



Planetary Health Report Card (Pharmacy): *University of Pittsburgh School of Pharmacy*



University of
Pittsburgh
School of Pharmacy

2024-2025 Contributing Team:

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Land Acknowledgement:

The University of Pittsburgh System (Oakland, Greensburg, Bradford, Johnstown, Titusville) occupies the ancestral lands of the Seneca (Sen-uh-kuh) in Pittsburgh and Sharpsburg, Adena culture, Hopewell culture, and Monongahela (Muh-naang-guh-hee-luh) peoples who were later joined by refugees of other tribes (including the Delaware, Shawnee, Mingo, and Haudenosaunee tribes (Hoe-den-no-show-nee), who were all forced off their original land and displaced by European colonists. We acknowledge the most recent displacement of the Seneca near Warren County (between Bradford and Titusville campuses) in 1965 and native languages and cultures that have been severely damaged or lost due to forced removal and assimilation. We honor the original caretakers of this region and uplift their historic, unique, and enduring relationship with this land, which is their ancestral territory.

We pay our respects to their Elders and their past, present, and future people, community, and culture. While we cannot change the past, we commit to continued gratitude for the gifts of nature, along with ongoing respect, care, and stewardship of the land, each other, and future generations. We are committed to learning and supporting indigenous communities in the region today and in the future.

This land acknowledgment reminds us of the people who have been harmed and oppressed in the past, and of the harms that continue today. It reminds us that we must attend to the intersectional identities and power systems of race, gender, class, religion, and ability, to build peace, and to build a more just and equitable future.

Summary of Findings

Overall Grade	B-
Curriculum	F+
<ul style="list-style-type: none"> Planetary health topics are not often covered within the University of Pittsburgh School of Pharmacy core curriculum. If they are mentioned, it is only briefly mentioned and not covered in detail. There is one elective course titled “Pharmacy in the World of Tomorrow” that covers the health impacts of climate change, and how our student pharmacists can be greater global citizens moving forward. The topics covered in this course support numerous metrics in this report. Recommendations: Consider climate and planetary health as a factor of human health throughout the core curriculum. The School of Pharmacy should provide pharmacy students with education materials on climate change and the effects of the environment on human health. The School of Pharmacy will be using the results of a recently distributed survey developed by health science faculty to address sustainability in the Pharmacy curriculum. 	
Interdisciplinary Research	A
<ul style="list-style-type: none"> There are many opportunities for interdisciplinary planetary health research at the University of Pittsburgh, with planetary health conferences and resources to get involved in research across campus by the Mascaro Center for Sustainable Innovation and the Office of Sustainability in the Health Sciences. Recommendations: The University of Pittsburgh could improve their programs to give decision-making power to community members impacted by climate and environmental justice. 	
Community Outreach and Advocacy	C
<ul style="list-style-type: none"> Most of the programming planned in collaboration with partners focuses on the education of students and faculty from the University of Pittsburgh and the School of Medicine rather than engaging members of the community. Recommendations: We recommend the Office of Sustainability for the Health Sciences (OSHS) work with students to plan more events for the benefit of community members. Additionally, we recommend working with Clinicians for Climate Action to write more material to be distributed to UPMC patients regarding the health effects of environmental health exposures and climate change. 	
Support for Student-Led Initiatives	A+
<ul style="list-style-type: none"> The University of Pittsburgh provides strong support for students interested in planetary health. The Office of Sustainability in the Health Sciences gives students from all health science schools to get involved in planetary health initiatives. The Mascaro Center for Sustainable Innovation provides research and grant opportunities for students interested as well. Recommendations: We recommend that initiatives from Pitt Sustainability that apply to Health Science students are put in one place to make them easily accessible to students. 	
Campus Sustainability	B
<ul style="list-style-type: none"> Active recycling and composting efforts occur across campus. Efforts are underway to maintain or improve sustainability requirements for food and beverage selections, as well as supply procurement. On-going initiatives provide opportunities for green lab and office space designations. Recommendations: Efforts regarding sustainability should be discussed at the administrative level to ensure that sustainability becomes the standard of practice at the University of Pittsburgh. Educational campaigns, access to participation in efforts, and research into renewable energy sources should occur. 	

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:	0
<i>Score explanation:</i> The topic of impacts of extreme weather events on individual health and/or on health systems was not covered as part of the core curriculum or elective coursework.	

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:	1
<i>Score explanation:</i> This topic is covered in depth by a one credit elective course titled, "Pharmacy in the World of Tomorrow." This is a course designed for P3 Pharmacy students, which educates students on what to expect in the coming years, the health impacts of climate change, and how they can be greater global citizens moving forward. Topics in this course range from climate apartheid, disaster preparedness, and the crumbling of infrastructure. Other than this elective, this topic is not explicitly covered in any core course.	

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

Score explanation: The topic of addressing the health effects of pharmaceutical industry- and manufacturing-related environmental toxins was not covered as part of the core curriculum or elective coursework.

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:

1

Score explanation: The elective course, “Pharmacy in the World of Tomorrow”, addresses the carbon footprint of healthcare systems in depth. This topic has also come up in Pitt Pharmacy faculty meetings, mainly in celebrating the LEED certification that Salk Hall (the Pitt Pharmacy and Pitt Dental Medicine building) received after renovations were completed in 2021. Nothing has come of these faculty meeting discussions about the carbon footprint of healthcare systems. This topic has not been explicitly covered in any core class.

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

Score explanation: The topic of climate change on the changing patterns of infectious diseases and increased antimicrobial resistance is briefly covered in the core curriculum. In the course titled “Pharmacotherapy of Infectious Disease 1&2”, there are a very limited number of times where these aspects are discussed, but not overtly. One in class example shows how climate change has increased the seasonality and geographic distribution of Lyme disease.

Students also in this course are given liberty to research different topics in “social media assignments” for posting. Some of these student selected topics include: increased antibiotic use associated with COVID-19, increasing infections in the U.S. due to climate change (e.g. Dengue Fever), H5N1 Bird Flu, Increasing Vibrio infections linked to warmer water temperatures, etc.

This topic is also covered in depth in the elective course, “Pharmacy in the World of Tomorrow”.

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

Score explanation: The topic of respiratory health effects of climate change and air pollution is very briefly mentioned in the P2 course, “Fundamentals of Nephrology and Pulmonology”. It is brought up that there are many potential environmental factors (including those that may be impacted by climate change) that can trigger adverse respiratory health events.

This topic is also covered in depth in the elective course, “Pharmacy in the World of Tomorrow”.

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

Score explanation: The topic of cardiovascular health effects of climate change, including increased heat was not covered as part of the core curriculum or in elective coursework.

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

Score explanation: The P2 course “Fundamentals of Immunology” focuses on the basic aspects of immunology and the pharmacology of immunotherapy. It broadly addresses the risk factors for allergy, which includes seasonality, but does not directly address the effect of climate change on allergies.

In the P2 course “Fundamentals of Nephrology and Pulmonology” this topic is briefly mentioned. It is stated that there are many potential environmental factors (including those that may be impacted by climate change) that can trigger autoimmune conditions (rheumatoid arthritis, psoriatic arthritis, lupus) in genetically predisposed individuals.

This topic is also covered in depth in the elective course, “Pharmacy in the World of Tomorrow”.

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: The topic of mental health and neuropsychological effects of environmental degradation and climate change was not covered as part of the core curriculum or in elective coursework.

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
<i>Score explanation:</i> The unequal regional health impacts of climate change nationally and globally, including the impact of social inequality is not covered as part of the core curriculum or in elective coursework.	

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
<i>Score explanation:</i> The relationship between climate change and the social determinants of health is not covered as part of the core curriculum or in elective coursework.	

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:	0
<i>Score explanation:</i> The benefits of a plant-based diet is not covered in the core curriculum or elective coursework in regards to environmental benefit, only health benefit.	

1.13. Does your pharmacy school curriculum cover these components of sustainable clinical practice? (1 point each)	Score
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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)	0
The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes for obesity. This is commonly known as social prescribing in the UK. (1 point)	0
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 systems. (1 point)	0
<p><i>Score explanation:</i> One of these components of sustainable clinical practice is covered in the core curriculum or elective coursework.</p> <p>The only topic that is covered in regards to sustainable clinical practice is patient counseling on safe disposal of medications which is discussed in the “Pharmacist Patient Care 1 and 2” courses which are taken during the P1 year. This topic is also covered in various elective courses.</p> <p>Reducing waste in the healthcare system was briefly discussed in previous years in a public health course, however it is no longer discussed in this course. This topic is also only very briefly discussed in the elective course “Pharmacy in the World of Tomorrow.”</p> <p>The impact of extreme heat on medications interfering with thermoregulation is discussed in a few therapeutic courses, however this is not related back to climate change, specifically.</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
Environmental implications of various dosage forms, medication delivery devices, and/or excipients not part of the core curriculum or in elective coursework involved with patient communication.	

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
Conversations with patients about the health effects of climate change are not part of the core curriculum or in elective coursework involved with patient communication.	

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

Environmental impact of medications when comparing equivalent therapies is not covered as part of the core curriculum or in elective coursework.

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:

2

Administratively the school is beginning to talk about implementation and improvement of Sustainable Healthcare. Class coordinators are hoping to include more of this information, but not at all pervasively.

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:

2

We have a member of faculty who holds multiple roles including Director of Sustainability at Pitt Pharmacy, Co-Director of the Professional Development Team, as well as an Associate Professor.

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:	0
Exploration of planetary health topics are currently not offered as part of the core curriculum or in elective coursework in clinical settings.	

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:	0
Disparities in the effects of climate change on groups such as BIPOC, immigrant groups, low income, populations, children, disabled individuals, and persons with preexisting/ chronic health conditions are not covered as part of the core curriculum or in elective coursework.	

Section Total (13 out of 66)	19.7%
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Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?	
Yes, there are faculty members at the institution who have a primary research focus in planetary health or sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the institution who are conducting research related to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the institution , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are no planetary health and/or sustainability researchers at the institution at this time. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> There are faculty members at the medical school conducting research in environmental health, specifically in the Pulmonary Medicine and Obstetrics and Gynecology departments. A few faculty have primary research focus on planetary health. Dr. Woods researches the environmental impact of surgery. Dr. Maximous researches the effect of climate change and the environment on pulmonary health. Dr. Artsen conducts research on sustainable mesh materials with the aim to transform the field from using petroleum-based plastic mesh to sustainable and biodegradable materials.</p>	

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
<i>Score explanation:</i> Pitt opened the Office of Sustainability in the Health Sciences in 2024. There is a Center for Healthy Environments and Communities at the School of Public Health . There is also a Center for Climate and Global Change which is a multidisciplinary center for researchers which is based in the School of Arts & Sciences. Finally there is the Mascaro Center for Sustainable Innovation which provides interdisciplinary research, education and engagement opportunities.	

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
<i>Score explanation:</i> Pitt's Clinical and Translational Science Institute (CTSI) has a program called The Community PARTners Core which links researchers and the community by partnering with diverse community members and organizations to build on a community's strengths, as well as learn about health topics. For researchers, the Core's team helps develop studies that address the complex health questions which community partners state are most concerning. It provides training as well as funding opportunities for research development and partnered data collection. For community organizations, the Core assists with providing evidence-based research interventions and practices. It supports communities with “getting the word out” on health research awareness and education.	

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

The institution has an Office of Sustainability website that includes some resources related to health and the environment. (1 point)	
There is no website. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> The Office of Sustainability for the Health Sciences is an office that works to ensure that health science students learn how to care for the planet.</p> <p>Environmental Health & Safety Home provides access to safety protocols and guidelines for the campus. It covers topics such as chemical waste disposal and sustainability initiatives, our platform serves as a central hub to access important safety protocols and guidelines, ensuring a secure campus environment.</p> <p>The Pitt Sustainability website helps spread the word about sustainability efforts on campus and to update students/community about ongoing events and how to be involved:</p>	

2.5. Has your <u>institution</u> recently hosted a conference or symposium on topics related to planetary health?	
Yes, the institution has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)	
Yes, the institution has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)	
Yes, the institution has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)	
The institution has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)	
No, the institution has not hosted a conference on topics related to planetary health in the past three years. (0 points)	
Score Assigned:	4
<p><i>Score explanation:</i> The institution hosted the 17th annual sustainability symposium last April. The Office of Sustainability in the Health Sciences hosted Pitt's first One Health Day in November 2024, with student research poster sessions, a plenary speaker, an interactive demo about climate change and heat stroke, and student awards. One Health Day explored topics of planetary health and the role of sustainability in advancing global health.</p>	

2.6. Is your <u>institution</u> a member of a national or international planetary health or ESH/ESV organisation?
--

Yes, the institution is a member of a national or international planetary health or ESH/ESV organisation. (1 points)	
No, the institution is not a member of such an organisation. (0 points)	
Score Assigned:	1
<i>Score explanation:</i> The University of Pittsburgh School of Medicine has been a member of the Global Consortium on Climate and Health Education since 2008, but University of Pittsburgh as a whole is not part of a national or international planetary health or ESH/ESV organization.	
Section Total (16 out of 17)	
94%	

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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 **institution** 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:

0

Score explanation: The broader University of Pittsburgh institution partners with several community organizations in the city of Pittsburgh on research projects, advocacy, and outreach. As an example, on February 25th, 2025, the University of Pittsburgh Office of Sustainability has partnered with 1Hood Media and the August Wilson African American Cultural Center on a collaborative art competition focused on racial and environmental justice. Sub-Offices and research labs like the Pitt Center for Healthy Environments and Communities work with a broad range of community collaborators in the city to promote planetary and environmental health such as [3 Rivers Wet Weather](#), [Water Resources Education Network \(WREN\)](#) - project of [League of Women Voters of PA](#), and [Western PA Conservancy](#).

3.2. Does your **institution** 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: The University of Pittsburgh School of Medicine supports a group called [Clinicians for Climate Action](#) that is open to clinicians in the area (with or without university affiliation). This group has participated in community facing events such as Children's Environmental Health Day and Earth Day in partnership with other community organizations. They also host regular book clubs and online lectures.

Pitt Sustainability hosts online and in-person lectures and workshops on climate change, sustainability and planetary health. Many of these lectures are focused towards employees and students, but there are some external events that partner with local organizations. [The Climate and Global Change Center](#) at Pitt has organized events like mobile science labs and lectures, specifically directed to children in grades K-12.

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:

1

Score explanation: The regular email updates from the School of Medicine sometimes includes communications on planetary health. The update email from 07/31/2024 discussed a new company founded by previous students focused on reducing laboratory landfill waste. Additionally, the frequent communications from the Office of Sustainability in the Health Sciences often include promotions for the recurring planetary health journal club as well as the Pitt One Health Day. The Office of Sustainability in the Health Sciences has a Teams site where announcements related to planetary health are posted. Pitt Sustainability and the Student Office of Sustainability have newsletters that are sent out once a month and these occasionally include sustainable healthcare events/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:

0

Score explanation: This year the Office of Sustainability in the Health Sciences hosted the first One Health Day, a transdisciplinary forum on global health with presentations from various experts in the field of climate medicine and medical sustainability. Additionally, Magee-Womens hosts an annual Environmental Health Literacy Symposium for health care providers. The purpose of the symposium is to educate health care providers around current research in the field of environmental health and to supply tools to assist them in counseling patients. The UPMC CME catalog does not contain any course offerings on planetary health

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:

1

Score explanation: Magee Women's Hospital includes environmental education in its programming for new parents. The free environmental health classes for child-bearing families includes education about environmental hazard reduction. This information is also included in their prenatal/postnatal online newsletter. These classes do not seem to be frequently offered. Not all hospitals have accessible patient education materials. The medical school does not have any accessible patient education materials on environmental health exposures. Additionally UPMC as a whole offers a Health Library which includes an article on Environmental Illness which addresses pollutants and their effect on health.

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 **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:	1		
<p><i>Score explanation:</i> All UPMC hospitals share the same UPMC website. As such, the patient facing UPMC “Healthbeat blog” covers the health impacts of climate change in a few articles that are written primarily for the education of their patients. Examples include an article written in late 2024 regarding an increase in incidence of tickborne illnesses due to climate change, and another article written in 2021 about more extreme allergy seasons due to climate change. However, these articles are few and far between, and additionally are not widely distributed to patients. As such, I would not call this type of educational material accessible.</p>			
<table border="1"> <tr> <td>Section Total (7 out of 14)</td><td>50%</td></tr> </table>		Section Total (7 out of 14)	50%
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 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: University of Pittsburgh offers [numerous grants and awards](#) for students interested in pursuing sustainability projects. These grants are available for individual students (Pitt Green Fund), student groups (MCSI Student Group Sustainability Grants), building innovations (Sustainability Student Prototyping Grants), and events (Global Studies Center Student Center Student Organization Event Funding). This website highlights existing projects and details about how sustainable practices have been achieved across campus.

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:

2

Score explanation: There are opportunities for students to get involved with research in planetary

health and sustainable healthcare sponsored by the Office of Sustainability in the Health Sciences. The Mascaro Center for Sustainable Innovation (MCSI) sponsors multiple summer research projects each year. Previous research projects included:

- Alternative Energy Opportunities for UPMC Hospitals
- Life Cycle Analysis of Metered Dose Inhalers in the UPMC System
- Climate Inventory and Targets for the UPMC System
- Environmental Impact and Patient Outcomes in Helicopter Transport Transfers
- Environmental Impact of Disposable Medical Supplies

Current student research projects:

- Eco-Engineering the Future: Sustainable Prosthetics for Sustainable Healthcare

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: There is a School of Medicine website for the [Clinicians for Climate Action](#) group. This website includes faculty mentors, their contact information and specific advocacy and research interests. There is up to date information about ongoing projects, events, conferences, and achievements. Additionally, the [Office of Sustainability in the Health Sciences website](#) offers details and contact information for health science directors, as well as event details, and current research.

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
<i>Score explanation:</i> Each Health Science School (Dental Medicine, Medicine, Pharmacy, Health & Rehabilitation Sciences, Nursing, Public Health) has a student group focused on sustainability led by a faculty member. Other groups dedicated to planetary health include Pitt Students for One Health, the Global Health and Underserved Populations Group, and the Social Medicine Fellows	

4.5. Is there a student liaison representing sustainability interests who serves on a <u>department or institutional</u> decision-making council to advocate for curriculum reform and/or sustainability best practices?	
Yes, there is a student representative 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:</i> The Office of Sustainability in the Health Sciences (OSHS) has instituted a student advisory committee including representation from every Health Science school. OSHS also opened up applications for 2 health science students to join the office's steering committee.	

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.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<i>Score explanation:</i>	

1. Plant2Plate Student Garden is a student organization at Pitt that manages an urban student garden near campus that provides fresh, organic produce for students and local food pantries.
2. In November 2024, the Office of Sustainability in the Health Sciences hosted Pitt's first One Health Day, focused on planetary health and sustainable healthcare. The event included student poster presentations, plenary planetary speakers, student awards, and an interactive demonstration. Additionally, students in the School of Medicine host regular lunch and learns where physicians and community members can share their sustainability journeys.
3. In May, The School of Public Health hosts an Environmental Justice Summit. The summit addresses environmental health disparities, including cancer, due to environmental injustices and featured keynote speaker Sacoby Wilson. Multiple panels and activities throughout the day engaged attendees with community members, community organizations and academic researchers all interested in freeing ourselves and our communities from the environmental injustices that abound in our region. The summit included a one-day academic symposium with multiple community offerings.
4. The Mascaro Center for Sustainable Innovation and Clinicians for Climate Action is hosting an event on Feb. 13th exploring the University Art Gallery's three current exhibitions focused on the interaction of land and human industry.
5. Pitt Sustainability partners with Tree Pittsburgh to organize the [Tree Tender program](#). Pitt's Tree Tender course is taught by Tree Pittsburgh and covers urban forestry practices, tree biology and health, basic tree identification, proper pruning and maintenance, and how to lead your community in organizing tree plantings and tree care. All Pitt students and employees are eligible to become a tree tender for free.
6. [Outdoor and Adventure Pursuits](#) program offers urban hikes, local park hikes, bike rides, and stand up paddleboarding to students at Pitt.

Section Total (15 out of 15)

100%

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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 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
<i>Score explanation:</i> The Office of Sustainability in the Health Sciences opened in 2023 including an associate, assistant dean, program manager, and project coordinator to work alongside the The University of Pittsburgh Office of Sustainability is directed by Dr. Aurora Sharrard. The University office of Sustainability employs 19 other staff members in addition to interns, campus leaders, green ambassadors, and affiliated faculty dedicated to university-wide, strategies, policies, collaborations and partnerships to advance the Pitt Sustainability Plan.	

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:	3

Score explanation: In February 2020, the University of Pittsburgh's Board of Trustees, committed to carbon neutrality by 2037 and this encompasses the medical school. It has a clear climate action plan updated yearly that outlines the work needed to meet this goal and the progress so far. More information on the Climate Action Plan can be found [here](#). Pitt is also actively tracking their progress through the sustainability dashboard.

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: In calendar year 2021, 16.5% of Pitt's electricity was attributed to renewables, down from a pre-pandemic high of 23% in FY19. In calendar year 2022, 22.7% of Pitt's electricity was attributed to renewables; in calendar year 2023, 28.3% of the University's electricity originated from renewable energy sources. [Energy and Emissions - Pitt Sustainability](#)

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: All major renovation and new construction building projects at Pitt pursue LEED certification or better as part of the Pitt Sustainability Plan. There are 18 LEED certified spaces covering nearly 1.4 million square feet of space. [Buildings - Pitt Sustainability](#)

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 Pittsburgh allows students, faculty and staff to avoid car commuting by offering fare-free service on all forms of Pittsburgh Regional Transit (PRT) throughout Allegheny County. Additionally, students and staff can utilize POGO bike share network through unlimited free 30-minute rides. Additionally, Pitt holds a Silver Bicycle Friendly Designation from the League of American Bicyclists and has recently renovated Bigelow Boulevard on campus to be a complete street with separated bike lanes. This information was sent to all students in an email and mentioned at new student orientation, and on the schools website. The fare-free service on PRT is highly utilized by students as parking on campus is expensive and limited.

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: 13 buildings are collecting compostables in bathrooms and kitchenettes and Pitt Sustainability is working to expand on these locations. Pitt offers battery recycling, textile recycling, tone & ink cartridge recycling, and single stream recycling across campus.

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: Real Food Challenge at Pitt: In March 2015, the University of Pittsburgh committed to serving 20% local, fair, ecologically sound, and humane foods by 2020. At the time, only 9% of food served at Pitt’s primary dining hall (now The Eatery, formerly “Market Central”) fit the criteria of meeting at least one of the four requirements.

In early 2018, Pitt Dining announced it met its 20% Real Food goal at Market Central, Pitt’s main dining hall, two years early. At the same time, as part of the Pitt Sustainability Plan, the University strengthened its overall commitment to serve 25% Real Food campus-wide by 2025.

CoolFood Pledge: In 2019, the University of Pittsburgh was among the first signatories — and one of the first universities worldwide — to join in the CoolFood Pledge, a global initiative led by the World Resources Institute (WRI) to cut food-related greenhouse gas emissions by 25% by 2030.

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:

2

Score explanation: The University of Pittsburgh has optional guidelines for sustainable supply procurement. The Pitt Surplus program facilitates material reuse by coordinating pickup/dropoffs of gently used supplies/furniture to exchange between departments, offices, and individuals for

repurposing. The University Stores and online purchasing tool provide designations for "sustainable picks" and "green program" endorsements. These criteria include local sourcing, use of sustainable materials, and climate neutral certifications.

[Materials & Waste Progress, 2018-22 - Pitt Sustainability](#)

LEED certification or better [on all new construction and major renovations plans](#)

[UPMC purchasing](#) with the goal of sustainability.

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: The ["Pitt Green Host" program](#) on the main campus provides a certification program for event hosts. The certification program includes online modules and a quiz for certification.

The online modules cover topics like food waste composting, zero waste, multiple attendance modalities, food for all dietary needs, and supply procurement. The training can be found here.

This allows hosts to access a Microsoft Teams site to request green resources for their event and gain support.

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: The University of Pittsburgh Office of Sustainability has a Pitt Green Labs designation. The [criteria](#) for this designation is based on Chemicals & Safety, Culture of Sustainability, Energy Consumption & Maintenance, Innovation Actions, Lab Recycling, Purchasing, and Water Conservation. There is a program where labs can fill out a

self-assessment to receive points for a laboratory designation. The University of Pittsburgh currently has 42 Green Labs.

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

Score explanation: According to the May 2024 Consolidated Endowment Fund: Environmental, Social, and Governance Report, 2022-23, the Universities endowment fund has 8.2% exposure to fossil fuel holdings. This is a slight increase from 8.1% in 2022.

Section Total (23 out of 32)

72%

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Grading

Section Overview

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

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

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

Planetary Health Grades for the University of Pittsburgh School of Pharmacy

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(13/66) \times 100 = 19.7\%$	F+
Interdisciplinary Research (17.5%)	$(16/17) \times 100 = 94\%$	A
Community Outreach and Advocacy (17.5%)	$(7/14) \times 100 = 50\%$	C
Support for Student-led Planetary Health Initiatives (17.5%)	$(15/15) \times 100 = 100\%$	A+
Campus Sustainability (17.5%)	$(23/32) \times 100 = 72\%$	B
Institutional Grade	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 61.21\%$	B-