado has had a large focus on sustainable transportation in the past year. More information can be [found here](#). We have hired a new employee, a student research assistant, and his main role has been to pull together transportation and transit options on campus and improve usage of sustainable transportation on campus. Everyone on our campus gets an RTD EcoPass (transit pass) if they pay for parking. We also have a shuttle service on campus and discounted parking rates for carpooling to work. Zipcar is coming back to campus to encourage getting to campus by bus or light rail and allow for car use if necessary when already on campus. Our campus also has substantial bike infrastructure on campus.

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 medical school. (0 points)

Score Assigned:

2

Score explanation: : One of our new sustainability FTE hires is dedicated to waste diversion coordination and one of her large projects in 2024 and 2025 is improving our composting, recycling, and waste management on campus. All buildings have access to recycling. All of the food services have a compost bin on campus and these areas are scattered across the campus buildings. All faculty and students have access. The School of Medicine has compost accessibility through our facilities website for events. We are working on expanding our composting program to make it even more accessible throughout the campus. We collaborate with Wompost, our local composting partner. As our composting efforts and levels increase, it is possible we fund and create our own, on site composting service.

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:	1
<i>Score explanation: All of the cafes and food services on campus have vegan and/or vegetarian options. A new smoothie vendor on campus has opened on campus serving solely vegetarian options. Overall, most of our vendors and local partners do emphasize local products and sustainable options. People desire more sustainable and local options but there is nothing specific requiring upstream and downstream food and service requirements. However, no policy in place to tell vendors what they can and cannot bring for events.</i>	

5.8. Does the <u>institution</u> apply sustainability criteria when making decisions about supply procurement?	
Yes, the institution has adequate sustainability requirements for supply procurement and is engaged in efforts to increase sustainability of procurement. (3 points)	
There are sustainability guidelines for supply procurement, but they are insufficient or optional . The institution is engaged in efforts to increase sustainability of procurement. (2 points)	
There are sustainability guidelines for supply procurement, but they are insufficient or optional . The institution is not engaged in efforts to increase sustainability of procurement. (1 point)	
There are no sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	2
<i>Score explanation: Our campus is devoted to changing procurement processes to move in a more sustainable direction than they are now. One of our campuses major focuses right now is freezers and procurement of more sustainable freezers. CU Procurement has a Sustainability Procurement Program, which can be found here: https://www.cu.edu/psc/about-us/sustainable-purchasing-cu.</i>	

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?	
Every event hosted at the institution must abide by sustainability criteria. (2 points)	
The institution strongly recommends or incentivizes sustainability measures, but they are not required . (1 point)	
There are no sustainability guidelines for institution events. (0 points)	
Score Assigned:	1

Score explanation: We have options for recycling and compost but do not have requirements for events hosted on campus. If an event is hosted in one of our campuses major event hosting space, the Health and Sciences Building, the hosts are required to use the restaurant within this building, T Street. We are working with this restaurant (3rd party contractors) on incorporating more sustainable practices such as using reusable utensils, compostable options.

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:

2

Score explanation: In 2024 CU Anschutz started a new Green Labs Program and hired an FTE Green Labs Coordinator. As part of the program, CU Anschutz is piloting a sustainability certification for laboratories through My Green Lab. Additionally, the campus is participating in the 2025 freezer challenge to reduce energy consumption for the 700+ ultra-low temperature freezers on campus. More initiatives will be launched as the program develops.

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:

1

Score explanation: Our institution has no control over the endowment portfolio. That is controlled by the University of Colorado system which includes several campuses across the state. The endowment portfolio is directly connected to peoples' retirement and savings. There are movements towards divestment from fossil fuels, such as the University of Colorado organization "Fossil Free

CU.” The system does allow choices for more green investment portfolio, but at this time there is no formally announced partial or full commitment at the University level to fossil fuel divestment.

Section Total (18 out of 32)

56%

Back to Summary Page [here](#)

Grading

Section Overview

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

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

**Within each grade bracket, a score in the top 5% (_5 to _9%), receives a “+”, and a score in the bottom 5% (_0- _4%) receives a “--”. For example, a percentage score of 78% would be a B+.*

Planetary Health Grades for the University of Colorado Skaggs School of Pharmacy

The following table presents the individual section grades and overall institutional grade for the University of Colorado Skaggs School of Pharmacy on this pharmacy-school-specific Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(14/66) \times 100 = 21\%$	D-
Interdisciplinary Research (17.5%)	$(15/17) \times 100 = 88\%$	A
Community Outreach and Advocacy (17.5%)	$(12/14) \times 100 = 86\%$	A
Support for Student-led Planetary Health Initiatives (17.5%)	$(12/15) \times 100 = 80\%$	A-
Campus Sustainability (17.5%)	$(18/32) \times 100 = 56\%$	C+
Institutional Grade	$(21\% \times 0.3 + 88\% \times 0.175 + 86\% \times 0.175 + 80\% \times 0.175 + 56\% \times 0.175) = 61\%$	B-

Report Card Trends

Section Overview

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

