



NURSING & MEDICAL SCHOOL

Planetary Health Report Card

Nursing School:

University of Wisconsin- Madison



School of Nursing
UNIVERSITY OF WISCONSIN-MADISON

2024-2025 Contributing Team:

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Land acknowledgment: The University of Wisconsin- Madison occupies ancestral Ho-Chunk land, a place their nation has called Teejop (day-JOPE) since time immemorial.
In an 1832 treaty, the Ho-Chunk were forced to cede this territory.

Decades of ethnic cleansing followed when both the federal and state government repeatedly, but unsuccessfully, sought to forcibly remove the Ho-Chunk from Wisconsin.
This history of colonization informs our shared future of collaboration and innovation.
Today, UW- Madison respects the inherent sovereignty of the Ho-Chunk Nation, along with the eleven other First Nations of Wisconsin.

Summary of Findings

Overall Grade	A-
Curriculum	A
<p>UW- Madison integrates planetary health into nursing, public health, and interdisciplinary programs. Courses cover climate change, healthcare sustainability, and environmental justice, with opportunities for QI projects and research. However, the curriculum lacks standardization and a formal planetary health track.</p> <p>Key Gaps: No dedicated specialization, inconsistent course coverage, limited patient-provider climate education, and minimal governance roles.</p> <p>Recommendations: Develop a planetary health certificate, standardize content, expand training in sustainable clinical care, and establish leadership roles in nursing and medical schools.</p>	
Interdisciplinary Research	A
<p>Strong research infrastructure supports interdisciplinary planetary health work. Programs include the (now paused) Planetary Health Graduate Research Program, the Sustainability Research Hub, and UW Health sustainability initiatives.</p> <p>Key Gaps: No research fellowships specific to nursing/medical students, limited undergraduate funding, and no formal membership with global planetary health networks.</p> <p>Recommendations: Create student fellowships, expand funding, and join networks like the Planetary Health Alliance to strengthen commitments.</p>	
Community Outreach and Advocacy	A
<p>UW- Madison partners with local organizations and offers continuing education on climate-health. Events and collaborations raise awareness, but patient education and student leadership roles are limited.</p> <p>Recommendations: Increase communication channels, expand UW Health's patient climate education, build public health outreach, and formalize student governance roles.</p>	
Support for Student-Led Initiatives	A
<p>Campus-wide support is strong, including Green Fund grants, sustainability research hubs, and student organizations. However, most resources come from central programs, not from the nursing or medical schools.</p> <p>Recommendations: Develop a centralized planetary health portal, offer research fellowships, appoint student liaisons, and integrate sustainability into QI projects.</p>	
Campus Sustainability	C
<p>The Office of Sustainability leads efforts campus-wide, with initiatives like the Green Labs program and LEED-certified buildings. However, gaps remain in renewable energy use (13.3%), composting access, event sustainability, and fossil fuel divestment.</p> <p>Recommendations: Strengthen carbon neutrality goals, expand composting and renewable energy, adopt sustainability policies for events, and formalize a divestment strategy.</p>	

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.
- **Nursing School/Department vs. Institution:** When “nursing school” is specified in the report card, this only refers to curriculum and resources offered by the School/department of nursing 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 nursing 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:** 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

University of Wisconsin – Madison, School of Nursing

Section Overview: *This section evaluates the integration of relevant planetary health topics into the nursing school curriculum. The curriculum for nursing programs around the world shares many core topics regarding health and the medical system. In order to create a truly holistic education that includes the implications of our changing climate, the subject must be integrated into the nursing curriculum. As future frontline workers, nurses will experience the dire consequences of climate change firsthand and must be equipped to not only care for afflicted patients but to encourage preventative change. We are already seeing the impacts on human health that climate change can bring, and the nursing curriculum must reflect these realities.*

Questions with a “” next to them signify questions that are unique to the Nursing Planetary Health Report Card.*

1.1. Does your nursing school offer courses regarding the relationships between extreme weather events, health effects, 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:

3

Score explanation: The UW-Madison School of Nursing integrates environmental health content across several courses that connect climate change and health. NURSING 437 explores social determinants of health, including environmental factors. NURSING 434 introduces students to community and public health systems, which may include responses to environmental health threats. NURSING 704 focuses on health promotion and disease prevention in diverse populations, highlighting how environmental conditions can impact health outcomes. NURSING 830 addresses policy and leadership with attention to sustainability and systems-level change. Course details are available at <https://guide.wisc.edu/courses/nursing/>.

1.2. Does your nursing program provide education regarding the impacts of extreme weather events (e.g. storm, flooding, heat, drought, air pollution) on individual health?

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

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

This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> The UW- Madison School of Nursing provides comprehensive education on how extreme weather events impact individual health across both undergraduate and graduate programs. NURSING 437 includes a “Planetary Health & Climate Justice in Nursing” lecture covering the health effects of extreme heat, flooding, and air pollution. NURSING 434 addresses environmental determinants of health, requiring students to study air, soil, and water pollution along with climate-related disasters. NURSING 442 integrates emergency management and climate-induced disaster content, while NURSING 446 prepares students to assess environmental health risks, especially in vulnerable populations like children. At the graduate level, NURSING 704 covers the rising disease burden linked to climate change. NURSING 722 assigns media exploring climate-related health effects, and NURSING 802 supports doctoral research on environmental and physiological impacts of extreme weather. NURSING 830 discusses policy and system responses to environmental threats, and NURSING 906 includes DNP projects addressing climate adaptation, emergency preparedness, and health interventions. Course details are available at https://guide.wisc.edu/courses/nursing/.</p>	

1.3. Does your nursing curriculum address the impacts of climate change on the changing patterns of infectious diseases?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> The UW- Madison School of Nursing curriculum addresses how climate change contributes to shifting patterns in infectious diseases. NURSING 437 includes a “Planetary Health & Climate Justice in Nursing” lecture, which highlights the connection between climate change and emerging infectious diseases. At the graduate level, NURSING 704 explores how environmental changes affect disease vectors, zoonotic transmission, and global infectious disease trends. NURSING 802 encourages doctoral research on the intersection of climate change, infectious disease emergence, and population health adaptation. Course details are available at https://guide.wisc.edu/courses/nursing/.</p>	

1.4. Does your nursing curriculum address pathophysiological health effects resulting from environmental degradation and climate change, including effects such as air, soil and water pollution, extreme heat, human-animal interactions, and emerging pathogens?

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

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

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

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

Score Assigned:

3

Score explanation: The UW- Madison School of Nursing curriculum integrates climate-related pathophysiological content across both undergraduate and graduate levels. NURSING 314 introduces environmental factors like pollution and climate change in the context of health promotion and disease prevention. NURSING 437 includes a “Planetary Health & Climate Justice in Nursing” lecture that addresses health impacts such as pollution, extreme heat, and emerging pathogens. At the graduate level, NURSING 704 focuses on health disparities and environmental health risks linked to climate change, while NURSING 722 builds on these concepts with assigned media examining the relationship between climate change, health inequities, and disease. Course details are available at <https://guide.wisc.edu/courses/nursing/>.

1.5. Does your nursing curriculum address mental health issues and well-being effects resulting from 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:

3

Score explanation:

The UW- Madison School of Nursing addresses the mental health effects of climate change across multiple levels of the curriculum. NURSING 314 introduces health determinants such as food security, water access, and climate-related stressors that affect mental well-being. NURSING 437 features a lecture on “Planetary Health & Climate Justice in Nursing,” which directly connects climate change and environmental degradation to mental health outcomes. NURSING 704 further explores how environmental changes

impact mental health in marginalized communities, while NURSING 722 incorporates assigned media that highlights mental health burdens from climate change and poverty. Course details are available at <https://guide.wisc.edu/courses/nursing/>. The School of Nursing offers global health immersion programs in Malawi, Thailand, Guatemala, and Ireland, where students gain firsthand experience in addressing health issues influenced by environmental challenges. <https://nursing.wisc.edu/global-health/>

1.6. Does your nursing curriculum address relationships between climate change, food and water security, and the impact on health?

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

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

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

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

Score Assigned:

3

Score explanation:

The UW- Madison School of Nursing addresses climate-related disruptions to food and water security across multiple undergraduate and graduate courses. NURSING 105 introduces foundational knowledge on environmental, sociological, and economic determinants shaping healthcare systems, including the effects of climate change on public health infrastructure. NURSING 314 and NURSING 434 explicitly examine the relationship between food and water access, chronic disease, and community health, with a focus on how climate change increases risks for malnutrition, waterborne illness, and health disparities. NURSING 442 emphasizes emergency preparedness and policy analysis, highlighting how extreme weather events disrupt food and water systems. At the graduate level, NURSING 704 and 722 explore global food insecurity and environmental justice through advanced theory and required media. NURSING 761, 772, and 806 guide students in designing and evaluating health programs that integrate climate adaptation strategies, while NURSING 906 provides a platform for students to develop DNP projects that may focus on food and water insecurity, healthcare access, and policy advocacy. Course details are available at <https://guide.wisc.edu/courses/nursing/>.

1.7. Does your nursing program 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:	1
<p><i>Score explanation:</i> While this topic is not part of the core nursing curriculum, UW-Madison offers several interdisciplinary electives that explore the environmental and health impacts of dietary patterns. Courses such as Population Health 739, Plant Pathology 311, Food Science 120, and Environmental Studies 112 examine sustainability, food systems, and global food security. These electives allow nursing students to understand the broader public health benefits of plant-based diets. Course details are available at https://guide.wisc.edu/courses/, https://guide.wisc.edu/courses/pop_hlth/, https://barak-lab.russell.wisc.edu/teaching/global-food-security/, https://guide.wisc.edu/courses/food_sci/, https://sustainability.wisc.edu/ten-great-sustainability-courses-to-take-at-uw-madison/</p>	

1.8. Does your nursing school curriculum address relationships between ecosystem health, human health, and climate change?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> The UW- Madison School of Nursing integrates content on the interconnectedness of ecosystem and human health. NURSING 437 includes a “Planetary Health & Climate Justice in Nursing” lecture that explores how climate change and environmental degradation affect well-being. NURSING 434 addresses environmental determinants of health, while NURSING 722 includes materials linking ecosystem disruption, poverty, and adverse health outcomes. These courses emphasize how ecosystem health shapes human health across populations. Course details are available at https://guide.wisc.edu/courses/nursing/.</p>	

1.9. Does your nursing curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides)?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	

This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>The UW- Madison School of Nursing addresses the reproductive health impacts of environmental toxins across both undergraduate and graduate-level coursework. NURSING 105 introduces students to environmental and systemic determinants of health, laying a foundation for understanding how pollutants such as pesticides and air pollution affect human health across the lifespan. In the graduate curriculum, NURSING 703 explores health policy development and advocacy for communities disproportionately exposed to environmental hazards. NURSING 702 and NURSING 730 prepare students to develop and implement interventions that consider reproductive risks tied to industrial waste, chemical exposures, and environmental racism. POP HLTH 797 introduces epidemiological methods for assessing health outcomes related to toxic exposures, including risks to maternal and fetal health. NURSING 723 examines ethical considerations in environmental and population health research, equipping students with frameworks to address reproductive inequities rooted in environmental degradation. Course details are available at https://guide.wisc.edu/courses/nursing/.</p>	

1.10. Does your nursing program emphasize the importance of Indigenous and Traditional Knowledge Systems as essential components of planetary health solutions?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>The UW- Madison School of Nursing actively incorporates Indigenous and Traditional Knowledge Systems into nursing education and planetary health content. At the undergraduate level, NURSING 432 encourages students to recognize the value of Indigenous perspectives in community health assessment, population health advocacy, and culturally grounded interventions. Graduate courses such as NURSING 721, 724, and 730 build on this foundation by integrating Indigenous frameworks into discussions on complex health systems, coalition-building, and population health ethics. These courses emphasize respectful engagement with Indigenous communities and highlight their leadership in climate resilience, food sovereignty, and environmental justice. Beyond the curriculum, the annual Native Nations Nursing, Helpers, and Healers Summit centers Indigenous voices in healthcare and public health practice. The School also supports Global Health & Indigenous Partnerships, where students collaborate with Indigenous</p>	

communities worldwide to explore sustainable, culturally relevant health solutions. Course details are available at <https://guide.wisc.edu/courses/nursing/>.

1.11. Does your nursing curriculum address important human-caused environmental threats that are relevant to the university or program's surrounding community?

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

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

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

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

Score Assigned:

3

Score explanation:

The UW- Madison School of Nursing incorporates content on local and regional environmental threats into both its curriculum and community engagement efforts. NURSING 432 equips students with skills to assess community health patterns, with a focus on local issues such as lead exposure, air pollution, and water quality. Graduate-level courses including NURSING 702 and NURSING 730 explore how systemic inequities and environmental justice issues affect Wisconsin communities. POP HLTH 797 offers students foundational training in epidemiology, including tools to study health outcomes linked to environmental exposures such as industrial pollution and hazardous waste. Outside the classroom, the School engages in community-based initiatives through the [Wisconsin Initiative on Climate Change Impacts – Human Health Working Group](#), which investigates the health effects of climate change on local populations. Students also have access to the [Environmental Studies Certificate Program](#), offering interdisciplinary training on sustainability, environmental policy, and ecological health. Course details are available at <https://guide.wisc.edu/courses/nursing/>.

1.12. Does your nursing curriculum address socioeconomic/racial disparities in extreme weather and climate change exposure?

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

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

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

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

Score Assigned:

3

Score explanation:

The UW- Madison School of Nursing directly addresses the disproportionate impact of climate change on low-income communities and communities of color throughout its curriculum. NURSING 437 includes a lecture on “Planetary Health & Climate Justice in Nursing” that explores how structural inequities increase exposure to extreme weather events and environmental hazards based on race and socioeconomic status. At the graduate level, NURSING 702 emphasizes the role of social determinants in health promotion and disease prevention for underserved populations. POP HLTH 780 further explores the intersection of climate policy, environmental justice, and community vulnerability. NURSING 730 analyzes systemic inequities, including environmental racism and its health impacts, while POP HLTH 797 trains students in epidemiological methods to investigate how climate-related disasters disproportionately affect marginalized communities. These courses prepare students to understand and address climate-driven health disparities through clinical care, research, and policy. Course details are available at <https://guide.wisc.edu/courses/nursing/>.

1.13. Does your nursing curriculum address inequitable health impacts of climate change globally?

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

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

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

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

Score Assigned:

3

Score explanation: The UW- Madison School of Nursing embeds global health equity into climate and environmental health content across both undergraduate and graduate coursework. NURSING 437 features a “Planetary Health & Climate Justice in Nursing” lecture that explores how climate change exacerbates global health disparities, particularly for low-income and Indigenous populations worldwide. Graduate-level courses such as NURSING 702 focus on the impact of climate-related disruptions on food systems, disease transmission, and population displacement in vulnerable global communities. POP HLTH 780 emphasizes international climate health challenges, such as infrastructure collapse and environmental migration, while NURSING 730 examines how systemic inequities across countries influence health outcomes during climate crises. POP HLTH 797 prepares students to investigate global disease burdens linked to climate change, including respiratory and infectious disease risks in low-resource settings. These courses prepare future nurses to approach planetary health with a global lens grounded in justice and equity. Course details are available at <https://guide.wisc.edu/courses/nursing/>.

1.14. Does your nursing curriculum address climate and environmental health challenges that impact marginalized populations and communities?

This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>The UW- Madison School of Nursing prioritizes the health impacts of climate change and environmental degradation on marginalized communities throughout its curriculum. NURSING 437 includes a “Planetary Health & Climate Justice in Nursing” lecture that explores how environmental injustices and climate vulnerability intersect with systemic racism, poverty, and housing instability. Graduate coursework such as NURSING 702 and POP HLTH 780 centers climate-related risks faced by communities that experience structural barriers to healthcare and safety. NURSING 730 provides students with tools to analyze the roots of environmental health disparities, including policy failure and social inequities, while POP HLTH 797 introduces students to epidemiological methods for assessing outcomes such as heat-related mortality, pollution exposure, and disease burden in displaced populations. These courses equip students with the knowledge to engage in advocacy and community-informed care for populations most impacted by environmental injustice. Course details are available at https://guide.wisc.edu/courses/nursing/.</p>	

1.15. Does your nursing curriculum address the impact of environmental degradation due to climate change on marginalized populations and communities?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> The UW- Madison School of Nursing incorporates content on environmental degradation and its disproportionate impact on marginalized communities across both undergraduate and graduate courses. NURSING 437 introduces students to the connections between social determinants, environmental conditions, and health equity, with course discussions highlighting how degraded environments affect access to clean air, safe water, and healthy living conditions in underserved communities. Graduate coursework, including NURSING 702 and POP HLTH 780, focuses on the public health effects of environmental hazards and climate-related risks in low-income and historically marginalized populations. NURSING 730 encourages students to examine the structural</p>	

and policy factors that perpetuate environmental injustice, while POP HLTH 797 equips them with the tools to analyze data on exposure and health outcomes. These courses support a deeper understanding of environmental health through a justice-centered lens. Course details are available at <https://guide.wisc.edu/courses/nursing/>.

1.16. Does your nursing curriculum address the outsized impacts of anthropogenic environmental toxins on marginalized populations and communities?

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

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

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

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

Score Assigned:

3

Score explanation: The UW- Madison School of Nursing prepares students to understand and address the unequal burden of environmental toxin exposure in marginalized communities. In NURSING 437, students explore how structural inequities, such as housing, zoning, and occupational risks, contribute to increased exposure to harmful pollutants in low-income and racially marginalized populations. NURSING 434 introduces environmental determinants of health, emphasizing how systemic factors influence exposure to pesticides, industrial waste, and air and water contaminants. Graduate-level coursework in NURSING 702 and NURSING 730 provides frameworks for understanding environmental justice, public health disparities, and the long-term effects of exposure to toxic substances. POP HLTH 797 supports students in applying epidemiological methods to analyze patterns of illness related to anthropogenic pollutants. These courses promote a comprehensive understanding of how environmental hazards intersect with social and health inequities. Course details are available at <https://guide.wisc.edu/courses/nursing/>.

1.17. Does your nursing curriculum address the impacts of extreme weather events 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:

3

Score explanation:

The UW- Madison School of Nursing incorporates systems-level thinking on how extreme weather events affect healthcare delivery and infrastructure. In NURSING 437, students examine how social and environmental conditions disrupt access to care, with attention to the cascading effects of events like flooding, heat waves, and severe storms. NURSING 442 introduces students to the structure of healthcare systems and emphasizes emergency preparedness, policy, and quality improvement in response to environmental and climate-related threats. Graduate coursework, including NURSING 722, encourages advanced practice nurses to consider sustainability and mitigation strategies in clinical decision-making and healthcare leadership. Course details are available at <https://guide.wisc.edu/courses/nursing/>. In addition, students and professionals can engage with the continuing education course [*Climate, A Public Health Crisis: Making Connections & Building Solutions*](#), which offers practical guidance on preparing for and responding to healthcare system disruptions caused by climate-related disasters.

1.18. Does your nursing program 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:

3

Score explanation: The UW- Madison School of Nursing incorporates sustainability and the carbon footprint of healthcare into both foundational and advanced nursing education. At the undergraduate level, NURSING 314 emphasizes health promotion and encourages students to consider the environmental impact of healthcare practices, including waste, energy use, and emissions associated with treatment and care delivery. NURSING 316 introduces nursing students to clinical skills through experiential learning and includes reflection on sustainability in patient care, such as the use of single-use materials and environmentally conscious decision-making. NURSING 442 examines how health systems operate at a structural level and explores the intersection of healthcare policy, financing, and quality improvement with sustainability efforts, highlighting how systemic decisions contribute to carbon emissions. Course details are available at <https://guide.wisc.edu/courses/nursing/>.

At the graduate level, NURSING 702 addresses health promotion within diverse populations and emphasizes the role of environmental health in reducing disparities; often linked to pollution and resource-intensive care models. NURSING 713 and 714 prepare nurse leaders to analyze and improve organizational operations, including environmental sustainability practices within healthcare institutions. NURSING 761 supports students in developing health programs that include sustainability and carbon-reduction strategies as part of quality improvement and population health initiatives. Course details are available at <https://guide.wisc.edu/courses/nursing/>.

The School also supports continuing education through [*Climate. A Public Health Crisis: Making Connections & Building Solutions*](#), an interdisciplinary course that provides guidance on reducing the carbon footprint of healthcare systems while addressing the health risks of climate change.

1.19*. Does your nursing program curriculum or coursework highlight the waste generated by healthcare provision?

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

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

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

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

Score Assigned:

3

Score explanation:

The UW- Madison School of Nursing addresses the environmental impact of healthcare waste through multiple courses that encourage students to consider sustainability in clinical practice and system-level operations. NURSING 434 introduces environmental health topics within the context of care delivery and illness management, including the ecological consequences of medical waste, single-use supplies, and pharmaceuticals. Students are encouraged to think critically about how routine clinical practices contribute to environmental degradation and how nurses can advocate for waste reduction in care environments. In NURSING 437, broader discussions on social and environmental justice include the role of healthcare systems in generating pollution and the ethical responsibility of providers to support environmentally sustainable care. At the graduate level, NURSING 714 emphasizes innovation and leadership within healthcare organizations and challenges students to design and implement sustainability practices, including waste reduction strategies, into quality improvement efforts. These courses equip students with both the knowledge and the leadership tools to address healthcare waste as part of their nursing practice. Course details are available at <https://guide.wisc.edu/courses/nursing/>.

1.20*. Does your nursing program cover the contributions of pharmaceuticals to environmental degradation and climate change (e.g., anesthetic gases, inhalers, antibiotic resistance, etc.)?

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 UW- Madison School of Nursing currently does not explicitly cover the contributions of pharmaceuticals to environmental degradation and climate change, such as the impact of anesthetic gases, inhalers, and antibiotic resistance. While the curriculum addresses environmental health and sustainability in healthcare, specific discussions on pharmaceutical pollutants are not a primary focus.

Existing Curriculum Focus:

Courses like **NURSING 437: Social Justice in Local and Global Settings** and **NURSING 442: Health Systems, Policy, and Economics** explore environmental justice and the ecological impacts of healthcare practices. However, these courses do not specifically delve into the environmental consequences of pharmaceutical use.

1.21. Does your nursing school's curriculum introduce strategies for having conversations with patients, nursing home residents, visitors, and other health professionals about the health effects of climate change and other environmental disruptions?

Yes, the **core** curriculum includes strategies for conversing with patients and other health professionals regarding climate change and environmental disruptions. (2 points)

There are **elective** courses that include strategies for conversing with patients and other health professionals regarding climate change and environmental disruptions. (1 point)

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

Score Assigned:

2

Score explanation:

The UW- Madison School of Nursing introduces basic communication strategies related to climate and health within the core curriculum. NURSING 437 includes discussion on the nurse's role in promoting health literacy and engaging communities around environmental health concerns. At the graduate level, NURSING/LAW 768 Health Justice Clinic provides students with direct experience advocating for individuals affected by environmental and social health challenges. NURSING 800 encourages students to explore environmental health topics through research and theory development. The continuing education course [Climate, A Public Health Crisis: Making Connections & Building Solutions](https://guide.wisc.edu/courses/nursing/) offers additional tools for communicating climate-related health risks with patients, professionals, and policy audiences. Course details are available at <https://guide.wisc.edu/courses/nursing/>.

1.22. Does your school have an appointed faculty or staff responsible for planetary health and environmental nursing?

Yes, the nursing program has **at least one** appointed faculty or staff responsible for planetary health and environmental nursing. (1 point)

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

Score Assigned:

0

Score explanation: The UW- Madison School of Nursing has faculty members engaged in planetary health and environmental nursing initiatives. **Dr. Jessica LeClair** previously held a 10% FTE appointment in this role, but no longer does. Notably, Dr. Jessica LeClair, focuses on integrating planetary health concepts into nursing education and research. Her work emphasizes the interconnectedness of human health, environmental justice, and climate change. nursing.wisc.edu

Additionally, the university formerly supported interdisciplinary research through the **Planetary Health Graduate Research Program**, which funded projects exploring the intersection of environmental public health and ecological or climatic change. This program is now defunct as of 2024.

While there may not be a formally appointed position solely dedicated to planetary health and environmental nursing, the involvement of faculty members like Dr. LeClair and the support from interdisciplinary programs indicate a commitment to these critical areas within the School of Nursing.

1.23*. Does your program offer Interdisciplinary Education (IPE) simulations or experiences regarding the health risks of climate change and other environmental disruptions?

Yes, the school of nursing has been involved with IPE simulations or experiences in the **past year**. (2 points)

Yes, the school of nursing has been involved with IPE simulations or experiences in the **past three years**. (1 point)

No, the school of nursing has not been involved with IPE simulations in the past three year. (0 points)

Score Assigned:

0

Score explanation: While the UW- Madison School of Nursing participates in Interprofessional Education (IPE) activities, no current IPE simulations or experiences were identified that specifically address the health risks of climate change or environmental disruptions. This was confirmed through consultation with staff at the UW Center for Interprofessional Practice and Education. However, nursing students do have opportunities to engage in interdisciplinary global health experiences through [UW's Global Health Immersion Programs](#), where they work alongside medical, pharmacy, and physical therapy students in countries such as Malawi, Thailand, Guatemala, and Belize. These programs expose students to climate-related health challenges, including infectious disease patterns and food and water insecurity. Additionally, the online course [Climate. A Public](#)

[*Health Crisis: Making Connections & Building Solutions*](#) is available to students across disciplines and offers strategies for interdisciplinary collaboration on climate and health. Despite these opportunities, the lack of a formal IPE simulation within the nursing program focused specifically on environmental health leads to a score of zero.

Section Total (59 out of 65)

90.7%

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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.

Sections 2 through 5 were written in collaboration of the UW-Madison School of Medicine and Public Health, and the School of Nursing. The information collected reflects perspectives from students in Doctorate of Nursing Practice (DNP), accelerated Bachelor of Science-Nursing (aBSN), and Doctor of Medicine with Masters of Public Health (MD-MPH).

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
<i>Score explanation:</i> Planetary Health Research Program <ul style="list-style-type: none">• Supports faculty and graduate research at the intersection of environmental public health and climate change.• Recent projects (2023–2024):<ul style="list-style-type: none">○ Restorative Ecology and Pollinator Indicators at UW- Madison's Badgervoltaics Pilot Project (renewable energy & habitat restoration).○ Exploring Planetary Health in Teaching and Nursing Education in Colombia & Malawi.	

- **Citation:** Climate Solutions for Health. (n.d.). *Planetary Health Research Program. Climate Solutions for Health.*
<https://www.climatesolutionsforhealth.org/planetary-health-program>

Sustainability Research Hub

- Launched in early 2024 to promote interdisciplinary sustainability research and attract federal research grants.
- Aims to position UW- Madison as a leader in sustainability research.
- **Citation:** University of Wisconsin–Madison. (2024, January). *UW- Madison launches sustainability research hub.* *UW- Madison News.*
<https://news.wisc.edu/uw-madison-launches-sustainability-research-hub/>

Health-First Climate Action Research Center

- Established in September 2024 with a \$3.8 million NIH grant.
- Focuses on community-based, health-centered climate action and the energy transition.
- Engages citizen scientists and develops decision-making models for policymakers.
- **Citation:** Nelson Institute for Environmental Studies. (2024). *Where climate meets health: The new Health-First Climate Action Research Center at UW- Madison.* *Nelson Institute for Environmental Studies.*
<https://nelson.wisc.edu/where-climate-meets-health/>

Center for Sustainability and the Global Environment (SAGE)

- Studies environmental systems, natural resources, and human activity interactions.
- Provides policy and technology solutions to enhance sustainability and global health.
- **Citation:** Nelson Institute for Environmental Studies. (n.d.). *Center for Sustainability and the Global Environment (SAGE).* *University of Wisconsin–Madison.* <https://sage.nelson.wisc.edu/>

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your institution?

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 Wisconsin- Madison has several departments, centers, and research labs that support interdisciplinary planetary health research across campus, including through the School of Nursing, Global Health Institute, and Nelson Institute for Environmental Studies.

UW- Madison School of Nursing

Nursing faculty are actively engaged in planetary health research that intersects with climate justice, environmental health, and vulnerable communities. Current and recent projects include:

- [Dr. Jeneile Luebke](#): *Anishinaabe-Mishtadimoons Inawendiwin – Restoring and Awakening the Cultural and Ecological Context- in progress*
- [Dr. Linda Oakley](#): *Health Equity for a Marginalized Black Community: A Feasibility Study of Co-creating Communities of Care Through Partnerships with Community-Based Public Health Nurses (Grant Announcement)- completed June 2024*
- [Dr. Wan-Chin Kuo](#):
 - *Environmental Determinants of Premature Aging in Transportation and Construction Workforce – in progress*
 - *Cardiorespiratory Disparities in Truck Drivers: The Role of Behavior-Environmental Interactions- in progress*
 - *Determinants of Premature Aging in the Transportation and Construction Workforce- in progress*
- [Jessica LeClair](#) & [Tonya Roberts](#): *Adaptation of a Survey Instrument Measuring Public Health Nursing's Capacity to Promote Planetary Health Equity ([Related Publication](#)) – in progress*
- [Kelly Krainak](#): *West Virginia Coalfield Syndemics: Theory and Perspectives on Adolescent Well-being – in progress*

[Dr. Jonathan Patz, MD, MPH](#): Serving as the Vilas Distinguished Achievement Professor and the John P. Holton Endowed Chair of Health and the Environment at the University of Wisconsin-Madison. Inaugural director of the Global Health Institute at UW- Madison. His research primarily focuses on the health effects of global climate change, urban air pollution, and the health co-benefits of policies aimed at mitigating climate change.

Planetary Health Graduate Scholarship Program (Defunct as of 2024)

A collaboration between the Global Health Institute (GHI) and the Nelson Institute for Environmental Studies, this program supported graduate students conducting research on human impacts on planetary health. Key Researcher: **Jessica LeClair, BSN, MPH** – Clinical faculty and planetary health advocate. [Scholar Profile](#) | [Program Overview](#)

Climate Solutions for Health Lab – Planetary Health Research Program

Funded by GHI and the Nelson Institute, this lab supports faculty and graduate research focused on the intersections of environmental public health and climate change. Key Researcher: **Dr. Tracey Holloway** – Professor in Energy Analysis and Policy, with

expertise in air quality and climate-energy-health intersections. [Faculty Profile](#) | [Program Website](#)

Center for Sustainability and the Global Environment (SAGE)

This interdisciplinary center investigates environmental systems, natural resources, and the interactions between human activity and the natural world. Key Researcher:

Dr. Zuzana Burivalova – Assistant Professor of Environmental Studies and Forest & Wildlife Ecology. [Faculty Profile](#) | [SAGE Website](#)

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:

3

Score explanation:

Office of Environmental Justice and Engagement

- **Mission:** Advance environmental stewardship and social justice by coordinating activities and events that focus on environmental and racial justice, decolonizing relationships with Native communities, and diversifying the constituency for environmental issues and action.
- **Community Involvement:** Serves as a catalyst for new research and teaching that better serve diverse communities, ensuring their perspectives are integrated into the university's environmental research initiatives.
- **Website:** <https://nelson.wisc.edu/office-of-environmental-justice/>

Wisconsin Initiative on Climate Change Impacts (WICCI)

- **Mission:** A statewide collaboration of scientists and stakeholders formed as a partnership between UW- Madison's Nelson Institute for Environmental Studies and the Wisconsin Department of Natural Resources.
- **Community Involvement:** Evaluates climate change impacts on Wisconsin and fosters solutions by engaging with local communities, including those disproportionately affected by climate change, to inform research priorities and adaptation strategies.
- **Website:** <https://wicci.wisc.edu/>

Wisconsin Climate Connection

- **Mission:** Helps communities respond to climate change through research-based programs tailored to local needs, building on knowledge from the diverse audiences served.
- **Community Involvement:** The Division of Extension has a network of educators embedded in nearly every county and many Native Nations, facilitating direct community input into research and program development.
- **Website:** <https://climate.extension.wisc.edu/>

Health-First Climate Action Research Center

- **Mission:** Establishes a community-driven, health-equity approach to climate change mitigation and adaptation.
- **Community Involvement:** The Community Engagement Core (CEC) within the center ensures that community and academic partners share influence and benefit to achieve common goals, actively involving communities in setting research agendas and decision-making processes.
- **Website:** https://reporter.nih.gov/search/RdHFKwqNNEGEUd_ghUcouQ/project-details/10982299

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:

3

Score explanation:

Global Health Institute (GHI) – Planetary Health

- This section of the GHI website provides an overview of planetary health, emphasizing the connections between human health and the health of our planet. It discusses the challenges posed by environmental changes and highlights the institute's commitment to addressing these issues through research and education.
- **Website:** <https://ghi.wisc.edu/planetary-health/>

Climate Solutions for Health Lab – Planetary Health Research Program

- This program supports UW- Madison graduate students and faculty conducting research at the intersection of environmental public health and ecological or climatic change. The website details current and past projects, showcasing interdisciplinary efforts to address planetary health challenges.
- **Website:** <https://www.climatesolutionsforhealth.org/planetary-health-program>

Planetary Scholars – UW- Madison Global Health Institute

- This page highlights the Planetary Health Graduate Scholarship program, which brings together students and advisors from various disciplines to explore how human activities impact the planet. It features profiles of past scholars and their research projects, illustrating the university's interdisciplinary approach to planetary health.
- **Website:** <https://ghi.wisc.edu/research/research-climate-land-use-change/planetary-scholars/>

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:

2024 Global Health Symposium: "Moving Global Health Forward"

- **Date:** April 10, 2024
- **Description:** Building upon previous themes, this symposium aimed to advance discussions in global health, featuring a panel moderated by GHI Director Jorge Osorio, a keynote speaker, and presentations of global health projects from across the campus.
- **Website:** <https://ghi.wisc.edu/2024-global-health-symposium-is-april-10/>

20th Annual Global Health Symposium: "Why Global Health Networks Matter"

- **Date:** April 8, 2025

- **Description:** This upcoming symposium will take place at the Discovery Building and feature a keynote speaker, as well as posters from across campus showcasing global health initiatives.
- **Website:** <https://ghi.wisc.edu/20th-annual-global-health-symposium-why-global-health-netw-orks-matter-on-april-8-2025/>

Universities of Wisconsin Sustainability Summit

- **Date:** April 2024
- **Description:** Hosted by the University of Wisconsin–Stevens Point, this summit provided an opportunity to engage with perspectives from multiple disciplines, examining important questions related to sustainability.
- **Website:** <https://www3.uwsp.edu/conted/Pages/Sustainability-Conference.aspx>

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:

Consortium of Universities for Global Health (CUGH)

- **Description:** CUGH is a global network of academic institutions and organizations dedicated to addressing global health challenges.
- **UW- Madison's Involvement:** The university is a member institution, contributing to collaborative efforts in global health education, research, and service.
- **Website:** <https://www.cugh.org/>

Alliance of Nurses for Healthy Environments (ANHE) – Nurses Climate Challenge

- **Description:** ANHE, in collaboration with Health Care Without Harm, launched the **Nurses Climate Challenge** to educate nursing students about the health impacts of climate change.
- **UW- Madison School of Nursing's Involvement:** The School of Nursing is officially listed as a **School of Nursing Commitment** participant, integrating climate and health content into its curriculum.
- **Website:** <https://nursesclimatechallenge.envirn.org/school-of-nursing-commitment/>

Planetary Health Report Card (PHRC)

- **Description:** The PHRC is a student-led initiative that evaluates health professional schools on their integration of planetary health topics.
- **UW- Madison's Involvement:** The university participates in PHRC assessments, with its School of Nursing receiving an evaluation on curriculum, research, community outreach, and sustainability efforts.

- **Website:**

https://phreportcard.org/wp-content/uploads/2024/04/UW-Madison_Nursing_2023-24.pdf

Section Total (17 out of 17)	100%
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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 <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:</i> The Wisconsin Energy Institute partners with Wisconsin KidWind annually for a hands-on renewable energy competition engaging students across Wisconsin in STEM. Scientists from UW-Madison and the National Weather Service at the Wisconsin Weather Festival help the community get hands on and learn more about the state's climate.	

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:

3

Score explanation: UW-Madison School of Nursing with the Interprofessional Continuing Education Partnership hosts an annual [“Native Nations Nursing, Helpers, and Healers Summit”](#). Speakers and topics at the summit discuss planetary health, advocacy for water and land, and food sovereignty related to indigenous lands. Members of the community and healthcare professionals are encouraged to attend. There are also opportunities within the [Wisconsin Energy Institute](#) available to students and community members to learn more about climate justice and policy. The Wisconsin Energy Institute offers [Sustainable Energy Seminars](#) and are available for the public on their YouTube channel.

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 Office of Sustainability regularly publishes news articles, features, and updates on various sustainability initiatives and research projects. Additionally, the Campus Sustainability Newsletter provides updates on campus sustainability efforts, events, and opportunities. The university's main news platform also features articles tagged with "Sustainability," highlighting ongoing projects and achievements in this area.

Office of Sustainability News and Events

The Office of Sustainability maintains a dedicated news section that covers a wide range of sustainability topics, including campus initiatives, research breakthroughs, and educational events. This platform ensures that the university community stays informed about the latest developments in planetary health and sustainable practices.

Link: <https://sustainability.wisc.edu/news-and-events/>

Campus Sustainability Newsletter

To keep the campus community engaged, the Office of Sustainability offers a newsletter that includes updates on sustainability news, upcoming events, and internship and job opportunities related to environmental health and sustainability. Interested individuals can

sign up to receive these regular communications.

Link: <https://sustainability.wisc.edu/newsletter/>

UW- Madison News – Sustainability Tag

The university's main news platform features a "Sustainability" tag, aggregating articles that discuss various aspects of sustainability and planetary health. This includes coverage of new initiatives, research findings, and profiles of community members contributing to sustainable practices.

Link: <https://news.wisc.edu/tag/sustainability/>

Through these channels, UW- Madison ensures that issues related to planetary health and sustainable healthcare are regularly communicated to students, faculty, staff, and the broader community.

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: UW- Madison offers a range of continuing education opportunities for healthcare professionals focused on planetary health and sustainable healthcare. The Global Health Institute hosts recorded webinars for post-graduate audiences, including sessions such as [Energy Challenges and Creative Solutions for Global Health](#) and Climate Change Impacts on Global Health, both of which explore the intersections of environmental change, energy, and population health. Additionally, the Interprofessional Continuing Education Partnership (a collaboration between the Schools of Nursing, Pharmacy, and Public Health) offers courses including [Climate, A Public Health Crisis: Making Connections & Building Solutions Together](#) and Neurology and Climate Change, which support licensed professionals in building climate literacy and applying sustainability principles in healthcare settings. These offerings demonstrate a strong institutional commitment to advancing post-graduate education in 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:	2
<p><i>Score explanation:</i></p> <p>UW-Madison and its affiliated healthcare system, UW Health, offer publicly accessible educational materials for patients on a range of environmental health topics. The Department of Family Medicine and Community Health provides a downloadable Indoor Environmental Health handout that addresses issues such as lead exposure, mold, and indoor air quality. Additional resources are available through the Integrative Health Resources webpage, which offers patient and clinician modules on eco-wellness, mindful climate action, and environmental health assessments. These materials support patient understanding of how environmental exposures influence health and promote informed, preventive care. UW Health also maintains a Sustainability Initiatives page that outlines system-wide efforts to reduce environmental impacts and foster a healthier community, which may further contribute to public awareness and patient education.</p>	

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
<p><i>Score explanation:</i></p> <p>UW- Madison and UW Health provide publicly accessible resources to educate patients on the health impacts of climate change. The Mindful Climate Action (MCA) Program, developed by an interdisciplinary team at UW- Madison, helps individuals understand the connection between sustainable behaviors and improved health outcomes. The program promotes practical strategies such as active transportation, healthy eating, and mindfulness as ways to address both personal well-being and climate change. Additionally, the Medical Alert: Climate Change is Harming Our Health in Wisconsin report serves as a patient-facing tool to explain climate-related health risks specific to the region, including heat stress, respiratory illness, vector-borne diseases, and mental health impacts. These</p>	

materials are available online and support both patient education and clinical conversations on climate and health.

Section Total (13 out of 14)

92.8%

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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: UW- Madison offers strong support for students pursuing sustainability initiatives and quality improvement (QI) projects related to planetary and environmental health. Through the [Green Fund](#), students can apply for financial support to implement projects that reduce the university's environmental footprint. These have included solar energy installations, eco-friendly lab upgrades, and sustainable landscaping. Additional support is available through [SIRE \(Sustainability Innovation and Research Engagement\)](#), which funds student-led research and implementation projects on healthcare sustainability, climate change, and resilience. In the curriculum, courses such as [NURSING/LAW 768: Health Justice Clinic](#) and [NURSING 761: Health Program Planning, Evaluation, and Quality Improvement](#) encourage students to design QI projects that address sustainability goals in clinical settings. UW Health's [Sustainability Initiatives](#) further promote student involvement in green healthcare projects, including reducing single-use plastics.

Additionally, the [Planetary Health Graduate Research Program](#) offers mentorship and academic resources for students researching environmental health challenges.

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: UW- Madison offers several structured opportunities for students to engage in research focused on planetary health and sustainable healthcare. The [Planetary Health Graduate Scholarship Program](#) supports graduate students conducting interdisciplinary research on the intersection of human and environmental health, providing mentorship and funding to promote collaboration across disciplines. The recently launched [Sustainability Research Hub](#) offers centralized resources to support student and faculty-led projects in environmental sustainability, including proposal development and interdisciplinary networking. For undergraduate students, the [Summer Research Opportunity Program \(SROP\)](#) provides research experience and mentorship to prepare them for graduate studies, including topics related to climate, health equity, and sustainability. These programs help students contribute meaningfully to current planetary health challenges through both independent and mentored 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 nursing 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
<p><i>Score explanation:</i></p> <p>UW- Madison maintains several active webpages that provide students with access to planetary health research, ongoing initiatives, and potential faculty mentors. The Nelson Institute for Environmental Studies shares information on interdisciplinary environmental programs, student projects, and research focused on sustainability, health, and justice. The Global Health Institute features profiles of planetary health scholars, current research, and student opportunities across multiple departments. The Population Health Institute supports student involvement in research and policy work related to public and environmental health. These websites offer clear contact information, research highlights, and pathways for students to get involved in faculty-mentored projects related to climate, health systems, and equity.</p>	

4.4. Does your <u>institution</u> 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 institution dedicated to planetary health or sustainability in healthcare but it lacks faculty support . (1 point)	
No, there is not a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p>UW- Madison supports several student organizations focused on planetary health, sustainability, and health equity, many of which have faculty involvement. These include the <i>Global Health Interest Group</i>, <i>One Health Interest Group</i>, <i>Wisconsin MEDLIFE</i>, and <i>Medical Students for a Sustainable Future at UW- Madison</i>, which bring together students from nursing, medicine, and other disciplines to engage in advocacy, service, and education. These groups often partner with university initiatives and events to promote environmental health and sustainability on campus. A full list of active student organizations dedicated to sustainability and environmental justice is available on the Sustainability Office student organizations page.</p>	

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:	0
While there are student representatives serving on School of Nursing committees, such as Undergraduate Curriculum, Graduate Programs, and Wellness Advisory & Action. None of these positions are specifically focused on sustainability or planetary health. Students may have space to bring forward related concerns, but there is currently no designated student liaison advocating for environmental health or sustainability best practices within decision-making bodies. More information on student governance roles can be found on the School of Nursing governance page .	

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

Score Assigned:	6
<p><i>Score explanation:</i> UW-Madison offers a wide range of co-curricular programs that engage students in planetary health across academic, cultural, and community settings. Students have opportunities to get involved in sustainable food systems through groups like Medical Students for a Sustainable Future at UW-Madison and the UW Student Organic Farm, which centers organic agriculture and food justice. Events like EarthFest and the Sustainable Energy Seminar Series from the Wisconsin Energy Institute create space for learning and dialogue around climate and health. The Helios student group connects students to hands-on climate action projects, including renewable energy installations and campus sustainability efforts. Cultural and community-centered programs are also a priority, with groups like We Outside, a BIPOC-led outdoor recreation collective, working to reclaim natural spaces for marginalized students. Meanwhile, the Nelson Institute continues to host conservation and environmental justice-focused events throughout the year. Together, these offerings reflect a strong culture of student engagement in planetary health through both learning and action.</p>	
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
<p><i>Score explanation:</i> UW- Madison has an established Office of Sustainability with multiple full-time staff focused on campus-wide sustainability initiatives. In addition, UW Health has dedicated sustainability personnel, including a Sustainability Specialist (Tom Thompson), a physician medical director of sustainability, and a program director. Together, UW Health designates 2.2 FTE toward sustainability, which includes hospital operations.</p> <p>Office of Sustainability: https://sustainability.wisc.edu/</p> <p>Staff Directory: https://sustainability.wisc.edu/about/directory/#staff</p> <p>Sustainable Anesthesiology: https://anesthesia.wisc.edu/sustainable-anesthesiology/</p> <p>UW Health Sustainability: https://www.uwhealth.org/about-us/sustainability</p> <p>KPI Report Card: https://bynder.uwhealth.org/m/fbbcea65c8ea9d1e/original/UW-Health-Sustainability-Program-KPI-Report-Card.pdf</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:	0
<p><i>Score explanation:</i> UW-Madison does not currently have a formal or approved plan to achieve carbon neutrality. While the Chancellor announced a long-term goal of net-zero emissions by 2048, no official roadmap or implementation plan has been released at this time. Emissions Goals: https://sustainability.wisc.edu/goals/achieve-net-zero-emissions/</p> <p>Aide from Alex Frank, Project Portfolio Manager at Office of Sustainability for UW-Madison.</p>	

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: As of 2024, renewable energy accounts for approximately 13.3% of total campus electricity use. These figures apply campus-wide and include facilities used by the Schools of Nursing and Medicine. The percentage of energy sourced from renewables remains below the 20% threshold. Renewable Energy Dashboard: <https://sustainability.wisc.edu/sustainability-dashboard/operations/#renewable-energy>

Aid from Josh Arnold, Campus Energy Advisor and Alex Frank, Project Portfolio Manager at the Office of Sustainability for UW-Madison

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

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

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

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

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

Score Assigned:

2

Score explanation: Signe Skott Cooper Hall, home to the School of Nursing, was designed with sustainability in mind and achieved LEED Silver certification. It includes features such as bottle filling stations, energy-efficient lighting, and recycling infrastructure. While

some older buildings are being upgraded, widespread retrofitting remains limited. UW-Madison requires all new construction and major renovations to incorporate sustainability design standards.

Signe Skott Cooper Hall: <https://nursing.wisc.edu/about/visit/>

LEED Scorecard:

<https://www.usgbc.org/projects/uw-madison-signe-skott-cooper-hall?view=scorecard>

UW Sustainability Building Guidelines:

<https://www.wisconsin.edu/capital-planning/sustainability/sustainable-building-guidelines/>

State Design Requirements (PDF):

https://doa.wi.gov/DFDM_Documents/MasterSpecs/Sustainability/SustainabilityGuidelines.pdf

Aid from Travis Bloomberg, Campus Resource Coordinator and Alex Frank, Project Portfolio Manager in the UW Madison Office of 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: UW- Madison encourages low-impact commuting through bus, biking, and walking infrastructure. Students receive bus passes through tuition, and both the School of Nursing and Health Sciences Learning Center have bus stops nearby. Bike lanes, racks, and shared bikes are widely available across campus. Transportation Options: <https://transportation.wisc.edu/commuter-solutions/>

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:

1

Score explanation: A recycling program is available across campus, including the Schools of Nursing and Medicine. Composting, however, is limited to dining halls and unions. While the Office of Sustainability has expressed interest in expanding compost services, no formal program exists yet for academic or administrative buildings.

Recycling: <https://sustainability.wisc.edu/recycling/>

Composting: <https://sustainability.wisc.edu/composting/>

Dining Sustainability: <https://union.wisc.edu/dine/sustainability/>

Aid from Travis Bloomberg, Campus Resource Coordinator in the UW Madison Office of Sustainability and Jim Long, Associate Director of Dining and Hospitality at Union South

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: Food and beverage services for the School of Nursing and the School of Medicine and Public Health are primarily provided by Wisconsin Union's "Revive"

café and vending services. Wisconsin Union has implemented several sustainability practices including prioritizing local sourcing, offering discounts for reusable containers, composting at select locations, and eliminating plastic straws. However, many of these efforts are voluntary rather than required. In vending machines, packaging waste remains a challenge. Beverage stations, fair-trade coffee, and water bottle refill stations help reduce environmental impact, and forecasting tools like FoodPro are used to limit food waste.

Dining Sustainability: <https://www.housing.wisc.edu/about/sustainability/food>

Aid from Jim Long, Associate Director of Dining and Hospitality at Union South, Josh Berg Associate Director of Support Services at the Wisconsin Union, and Timothy Hough, Retail Operations Assistant Director at the Wisconsin Union

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 CTEN/Simulation team at the School of Nursing demonstrates strong procurement sustainability practices. They reuse simulation supplies such as IV tubing, catheters, and packaging materials, and they incorporate waste-reduction guidelines into teaching plans. Many supplies are sourced through donations from hospitals and partners, repurposing expired items for training use (Aid from Rachel Stanek, CTEN/CSS Clinical Faculty). While CTEN outlines clear sustainability practices, there are currently no formal procurement guidelines at the institutional level, and the School of Medicine and Public Health's CTAC does not currently include sustainability requirements (Aid from Amy Stickford Becker, Director of Longitudinal Curriculum and Instruction, SMPH)

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

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

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

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

Score Assigned:

0

Score explanation: There are no required sustainability criteria for institutional events. However, the Green Events Certification Program is available to help groups host environmentally-conscious events. This is a voluntary program and not consistently adopted across campus activities.

Green Events Certification: <https://sustainability.wisc.edu/certifications/green-events/>

Aid from Alex Frank, Project Portfolio Manager at the Office of Sustainability for UW-Madison

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 CTEN/Simulation team at the School of Nursing actively integrates sustainable practices into lab-based teaching. This includes reusing and repackaging supplies, limiting single-use items, using motion-activated lighting, avoiding paper waste, and sourcing materials through donation. In contrast, the School of Medicine and Public Health's CTAC does not currently have lab sustainability practices in place. Campus-wide, the Green Labs Certification Program provides guidance to labs across disciplines, and the Green Fund has supported student-led projects to improve lab sustainability.

Green Labs: <https://sustainability.wisc.edu/certifications/green-labs/>

Green Fund: <https://sustainability.wisc.edu/greenfund/>

Aid from Rachel Stanek, CTEN/CSS Clinical Faculty. Aid from Amy Stickford Becker, Director of Longitudinal Curriculum and Instruction, SMPH

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: UW- Madison continues to invest in fossil fuel companies and has not made a formal commitment to divestment. However, both students and faculty have called for divestment through organized advocacy efforts. Divestment Advocacy: <https://irisnrc.wisc.edu/2023/10/31/university-action-in-the-face-of-climate-change-the-case-of-uw-fossil-fuel-divestment/>

Section Total (15 out of 32)

47%

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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%

Planetary Health Grades for the University of Wisconsin- Madison School of Nursing

The following table presents the individual section grades and overall institutional grade for the University of Wisconsin-Madison School of Nursing on this nursing-school-specific Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(59/65) \times 100 = 90.7\%$	A
Interdisciplinary Research (17.5%)	$(17/17) \times 100 = 100\%$	A
Community Outreach and Advocacy (17.5%)	$(13/14) \times 100 = 92.8\%$	A
Support for Student-led Planetary Health Initiatives (17.5%)	$(15/15) \times 100 = 100\%$	A
Campus Sustainability (17.5%)	$(15/32) \times 100 = 47\%$	C
Institutional Grade	$(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 83.22\%$	A-

Report Card Trends

Section Overview

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

